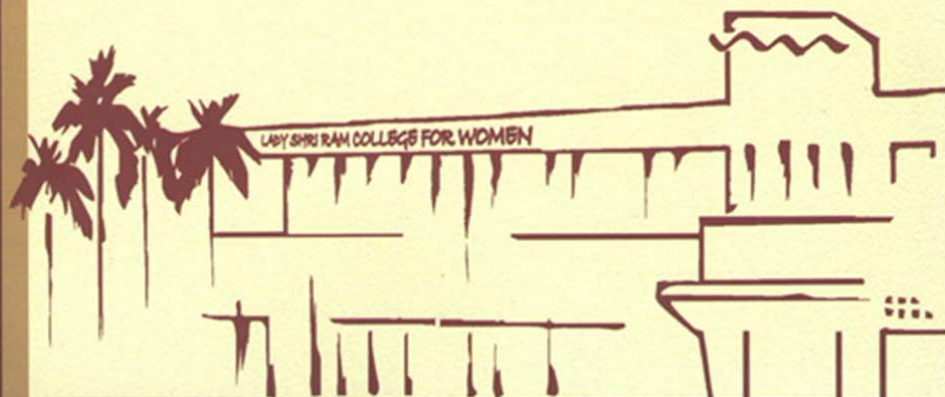




Lady Shri Ram College for Women

THE ANNUAL QUALITY ASSURANCE REPORT
2017-18

Six Decades of Leadership and Excellence in Women's Education



The Annual Quality Assurance Report (AQAR) of the IQAC 2017-18

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.

Part – A

I. Details of the Institution

1.1 Name of the Institution

Lady Shri Ram College for Women

1.2 Address Line 1

Lajpat Nagar-IV

Address Line 2

City/Town

New Delhi

State

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:

9810667695

Name of the IQAC Co-ordinator:

Dr. S.R. Chaudhary

Mobile:

9873300560

IQAC e-mail address:

1.3 NAAC Track ID)

DLCOGN21337

1.4 NAAC Executive Committee No. & Date:

EC(SC)/15/A&A/44.1 dated 25/5/2016

1.5 Website address:

<http://lsr.edu.in/>

Web-link of the AQAR:

<http://lsr.edu.in/>

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 :

1-6-2016

1.8 AQAR for the year

2017-18

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC

i. AQAR submitted on 18-06-2018

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)

CTPB

1.12 Name of the Affiliating University (*for the Colleges*)

University of Delhi

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 (*Specify*)

UGC-COP Programmes

2. IQAC Composition and Activities

2.1 No. of Teachers	<input type="text" value="05"/>
2.2 No. of Administrative/Technical staff	<input type="text" value="02"/>
2.3 No. of students	<input type="text" value="19"/>
2.4 No. of Management representatives	<input type="text" value="02"/>
2.5 No. of Alumni	<input type="text" value="02"/>
2.6 No. of any other stakeholder and community representatives	<input type="text" value="02"/>
2.7 No. of Employers/ Industrialists	<input type="text" value="01"/>
2.8 No. of other External Experts	<input type="text" value="02"/>
2.9 Total No. of members	<input type="text" value="35"/>
2.10 No. of IQAC meetings held	: 06

2.11 No. of meetings with various stakeholders:	No.	<input type="text" value="14"/>	Faculty	<input type="text" value="06"/>
	Non-Teaching Staff	<input type="text" value="04"/>	Students	<input type="text" value="04"/>
	Alumni	<input type="text" value="04"/>	Others	<input type="text" value="Nil"/>

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

- Two Summer Courses at LSR College in May 2017 for students with King’s College, London
- International collaborations.
- Annual academic meets and symposia by departments
- National seminar
- Workshops

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
Skill development workshops for students Extension lectures for faculty and students Enhancement of ICT and on-line publications Certificate courses for students Research and publications of faculty	All these activities were conducted as per plans.

* Academic Calendar of the year attached as Annexure iv

2.15 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 plans 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)

**Please provide an analysis of the feedback in the Annexure*

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.: 58 permanent faculty; 19 Temporary and adhoc

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: 50; Guest Faculty: 47

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	7	27	-
Presented papers	19	36	-
Resource Persons	11	48	-

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

•**Student-centric approach: Reaching diverse groups of students:** Teaching-learning process at LSR has always encouraged students to ask questions and enter into a process of dialogue that encourages students to think critically, to analyse and reflect and give their opinions. Hence, students are an integral part of the teaching-learning programme in LSR. The diverse nature of student community has been taken care by student-centric approach in teaching- learning process which is further strengthened through innovative pedagogical practices which include group activities, group research, extensive use of documentary films and web-based resources, interaction with scholars, experts and peers while the lecture format is also followed as prescribed by the University. Tutorials have always been a space for continuous qualitative individual feedback to students. Both students and faculty are involved

in various **Extension activities**. 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.

•**Research-oriented approach:** LSR believes that the purpose of higher education is to encourage new ideas and ways of understanding along with constantly reflecting and interpreting critically the world that we live in. Research has always been the part of academics at LSR. 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:** Teaching at LSR has never been restricted to only lecture method using black/white board as a tool but a variety of resources are used in the classroom, including documents, photographs, artefacts 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. Visits have been enriched with eminent resource persons from respective fields

•**Research Projects and Surveys:** As research has always been part of academics at LSR, students are encouraged to conduct short research projects, surveys and reports. Research methodology workshops have been organised timely to help and train students to write research projects, short dissertations. 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. Joint research activities by students and faculty members has always been encouraged.

•**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 freships 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-** ICT has been demystified at LSR to make it accessible to the largest number. 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. With this in mind, LSR conducts periodic workshops to train faculty, non-teaching staff and students in

the use of ICT. Students are encouraged 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 sensitizing students on use and abuse of the internet, and has conducted workshops on this aspect to protect students from possible abuse and exploitation. Power point presentations have become the part of teaching and assessment process in most of the programmes. 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:** With the advent of globalization, internationalization and liberalization of education has been a trend. With its strong heritage and foundation, LSR has responded very meaningfully to these opportunities and is able to take up 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: 168 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 recognize and address individual differences and capabilities amongst its learners and hence has always find ways to cater to them. At LSR, we are committed towards innovation, hence we find spaces in the University mandated evaluation system to innovatively and accurately assess student learning. The assessment system extensive and innovative including 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. Each assignment is followed by a feedback and discussion session to cater to individual needs of the students. Other kinds of creative evaluative strategies, like oral tests, quizzes, objective tests, presentations, field work are also used. For both assignments and projects, students are encouraged to explore and research on topics beyond the curricula.

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 includes both qualitative and quantitative assessment on students' performance. It involves discussion with regard to expected standards of performance and reasons for the obtained evaluation. Continuous and regular feedback is given to students individually in the class on their performance which has helped to overcome the individual difficulties faced by students. Additional assignments as well as improvement assignments are given 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

1. Dr Shernaz Cama: Since Summer 2017 has been appointed a member of the University Department Research Council for the Department of English.
2. Dr. Jonkai Ghosh: Member of the Core Committee for the Review of the Bachelor of Elementary Education (B.El.Ed) Course constituted by the Central Institute of Education, University of Delhi. Has co-ordinated the review of the three mathematics courses – Core Mathematics (taught in 1st year), Logico Mathematics Education (taught in 3rd year) and Pedagogy of Mathematics (taught in 4th Year).

2.10 Average percentage of attendance of students: 77.8%

2.11 Course/Programme wise distribution of pass percentage: (2016-17,i.e, examination held in 2017)

IIIrdYear

Title of the Programme	Total No. of students appeared	Division				
		Distinction %	I%	II%	III %	Pass %
B.Com (H)	61		90.2%	9.8	-	100%
Economics	87		81.4%	11.3%	2.1%	93.8%
English	95		57.9%	31.6%	5.3%	94.7%
Hindi	30		70%	23.3%	-	93.3%
History	92		78.3%	11.9%	1.1%	91.3%
Mathematics	42		71.4%	19%	-	90.5%
Statistics	28		78.6%	3.6%	-	82.1%
Philosophy	33		78.8%	15.2%	-	93.9%
Political Science	105		81.9%	14.3%	2.8%	99.04%
Psychology	53		75.4%	16.9%	7.5%	100%
Sanskrit	17		70.6%	29.4%	0	100%
Sociology	27		66.6%	18.5%	3.7%	88.8%
Journalism	55		81.8%	10.9%	-	92.7%
B.A. Prog.	67		77.6%	5.9%	2.9%	86.5%
B.El.Ed (IVth)	27		92.5%	3.7%	-	96.3%

IInd year

Title of the Programme	Total No. of students appeared	Division				
		Distinction %	I%	II%	III%	Pass %
B.Com (H)	73		90.4%	8.2%	1.4%	100%
Economics	94		85.4%	6.3%	5.4%	97.3%
English	102		79.4%	18.6%	1.9%	100%
Hindi	33		78.8%	21.2%	-	100%
History	87		60.9%	24.1%	13.7%	98.9%
Mathematics	47		95.7%	-	4.3%	100%
Statistics	30		73.3%	20%	6.7%	100%
Philosophy	38		57.9%	18.4%	23.7	100%
Political Science	102		83.3%	14.7%	1.9%	100%
Psychology	58		89.6%	5.2%	3.4%	98.3%
Sanskrit	22		72.7%	18.2%	9.1%	100%
Sociology	45		66.7%	22.2%	11.1%	100%
Journalism	28		64.3%	28.6%	7.1%	100%
B.A. Prog.	77		62.3%	14.3%	22.1%	98.7%
B.El.Ed (III Yr)	41		87.8%	7.4%	2.4%	2.4%
B.El.Ed (II Yr)	43		74.4%	11.6%	11.6%	97.7%

Ist Year

Title of the Programme	Total No. of students appeared	Division				
		Distinction %	I%	II%	III%	Pass %
B.Com (H)	69		91.3%	7.7%	1.5%	100%
Economics	96		87.5%	8.3%	3.1%	98.9%
English	107		79.4%	11.2%	9.3%	100%
Hindi	33		93.9%	6.1%	-	100%
History	93		68.8%	20.4%	10.8%	100%
Mathematics	43		95.4%	2.3%	-	97.7%
Statistics	29		86.2%	10.3%	-	96.5%
Philosophy	41		65.9%	17.1%	14.6%	97.6%
Political Science	97		81.4%	17.5%	1.1%	100%
Psychology	56		80.3%	16.1%	3.6%	100%
Sanskrit	27		74.1%	18.5%	7.4%	100%
Sociology	41		73.2%	26.8%	-	100%
Journalism	23		78.3%	21.7%	-	100%
B.A. Prog.	80		91.3%	5.0%	3.7%	100%
B.El.Ed (I Yr)	57		80.7%	12.3%	-	93%

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

- Monitors events and activities organized by various College departments and societies.
- A report is published annually to document College activities and staff and student achievements.
- Encourages use of computer and internet based technology in teaching-learning processes.
- Collects feedback from students regarding facilities made available to them in College and acts on the feedback received.
- Collects feedback from students on teaching-learning processes. This feedback is used to enhance the quality of education .
- Arranges development programmes for teachers and students
- Organises beyond-the-classroom learning avenues for students
- Ensures regular updating of College website for timely dissemination of information to those within and outside the LSR community.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	4
UGC – Faculty Improvement Programme	6
HRD Programmes	-
Orientation Programmes	2
Faculty exchange Programme	-
Staff training conducted by the university	-
Staff training conducted by other institutions	-
Summer / Winter schools, Workshops, etc.	1
Others (Awards in various fields)	10

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	60	05	02	03
Technical Staff	10	-	01	-
	70	05	03	03

Criterion III

3. Research, Consultancy & Extension

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

- Research Methodology Workshops for the faculty and students
- Faculty Development Program Modules in progress
- Encouraging faculty members to participate in Faculty Development Programs and workshops in other institutions of higher education, across the country and abroad.
- Encouragement of sharing research designs and findings by faculty members in inter-departmental forums

3.2 Details regarding major projects:

	Completed	Ongoing	Sanctioned	submitted
Number	-	3	-	-
Outlay in Rs. Lakhs	-	--	20 crores, 5 lakhs (approx.)	3crores, 2.5 lakhs (approx.)

3.3 Details regarding minor projects:

	Completed	Ongoing	Sanctioned	submitted
Number	-	-	-	
Outlay in Rs. Lakhs	-	-	-	

3.4 Details on research publications:

	International	National	Others
Peer Review Journals	45	5	--
Non-Peer Review Journals	14	8	--
e-Journals	35	3	--
Conference proceedings	2	3	--

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

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	Received
Major projects	3 years	ICSSR	5.5 lakhs	
	Ongoing	Ministry of Minority Affairs	12 crores	3 crores
	5 years	Ministry of Minority Affairs	9.9 crores	2.5 lakhs
Minor Projects	--	--	--	--
Interdisciplinary Projects	--	--	--	--
Industry sponsored	--	--	--	--
Projects sponsored by the University/ College				
Students research projects <i>(other than compulsory by the University)</i>	--	--	--	--
Any other(Specify)	--	--	--	--
Total			21.95 crores	3 crores, 2.5 lakhs

3.7 No. of books published

i) With ISBN No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from: Not Applicable

UGC-SAP CAS DST-FIST

DPE DBT Scheme/funds

3.9 For collegesAutonomy CPE DBT Star scheme INSPIRE CE Any other (specify) **3.10. Revenue generated through consultancy- None****3.11 No. of conferences organized by the Institution**

Level	International	National	State	University	College
Number	--	1	--	14	--
Sponsoring agency	--	-ICSSR	--	LSR College	--

3.12 No. of faculty served as experts, chairpersons or resource persons: 683.13 No. of collaborations: International National Any other **3.14 No. of linkages created during this year: NIL****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	Dist	College
25	9	4	7	5	--	--

**3.18 No. of faculty from the Institute who are Ph.D. guides-6
and students under them-15**

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-710 (at college level)

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

- Celebration of International Women's Day through cultural and intellectual interaction on 8th March 2018.
- Event geared towards greater gender sensitisation and awareness regarding sexual harassment organised by Internal Complaints Committee (ICC) on 27th February, 2018.
- Launching of Himmat Plus App and QR Coded Public Transport Programme organised by LSR in collaboration with Delhi Police on 22nd February 2018,.

- Sankalp Se Siddhi: Yeh India Ka Time Hai to commemorate the 75 years of the Quit India Movement and 70 years of India's Independence held on 20th September, 2017.
- B.R.Ambedkar Memorial Lecture organised on 12 April 2018 by Professor Narendra Jadhav, Member of Parliament Rajya Sabha, ex-Vice Chancellor Savitribai Phule Pune University
- The certified #Weallfitin workshop by VAPP in collaboration with Amrit India Foundation, an NGO which works for the development of specially-abled children having intellectual disabilities.
- Refurbishment of NSS LSR's in-house project - the Zamdrupur Development Program with the purpose of providing community outreach and necessary intervention to the residents of Zamrudpur, NSS LSR's adopted village.
- Parwaaz '18, annual inclusive fest of REACH held on April 7th, 2018

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)	--	--	--	--
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	110876	7,73,604-	175		1110050	6,40,000-
e-Books	Access through Sodhaganga (NLIST) and DU network					
Journals	141	Rs. 8,59,132			141	Rs. 9,15,000
e-Journals	Access through Sodhaganga (NLIST) and DU network					
Digital Database	-	-	-	-	-	-
CD & Video		-	-	-	500	-
Others (specify)	Braille books-	-	-	-	100-	-

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.)

--

4.6 Amount spent on maintenance in lakhs :

i) ICT	Rs. 1.66 lakks
ii) Campus Infrastructure and facilities	<u>Rs.176.99</u> 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

- As the new academic year commences, orientation programs are organised for the new students
- Notices are put up to provide information to students about various scholarships and freeships
- Through notices on the boards, announcements in the assembly and social media, information about availability of support services like counselling for college students by a trained professional counsellor are provided
- Information of relevance to students is put on the college website as well
- Students' grievances are addressed by the Student Welfare Officer. An online grievance system also exists that can be accessed through college website.

5.2 Efforts made by the institution for tracking the progression

Since the alumna of LSR are excelling in different spheres like sports, academics, entertainment, administrative sectors, Alumna Cell (a student body) founded in 1956 is very active. Through activities like Annual Reunion Nostalgia and interactive sessions organised with distinguished alumni, the students batches get to learn immensely about the future career prospects. Alumna Bazaars, Global Mentoring Walks, Alumna of the month are events that help the college to stay connected to its alumna and give them the opportunity to the alumna to share their experiences.

Recent events of the Alumna Cell have included:

- Alumna Bazaars
- Talk by Ms. Pinky Anand, Additional Solicitor General of India on “India’s stance on BRICS”
- Talk by Ms. Anjali Gopalan, Founder and Executive Director of the Naz Foundation India Trust on “Right to Privacy, a step towards sexual freedom in India”
- Talk with Ms. SohaliaKapur (actor, playwright, television anchor, journalist)
- Ms. Gita Mittal, Chief Justice of the Delhi High Court in LSR’s Annual Cross Country Run
- Talk with Ms. Divya Arora (actor, model, director, writer, linguist)
- Friendly matches between Alumnae and Current Teams in football, volleyball, basketball, table tennis in Dr. Bharat Ram Sports Meet

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
2701 +445	280+ 25	Nil	34

(b) No. of students outside the state:1950(B.A.)+156 (M.A.)

(c) No. of international students:47

Men

No	%
Nil	

Women

No	%
47	100

2016-17						2017-18					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
1772	367	179	647	54	3019	1662	335	170	617	59	2843

Demand ratio
B.A.: 1:1.29
M.A.: 1:0.84

Dropout % (445 BA & 25MA)
B.A.:1:5.78
M.A.: 1:10.93

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

5.6 Details of student counselling and career guidance

Career counselling sessions are organised with speakers invited from different spheres to address students' queries about their future career potentials. There are certain short term courses that the college runs. This includes mathematical modelling workshops and English coaching classes. Tutorial periods aim to provide students with beyond the classroom learning or clear doubts that they have with respect to their course curriculum. Apart from that, faculty also provides resources and guidance to students after the classroom hours for their career growth like supervising their research endeavors.

Office of International Programs Cell:

- Annual Summer Courses at LSR conducted by King's College, London. Courses were on International Relations and Marketing Management
- Interactive session between LSR students and a contingent of 18 students from the Faculty of Arts, Macquarie University, Australia accompanied by Prof. Andrew Alter
- Enriching cultural and intellectual interaction between a team of 35 delegates from Asia, Africa and Latin American countries alongwith students from Soka University, Japan
- Academically engaging interactive session on "Gender, Education and Diversity in Australia", growing Indo Australian relations between the LSR students and Governor General of Australia His Excellency Sir Peter Cosgrove
- Interactive session with a 100 member youth delegation from Bangladesh
- Interactive sessions with Russell Group University representatives from University of Bristol, University of Leeds, Queen Mary University, London and King's College, London
- Session with Mr. Robert Garris, Director of Global Admissions and Strategic Initiatives, Schwarzman Scholars inviting students to participate in the unique global program
- Session with Mr. Nilesh Gaikwad, Country manager, EDHEC Business School and Ms. Neha Khanna, Country Representative from Sciences Pro, Paris spoke to students about opportunities in their institution
- Session on studying abroad initiatives available for Indian students in France by Ms. Victoria Dobritz, Campus France Delhi, French Embassy
- LSR students nominated for collaborative programs in Universities abroad
- 10 LSR students from Journalism department recommended to Ministry of Youth Affairs and Sports, Government of India

Placement Cell- The very active and successful placement cell of LSR provides a platform for interaction between recruiters and students on campus for job opportunities post undergraduation, seminars to provide information about studying abroad and opportunities for internship. Many industry giants as well as first time recruiters were seen in increasing numbers. Many startups and Educational Organisations also picked up students from LSR. Workshops were also organised for training on Personal/Case Interviews and Group Discussion, CV building training as well. Around 20 workshops including ones on Stress Management, how to crack cases, how to leave an impact in interviews were conducted. Sessions on GST, role of youth in development sector, growth in finance and public relations

sector were also organised. Students were placed internationally as well in Thailand and Singapore.

Internship offers were rolled out with industry giants and in different fields some of which also included paid internships. Virtual internship fair, EY scholarship program and many competitions were organised.

The college has appointed a trained mental health professional for the position of **College counsellor** who visits the institute 3 times a week. She has looked into different psychological issues of the students of the college. The department of psychology also runs a **Peer Support Program**, that provides a platform for the students to discuss their psychological issues with their peers to facilitate better functioning and realisation of their potential.

Students benefitted from Placement cell- 136
 Students benefitted by counselling- 50

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
100	480	136	--

5.8 Details of gender sensitization programmes

- Lets Talk sessions on feminist prose and poetry, feminist intersectionalities and personal experiences of gender discrimination
- Panel discussion titled “The other side of silence: Many partitions, many voices” with an inter disciplinary panel opening gendered analysis of partition through literary, sociological and historical perspectives
- Screening of Canadian- Indian documentary “Driving with Selvi” charting the journey of violence and abuse to independence and emancipation of the first female taxi driver in South India, Selvi followed by a discussion with the director and Selvi herself
- Gender sensitisation workshop in collaboration with NSS in the form of a series of 6 sessions across 6 NGOs reaching out to over 150 children.
- Parody event and Feminist stand up event as a part of Tarang 2018

5.9 Students Activities

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: Data not available

State/ University level National level International level

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

Sports: State/ University level National level International level

Cultural: --

State/ University level National level International level

5.10 Scholarships and Financial Support

	Number of students		Amount	
	2016-17	2017-18	2016-17	2017-18
Financial support from institution	236	262	Approx. Rs 28 Lakhs	Approx. Rs 24 Lakhs
Financial support from government	172	87		
Financial support from other sources	--	23		
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)

2017-18

- Live art on orientation day
- Exhibition on teachers day; on Indian art; during tarang
- Stall at Diwali mela
- Student competitions
- Wall painting near nescafe
- Log painting for Green Cup
- Pen and Ink as well as origami workshop

PROJEKT (film & photography society)
2017-18

- Graduation day; college orientation; independence day video
- Freshers' photography competition
- Independence day; Teachers day exhibition
- Photowalk to jama masjid
- Basic photography; screenwriting; cinematography; film making workshop
- Movie screenings

5.12 No. of social initiatives undertaken by the students: 10

5.13 Major grievances of students (if any) redressed:

- Police Helpline for PG accommodation related grievances
- Increased patrolling near college
- Himmat plus app launch at LSR by Delhi police to ensure safety of women

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

The college's teachers represent LSR on several Curriculum Revision Committees as and when these are created by the University of Delhi. The knowledge and expertise of the faculty are well-respected. Many faculty members of LSR are invited to be on similar committees in other leading educational institutions of the country.

6.3.2 Teaching and Learning

- The teaching processes at LSR continue to evolve and progress. Teaching occurs in a dialogic manner through interactions between students and teachers. This is in response to the growing understanding that learning cannot be a one-way process. It must involve stimulation and participation of each student in the classroom. This interactive style of teaching resonates with the demands of a young generation that seeks for its voice to be heard. It also stems from the understanding that dialogue is the most efficacious means to foster teaching –learning processes in classrooms with increasing levels of heterogeneity.
- Classroom teaching is being complemented by experiential exercises and field trips. Third year students of the B.El.Ed department visited an innovative school at Bodh, Jaipur in November 2017 accompanied by four faculty members. The third year students of the Sociology department made their annual field trip Lucknow, Uttar Pradesh in January 2018 accompanied by two faculty members.
- Students are encouraged to participate in seminars, paper presentations and lectures by experts held both within and outside college
- 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 strongly discouraged.
- Learning about other cultures is being encouraged through interactions with delegations of foreign students that visit LSR.
- Teachers are increasingly using information technology in the preparation and delivery of lectures.

6.3.3 Examination and Evaluation

- During examinations, a healthy student-teacher ratio is maintained in examination halls to avoid any instances of cheating.
- All spaces accessible to students during an examination are regularly checked by the examination committee for hidden books or papers that may be used for cheating. If any such material is found it is duly removed.
- Photocopying facilities are available, in case question papers, statistical tables etc. need to be photocopied, just prior to or during an exam.
- Students in wheelchairs write their examinations in a large open room on the ground floor of the college building. This increases accessibility and aids students in being comfortable during the examination.
- Visually challenged students have the option to type their exams on laptops instead of having writers for their examination.
- Students are repeatedly encouraged by faculty members to take strong precautions against missing their examinations.
- The medical room is open at all times during examinations. A nurse is always available to assist students with medical issues.
- Students who feel nervous or over-whelmed by their impending examination are provided emotional assistance by the teachers of the examination committee.
- Various personnel are stationed at different venues of the examination within college. They remain vigilant with respect to the students' belongings to avoid any instances of theft.

- Duty lists of teachers are accessible to them on-line to ensure transparency and prevent confusions about the availability of teachers on the day of the examination.
- All University of Delhi guidelines are followed for student evaluation during the course of a semester.
- Timely class and home assignments are taken. Regular feedback is provided to students on their performance.
- Assignment marks are uploaded on a software at the end of a given semester. This allows students to check their internal assessment records and get discrepancies, if any, corrected.
- Uploading of attendance records of students is done on a monthly basis.

6.3.4 Research and Development

- Faculty members are encouraged to take up research projects funded by ICSSR, UGC, University of Delhi and other similar reputed bodies.
- Paper presentations and participation by faculty members in conferences and seminars is also encouraged.
- Faculty are also encouraged to participate in Faculty Development Programs.
- Students are actively trained by faculty members to undertake research. Students are also encouraged to publish their work in academic journals, magazines, newsletters and newspapers. With the goal of research training, the department of History organised a Research Methodology Workshop Series on ‘Understanding Methodology’ and ‘Writing a Paper’ in September 2017. Further the Psychology department encouraged student research efforts by offering ten students the opportunity to complete dissertations under the supervision of their faculty. Also the department’s journal released annually which publishes peer-reviewed articles, provides a platform to students to disseminate their research work. On their field trip to Lucknow the students of Sociology department chose a variety of research topics and wrote papers that were brought together as a field work journal.
- Students and faculty have on-line access to a large number of research journals through the University of Delhi.

6.3.5 Library, ICT and physical infrastructure / instrumentation

- All classrooms in the college are equipped with projectors.
- New computer laboratory to be used by departments of Mathematics, Commerce, Statistics and BA Program.
- 24x7 Wi-Fi Facility
- Computerization of administration and library is discussed under point 4.2

6.3.6 Human Resource Management

The institution values every member of the LSR community including the student body, faculty, administration and support staff. Every person is understood as having their unique personalities and strengths that they bring to the institution. The institution respects and supports these individual differences. LSR firmly stands against any discrimination in the name of caste, creed, gender, race, religion and so on. The spirit of egalitarianism is central to the functioning of this college.

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

6.3.8 Industry Interaction / Collaboration

While primarily an academic institution, LSR remains aware of its students' needs to find gainful employment. The Placement Cell of college does admirable work in this regard. It regularly organises recruitment and placement drives which see high student participation. The academic session of 2017-18 was an extremely eventful year for the Placement Cell. The Cell hosted a varied range of companies offering placements as well as internships throughout the year. Industry giants like McKinsey and co., Bain Capability Center, Bank of America, KPMG, Ernst and Young and PwC visited LSR this year offering positions in a diverse range of fields such as consulting, finance, marketing and sales, media content and research. Educational organizations such as Teach for India and the Young India Fellowship also visited LSR to offer enriching fellowship programs to the students. The highest package offered stood at INR 37.8 lakh and the average package offered this year witnessed a significant leap from last year with INR 7.1 lakh. The academic session also witnessed the Placement Cell go international with students being placed in Thailand and Singapore.

In addition to bringing a varied list of recruiters to campus, the Placement Cell also organized internship opportunities for the collective student body. Over 200 companies successfully recruited interns through the Placement Cell of LSR during this year. Nearly 300 internship offers were rolled out with over 150 industry giants like Nomura, EY, JSW, United Airlines to name a few. Internship opportunities in the fields of Photography, Videography, Designing and Event Management were also provided. Over 150 paid internships were offered to the students. The highest internship offer stands at INR 1,40,000 for two months. The average stipend for paid internships was nearly INR 9,500 per month. For the first time, a virtual internship fair was organized in partnership with Triedge that provided exciting internship opportunities to students of all years.

One of the very successful events conducted by the Cell was the EY Scholarship Program, an all India business case building competition, where after a rigorous process, one student was awarded a scholarship of INR 1 lakh and an internship opportunity at EY. The Cell also partnered with prestigious firms to conduct competitions like the KPMG International Case Study Competition and Graduate School Maverick program.

This year, the Placement Cell made concerted efforts to host socially geared initiatives with organizations like Asmat, Indus Action, Young Leaders for active leadership, Sexual and Reproductive health rights defenders, Health Over Stigma, Make a difference and Feeding India.

The Placement Cell ensured that the students are well informed about various affairs happening in the country. As a result sessions on GST, role of youth in the development sector, growth in finance and public relations sector were also organised.

Summary of data pertaining to placements is presented below:

- Number of Companies for Placements: 131 (70 on campus)
- Number of Companies for Internships: 314 (12 on campus)
- Total Number of On Campus Events : 99
- Number of Final Placement Offers: 110
- Highest Placement Offer: INR 37.8 lpa
- Highest Internship Offer: INR 1,40,000 for two months
- Average Placement Offer: INR 7.3 lpa

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 conducted methodically. As a constituent college of the University of Delhi, LSR is governed by the norms and guidelines set down by the University. Each of these is followed in a transparent manner. The entire admission process is closely monitored by the college authorities including the Principal, Vice-Principal and conveners of the admission committee. Information is sent to the University regularly.

In 2017-18, pre-admission counselling was organised during which faculty members from all departments were available to assist students in making choices with respect to colleges and courses. For the admission process, a help-desk was set up to assist students and parents. As per the requirements of the University of Delhi a Grievance Committee was set up to look into any complaints related to the admission process. The contact details of the Grievance Committee were widely publicized, including on the college website. Committees were also made for admissions under sports and ECA categories.

6.4 Welfare schemes for

Teaching	Yes
Non teaching	Yes
Students	Yes

6.5 Total corpus fund generated

2.42 cr.

6.6 Whether annual financial audit has been done

Yes No

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	College Administration
Administrative	Yes	University	yes	College Administration

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

For UG Programmes: Results are declared by the University on various dates
For PG Programmes: Results are declared by the University on various dates

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, ELSA, works with the objectives of providing a forum for all alumni of college, to connect, meet and interact. It seeks to promote professional and socio-cultural interaction among the alumni and build an active network of alumni across India and the world. ELSA is driven by a strong sense of social responsibilities. Its goals include undertaking and organising activities with civic or charitable objectives related to the empowerment and education of women, human resource development and employment of alumnae. ELSA works to help, encourage and assist the spread of education, and to render assistance, award scholarships / bursaries to deserving students. ELSA scholarships were set up with the mission to support young women who desire to pursue education but face financial constraints. Scholarships are given to students selected by a college committee on criteria such as assessment of merit and means, family annual income and keen interest and performance demonstrated in academics, sports, extra-curricular activities.

In addition, ELSA's activities include an annual dinner, a book club and networking events. ELSA has conducted various talks and discussions on important themes such as women's investor awareness and pursuing health. ELSA organised a Mentoring Walk on March 10, 2018 in Delhi to celebrate the International Women's Day. Also, the ELSA Hub is a platform where the alumni fraternity can advertise their products and services.

6.12 Activities and support from the Parent – Teacher Association:

The college does not have a Parent – Teacher Association.

6.13 Development programmes for support staff

Games organized between the Teaching and Nonteaching Staff during Bharat Ram Annual Sports Meet to forge a healthy working atmosphere.

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

The environment has two major aspects to it: the natural environment and 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. The Garden Society of LSR, *Prakriti* is the institutionalised mechanism for students and faculty to work together for the environment. 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.
- A college-level drive to recycle the collected waste paper into notebooks. Collaborated with 'Jaagruti' NGO for the same.
- Refilling whiteboard markers instead of purchasing them, in order to reduce plastic consumption.
- Conducting the Prakriti Bazaar involving sale of eco-friendly stationery, organic food, bags.
- Collaboration between Prakriti and the National Service Scheme of college's BASTA for manually recycling newspaper mache into fresh sheets.
- Movie screenings and discussions for students on the environment, for example "Man" by Steve Cutts followed by an open discussion.
- Student competitions and inter-department discussions to spread greater understanding of issues related to the environment.

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 to inter-weave learning with creativity and innovation. LSR has taken up a series of innovative academic engagements to enable holistic teaching-learning experiences. The unique events this year, included **'Dialogue and Discussion'**, a flagship event held for the first time during the college's annual festival 'Tarang', with Ms. Ratna Pathak, Mr. Rahul Bose, and Ms. Leena Yadav as discussants on the theme of "(Un)Gendering Indian Cinema". The discussion was successful in capturing the attention of the youth due to its pertinent nature in the current world. The representation of gender in Indian Cinema was talked about at length by the three panelists who have carved a niche for themselves in the field of theatre, with active contribution to women's issues.

*During the course of the year, different departments continued to engage their students in new ways of learning through organising **National and International seminars and Academic Meets**.* The Department of Elementary Education organized an ICSSR sponsored two day National Seminar on 'Alternative and Innovative Education in India: The Way Ahead' from 26th to 27th March, 2018. The seminar deliberated on critical issues in search of alternative pedagogical methods and practices. It witnessed active participation of a 100 member Youth Delegation from Bangladesh. The Department of Economics hosted its annual economic symposium Econvista on 18th, 19th and 20th January, 2018, which witnessed participation from ten contingents and several individual participants from colleges all across the country. The theme chosen for this year's symposium was 'India at 70: The Economic and Social Crossroads.' Several other departments including Sociology, Political Science, English, BA Programme, Philosophy, Statistics, Sanskrit, Mathematics, Commerce, Journalism, History and Psychology also held their annual seminars and conferences.

In terms of **community outreach** NSS LSR addressed a number of urgent social issues, including development of rural women, social entrepreneurship, animal welfare, care for the elderly, education, child rights and so on. One of the highlights was the refurbishment of NSS LSR's in-house project - the Zamdrupur Development Program with the purpose of providing community outreach and necessary intervention to the residents of Zamrudpur, NSS LSR's adopted village. Twice a week, student volunteers conducted workshops with the residents there, primarily focusing on women and children. The workshops revolved around awareness activities to improve their living circumstances, including discussions on cleanliness and waste management, menstrual health and sanitation, etc. NSS LSR brought back its initiative to engage with children from the less privileged sections of society by organizing Kala-an interactive, educational art competition and workshop for children frequenting NSS LSR's NGO collaborations. Over 62 children from six NGOs were hosted on campus and interacted with the volunteers while expressing their creativity and artistic skills. In accordance with its tradition, NSS LSR organized its flagship event, the annual NSS Diwali Mela - Noor in the month of October 2017. Receiving a massive turnout, the event was a celebration of the innovative skills of students and NGOs, showcasing a wide range of student entrepreneurs and NGO-made products. NSS LSR also organized its annual youth convention, Nexus 2018

in the month of March. It was an occasion to start meaningful conversations about issues of utmost societal significance. The theme for the convention was *'The Catalyst for Change: Youth and the Social Sector'*, initiating a discussion on the important role students and the youth play as change agents for the benefit of society.

The use of ICT in teaching has also grown. 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

Workshops and extension activities planned for faculty and students were carried out as per plans. However Faculty Development Programs and workshops for non-teaching staff are in progress.

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

Title of the Practice: Inclusivity in Education

Goal

The college believes that an equitable access to social opportunities of education is critical to the growth and development of every nation. Education at LSR is infused with the value of humanism and a respect for individual differences.

Context

Student diversity in classrooms is on the rise. Classrooms are more heterogeneous than ever with respect to region, religion and economic backgrounds. This is a positive development for the teaching-learning processes as diversity brings with it greater opportunities for learning. In order to translate these opportunities into reality it is important to create inclusive teaching-learning spaces. LSR REACH (Reaffirming Access, Equity, Capacity and Humanism) programme plays a critical role in this endeavour.

The Practice

REACH has been active throughout 2017-18, working constantly towards making LSR a space of inclusivity. *Swavalamban* is a resource centre in college for differently-abled students, particularly for those with visual disabilities. It provides access to 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 also has ten computer systems that facilitate the work of both English and Hindi discipline students. REACH works with the Equal Opportunity Cell of DU, to ensure that students have access to reading material, laptops and other recording devices provided by the University.

Faculty members of college seek to create appropriately designed pedagogies to cater to students with disabilities. There is also an effort to maintain infrastructural facilities to assist in the mobility of persons with disability. These include ramps, elevators, tactile floored

pathways and specially designed washrooms. Special scholarships and other financial support schemes facilitated by the college provide further support to students with disabilities.

Evidence of Success

REACH has been organising various events for students with disabilities every year. Highlights of the last year include the following:

- With the assistance of KMPG, instructor Sandeep Garg was invited to teach the students about the “White Cane” and demonstrate to them its usage. The workshop was spread over 3 sessions on consecutive Saturdays, with a participation of around 10 students. Mr. Garg explained the technique of holding the cane, and using it to detect obstacles in the path. Students were also shown how the cane could aid them while climbing a flight of stairs.
- REACH in collaboration with the department of Political Science hosted Dr. Renu Addlakha in college. Dr. Addlakha is a professor and Senior Fellow at the Centre for Women’s Development Studies. The lecture centred around the intersection of “Gender and Disability”.
- REACH held an accessibility audit around the college campus. The objective of this activity was to identify areas in college which were an obstacle to easy mobility. By the end of this year, ramps have been constructed at two additional spaces on the college campus.
- The annual inclusive fest of REACH- Parwaaz ’18 was held at the beginning of 2018. It included a variety of events for the participants including a talent hunt, creative writing competitions, a debate and a quiz competition.

Title of the Practice: At Home in the World

Goal

LSR aspires to nurture world citizens with a cosmopolitan perspective which reconciles the ability to follow global trends in a way that compliments local sensibilities. The college is conscious of the need to facilitate partnerships and collaborations with institutions of higher learning across the world.

Context

As the world is rapidly shrinking, education is undergoing a process of internationalisation. More and more students are now receiving education in countries other than their country of origin. Classrooms with students of different nationalities offer a number of advantages in an increasingly globalised world. It is in line with this significant trend that LSR hopes for a greater number of global collaborations as part of its teaching-learning process.

The Practice

LSR’s Office of International Programmes has been extremely active this year. Collaborations in various forms have occurred with a number of foreign universities. The details have been presented below.

Evidence of Success

In terms of collaborative academic engagements, LSR celebrated International Women's Day in 2018 through an enriching cultural and intellectual interaction. A team of 35 delegates from Asia, Africa and Latin American countries attended and participated in the discussions. Ten students accompanied by faculty from Soka University, Japan were also present. The Japanese students put up a cultural performance that was highly appreciated. Further, LSR had the privilege of hosting a 100-member Youth Delegation from Bangladesh for an interactive session with the faculty and students. The tour was organised on the initiative of the Ministry of External Affairs and the Ministry of Youth Affairs and Sports, Government of India.

In addition to these activities, the Office of International Programs organised talks by distinguished faculty from universities abroad as well as lectures and presentations from universities wishing to collaborate with LSR. These included an interactive session with the Russel Group University representatives from the University of Bristol, University of Leeds, Queen Mary University London and King's College London. While strengthening existing collaborations, LSR hosted a series of meetings for prospective collaborations. The college was visited by— Mr. R. Marc Johnson, Senior Executive Director for Global Affairs, University of Virginia Dardan School of Business, USA, Ms. Janna Behrens Director, Education Abroad at Amherst College, USA, Prof. Sharon Pickering and Dr. Mridula Nath Chakraborty from Monash University, Australia and Mr. Ranjan Daniels, Associate Dean of the Harris School of Public Policy, University of Chicago.

LSR College hosted three exchange students from Middlebury College, USA and one student from La Trobe University, Australia—for durations ranging from one semester to a year. A large number of students from LSR have been nominated for collaborative programmes in Universities abroad.

7.4 Contribution to environmental awareness / protection

- Pledge campaigns during Diwali: 'No to firecrackers' campaign
- Keeping the campus green and clean
- Waste segregation
- Collection drives for waste paper for purposes of re-cycling
- Re-use of one-side used papers for administrative work
- Documentary screenings and talks by experts on environmental issues
- Use of rain water harvesting

7.5 Whether environmental audit was conducted?



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

1. **Equitable access to learning and a socially responsive education:** The college believes that education must be inclusive for all characterised by an equitable access. Education imparted in LSR seeks to foster not only academic acumen but also a strong sense of social responsibility.

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 exchanges that promote sound learning that goes beyond textbooks.
3. **Infrastructure:** The college has classrooms equipped with LCD projectors and sound systems to facilitate the learning process through different audio-visual teaching aids. The campus is wifi enabled at all times. 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. The campus also offers facilities such as cafeteria, restrooms, medical room etc.
4. **Accessibility:** In order to ensure accessibility of learning spaces within college, the campus has been provisioned with ramps, elevators and railings. Braille notice boards and classroom labels have also been put up to increase mobility. The role of *Swavalamban* in increasing accessibility to academic material has already been discussed in section 7.3.
5. **Library resources:** The LSR library has a huge collection of books, bound journals, periodicals, magazines and e-resources. The library is fully digitised and is open even after class hours. 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. A library committee works regularly to oversee the functioning of the library.
6. **Environmentally friendly campus:** LSR remains aware of the need to maintain a campus that exists in harmony with all living beings, plants and animals. In line with this, various initiatives have been taken through the year by societies such as Prakriti, Animal Welfare Committee and Friendicoes NSS project. There is also an emphasis on keeping the campus clean and green.
7. **Collaborations with foreign universities:** The contributions of the Office of International Programmes in this regard have been discussed in section 7.3.
8. **Commitment towards community outreach and capacity building:** LSR has continued its strong emphasis on community outreach through the initiatives of the NSS as discussed in section 7.1.
9. **Focus on all round development:** At LSR, co-curricular activities are considered to as important to learning as academic pursuits. During the course of the year, students have participated in a number of activities such as Indian and western dance, dramatics, sports, dramatics, Indian and western music, fine arts through the college's student societies. Students have also won prizes at various forums through their participation.
10. **Encouraging student initiatives and leadership:** The college remains mindful of supporting and encouraging student initiatives. Regular guidance is provided to students in all their endeavours. The students' union is the elected body and manages morning assemblies and college events, including the annual festival, Tarang, with guidance from staff advisors.
11. **Emphasis on physical and mental health:** The college has a well-equipped medical room with 2 beds. First aid facilities, a wheel chair and a blood pressure machine are available in this medical room and there is a nurse on campus to cater to students who report minor health related issues. In case of any emergency, the student is either rushed to a nearby hospital/medical center or a doctor is called immediately. This

year the college appointed a medical practitioner who visits college twice a week for two hours each. Further, a counselor has been engaged for the students who also comes on a daily basis.

12. **Scholarships and freeships:** Scholarships and freeships are available for students from economically weaker sections and disadvantaged groups. The college is committed towards providing equal opportunities and equal conditions of success for all learners, irrespective of their backgrounds.
13. **College Website:** The website of LSR is updated frequently, to ensure timely and wide dissemination of information. The website provides a platform for all stakeholders to gather important information and remain in touch with important events occurring in college.
14. **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.
15. **Recognising diverse achievements:** LSR recognises the diverse achievements of its student's body. Several prizes were conferred this year upon students for excelling in diverse fields of activities such as sports, performing arts and creative arts and socially productive work.
16. **Hostel facilities: Residence hall:** The Residence Hall has always endeavoured to help the college accomplish its aim to provide women quality education and a space for growth and learning. Some of the facilities available for students in the hostel include an air-conditioned and furnished students' Common Room with a television and a sound system, with a seating capacity of approximately 200, an air-conditioned study room with new study tables and chairs, a fully stocked Infirmary. A counsellor is available to hostel students twice a week.

WEAKNESSES

1. Limited infrastructure: Although the college has a number of facilities for students, there is a need to develop the infrastructure further to cope with expanding student numbers.
2. More specialisations can be offered within courses so that students have access to greater learning opportunities within their discipline.
3. Limited sanctioned strength of teachers.

OPPORTUNITIES

1. Inter-disciplinary research
2. Inter-departmental collaborations
3. Language and skills based courses for students
4. Community outreach programs
5. Collaborations with foreign universities

THREATS

1. Decreasing one-to-one connect between student and faculty due to high teacher-student ratios.
2. Decreased quality of student-teacher interaction due to pressures of the University semester system.
3. Lack of timely recruitment of permanent teaching staff and timely promotions (CAS).
4. Inability to locate all learning in real world application.

8. Plans of institution for next year

- Faculty Development Programs on research methodology and statistical tools for data analysis
- Capacity building workshops for faculty and students
- Increasing research opportunities for teachers and students
- Certificate and add-on courses for students
- Soft skills enhancement workshops for non-teaching staff
- Enhancing ICT facilities
- Increasing national and international collaborations
- Community out-reach programs with special emphasis on mental health and social development
- Increasing environmentally friendly practises in college (segregation of waste, STP plant, solar panels)
- Development of more efficient systems for collating data for IQAC for further action
- The college and the hostel will continue to foster a vision of empowerment and accessibility for all. On the anvil are plans to install a chairlift so that PWD students can access the first floor, complete painting and renovation of the hostel, install QR enabled room numbers to aid visually impaired students, the establishment of a laundry hub with washing machines and ironing boards, increasing sustainability practices to decrease carbon footprint and involving more students in hostel administration.
- Gender empowerment programs especially in terms of familiarising female students with new professional avenues including those that have been traditionally male dominated.

Name *Dr. Sanjoy Roy Chowdhury*

Name *Dr. Suman Sharma*

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)

Various departments of the college have collected feedback from the graduating students of the session 2017-18. Some departments have conducted on line survey and some off line feedback. The feedback was taken in the months May -June 2018. Some aspects of the Survey are department or discipline specific, whereas some aspects like Infrastructure, Library facilities, teaching -learning , 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 English

The students were asked for their feedback on the following four segments:

1. Course content for Core papers
2. Course content of papers like MIL AECC, SEC
3. Course transaction
4. Infrastructure.

The parameters for feedback of each of the components were graded into very good, good, average and poor.

In the first feedback on Content: Core Courses, it was found that about 35% students graded it as very good, 60% considered it good and the remaining found it average. 10% thought the length of the syllabus to be very good, 43% considered it good, 39% found it average and the remaining graded it as poor. The relevance of the course as per 69.5% students was good, 17% graded it as very good and for the remaining students it was average.

In the second feedback on Content: MIL AECC, SEC papers, it was found that 39% students thought it to be average, 30% considered it poor, about 24% thought it to be good, 4% graded it as very good while the rest did not have a response. The length of the syllabus was graded as good by about 48% students, about 37% considered it to be rather average, about 9% thought of it as very good while the remaining were divided between poor and no response. About 41% students considered the relevance of the courses as good, 26% still thought it to be average, 9% graded it as very good, while 17% found it as poor, 6.5% students could not respond.

In the third feedback on Course Transaction, students constituted the feedback on regularity of classes, Completion of syllabus, Availability of teachers outside class, Teachers' effectiveness in transacting syllabus and Bibliography and References provided for courses. Regularity of classes was graded as very good by 54% and about 37% considered it good. Completion of syllabus was considered good by 65% and 26% graded it as very good. Availability of teachers outside class was graded as good by 45% and 28% considered it very good. Teachers' effectiveness in transacting classes was considered good by about 69.5% and very good by 26%. Bibliography and references provided for courses had 41% students grading it as good and about 46% considered it as very good.

In the fourth feedback on Infrastructure, the parameters considered are – Classroom size, Fans and coolers, Cleanliness, Internet Availability, Library Resources, Online Material

Accessibility and Photocopy and Printouts. For the classroom size the feedback of majority ranged between good and average, for Fans and coolers the feedback ranged between average and poor, for Cleanliness 54% students graded it as good, for Internet availability about 48% considered it as poor, for Library Resources majority of students graded it between good and very good. Both Online Material Accessibility and Photocopy and Printouts, was graded between good and very good by most students.

Department of Economics

The Department of Economics, Lady Shri Ram College have designed a student feedback form and collected the filled in form by the students of Economic (Hons) of the batch 2015-2018. The feedback form is designed in a questionnaire format to gather experience of students which can further be used for the Department's improvement strategy.

The questionnaire primarily focuses on four areas:

1. Course content.
2. Teaching – learning process/ pedagogical practices.
3. Evaluation process
4. Others

The questionnaire consists of questions regarding students experience in the Lecture classes, with tutorial system, using other pedagogical practices in addition to lectures and their experience with faculties. Students were asked to give their opinion about if the classroom provided adequate content and space for debate and discussion. The questionnaire also factored in if the University exam has been in consonant with internal evaluation. Students were also asked to assess their overall growth and learning experience at Lady Shri Ram College.

In response to the question regarding content of lectures, effectiveness of articulation, efficiency of delivery of lectures, time management of faculties in the department, it is observed that students have had highly satisfied experience. In addition to the conventional lectures and tutorial system, the series of guest lectures by eminent scholars, economists, professors organised at the department periodically, Beyond the Class Room (BCR) initiative and the different clubs activities organised at the department level have benefitted the students immensely. Students have expressed that not only they have achieved academic excellence at LSR but they also have evolved more resilient, confident, focused and acquired leadership qualities to face challenges in future.

However, there are certain concerns of students which required to be addressed to. The department has a packed time table with back-to-back classes from morning through afternoon gives them no time to interact with faculties and other students to learn from their peers. In respect to maintain parity of evaluation between the University 's final semester exam and internal assessment at college level students have expressed a great level of satisfaction.

The student feedback at the department has provided students a platform to voice their concern and we at the department perceive this as a very important mechanism to provide students with the opportunity to comment on the quality of their learning experiences, to assess the success of academic provision in relation to the expectations of students.

Department of Elementary Education

The department of Elementary Education, LSR, collected student feedback from the final year (4th year) students using an online survey. 25 out of 28 final year students responded to the survey over the months of June and July 2018. The following segment analyses the main trends in the responses obtained.

Infrastructure-The results indicate that within infrastructure, the students were most satisfied with the safety (4.44). classroom ventilation and classroom lighting, availability of classroom space, accessibility, availability of audio -visual facilities ranged between (4.32 to 4.8). whereas they were least satisfied with the availability of drinking water (2.20). The results indicate medium satisfaction with these aspects of infrastructure: cleanliness and hygiene, classroom acoustics and availability of clean washrooms ranged between (3.88) to (3.16).

Pedagogy- The aspect of pedagogy liked most by the students was the use of comprehensible language in the class by the faculty (4.32). The students also liked field-based learning opportunities (4.28) and the use of wide range of teaching methods like group discussions, lectures and presentations etc. and the interactive and discussion -based teaching (4.24). Students also liked the effort made by the faculty to relate concepts to real life situations and problems (4.20) and the encouragement given by the faculty for developing critical thinking among the students (4.8). The least liked aspect of pedagogy were the tutorials (2.64), indicating a need for improvement in this area.

Department's Faculty-Among the most liked aspects of faculty was the faculty's lecture preparedness (3.96) and the teaching style adopted by the faculty including clarity, bilingualism, openness to questions (3.92). The inclusive attitude (3.63) regularity (3.63), timely completion of course (3.42) and approachability (3.17) are also largely found to be satisfactory. However, the weighted averages did not go above 4 points, as in the previous questions, indicating lower average. The aspects that need improvement include openness to feedback (2.70) and fairness (2.38).

Teaching -learning resources-The areas of high satisfaction included interaction with resource persons from the field during the sessions and workshops (4.17) and the availability of children's literature (4). The students also expressed satisfaction with access to good reference material in the library (3.96) and availability of good quality reading material pertaining to coursework (3.88), availability of audio-visual material (3.63), access to software and manipulatives for maths course work (3.54) and access to resource room facilities (3.33). However, the satisfaction with reading materials in Hindi (2.63) indicating scope for improvement.

Assessment -the students liked most is that different kinds of assignments such as projects, presentations, group work, paper writing etc. were given (4.33). The students also expressed their satisfaction about assignments that were given to them as it helped them to develop their understanding of course areas (3.96) and the assignments were explained well (3.96). how interesting the assignments were (3.79), students received a detailed feedback for assignments (3.50), internal assessment was transparent and the marks were shown to students (3.48), assessment was planned well (3.46) However, the students expressed least levels of satisfaction with the fairness of assessment (3.04).

Department's Climate -Most students reported high level of satisfaction with the fairness and regulated nature of student union election (4.08). Students reported a sense of connection with their fellow students and teachers (3.83) and the purpose for which the union serves (3.79). The students reported satisfaction about how facilitative and conducive the department climate is to their learning (3.63) and having someone to approach at the time of a crisis (3.43). Areas of lower satisfaction were the feeling of having a voice in the department and being valued in the department (2.96) and having a sense of connection with the larger college body (2.92) which needs improvement. The students expressed that the course has helped them in developing critical thinking and reasoning abilities. It has also taught them to reflect on their own actions. The combination of both theoretical and practical nature of course helps to equip with various skills needed to become a professional teacher.

suggestions for improvement in the following areas: Infrastructure, pedagogy, assessment and department's climate.

Infrastructure: Students suggested that regular checks should be made for the infrastructure. They expressed that desks are not comfortable, not even stable and occupy more space than required and classroom are either too small or too large. Bigger classrooms needed. Some students also suggested that desks and chairs should be dusted and washrooms should be kept clean regularly as they stink sometimes. There no curtains in all the rooms, which creates difficulty when projectors are used so there should be either curtains or functional mats on the windows for the clarity in visual aids Students also suggested to increase the availability and accessibility of audio-visual aids. Apart from this most of the students have suggested to have proper drinking water facility like functional water coolers throughout the year and having a wi-fi system in the new building.

Pedagogy: Faculty needs to be more systematic and student friendly. Should use more audio-visual aids and understand about the interests of learners to involve them in class. Some facilitators should adopt a more interactive approach while teaching. Teachers should be more approachable, inclusive and bilingual in their pedagogy. More Hindi readings should be provided to the Hindi medium students. Feedback sessions should be regular. Readings should be fixed and same every year for the same subjects.

Students think that optional subject which they get in 2nd and 3rd year should also be there in 1st year. If the optional subject will be for 3 years then it will imply that B.ed graduates are also deeply specialised in one subject area. No options to be given rather all the pedagogies of 4-5 subjects should be taught in common to all. However, it can be divided in the entire 4 years curriculum. Students suggested for having books rather than readings.

Assessment: Assessment needs to be bias free and non- judgemental. It should be fair and criteria should be equal for everyone. Students suggested that there should be deduction in marks of late submissions, as it is unfair for the people who submit on time and also there must be some kind of parity or structure for marking which every teacher must follow while assessing, to reduce teacher to teacher ambiguity in marks distribution. Some students also suggested that marks should not be displayed on the boards because at times it discourages them. Some of the students suggested that assessment should be more meaningful, more transparent less repetitive, be on time and spread evenly across the year.

Department's climate: Most of the students appreciated the department's environment as they said "its student friendly already". Students also suggested that It can be improved if teachers become a little more accepting towards students. Platforms for anonymous

discussion and dialogue between teachers and students must be created. There should be respect for individual sense of privacy. Buddy system should be more effective. Some students expressed their dissatisfaction regarding the projects and internship assessment. They suggested that all the teachers should be on the same page and at times it was difficult for them to meet requirements of the individual teachers' preferences especially in planning in internship. Students also expressed dissatisfaction in the department's placements process. It was suggested by the students that there should be transparency in the processes and everyone should get an equal opportunity.

Department of Hindi

This is the feedback report of the outgoing batch for the year 2018, the batch is of the year 2015-18. The feedback was collected from a total of 16 students.. It is an effort to look into the possibilities of introspecting the possibilities of bettering the department from the perspective of students.

The nature of the feedback form was both subjective and objective. And questions concerned their aspirations from the department, their experience, how they rate the faculty, what modifications they sought in terms of teaching style, what improvements they wish to happen in the department, how they grew over the period of their stay in the college, what were the extra-curricular activities they participated in and how do they think that the department has helped in moulding and preparing them for future endeavours. The answers to these question have been varied, but more or less converging towards same conclusion. Some of these are..

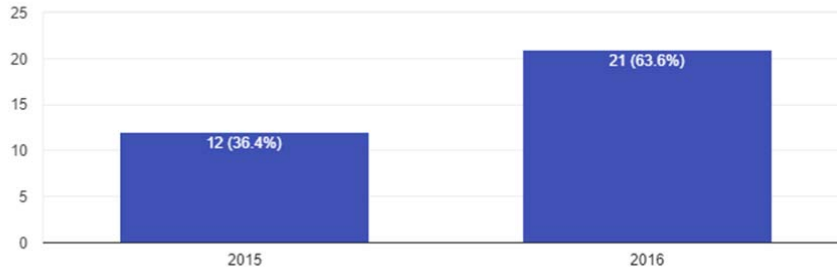
- 1 The students feel a need for the use of new, modern teaching aid in the process of teaching. They feel like more emphasis can be made upon having things more technology friendly. Like as, introduction of presentations etc.
- 2 Another problem which they felt had affected them throughout their time in LSR classrooms is that they are very congested and lack proper ventilation; the rooms which are provided to Hindi department in the tutorial block are very small. It would be better if some attention could be paid towards bettering the ventilation if bigger rooms cannot be provided with.
- 3 They feel there is a scarcity (almost absence) of specific internships for Hindi students. There can be more internships which can be useful in honing their language and literature specific skills.
- 4 Most of the students feel that faculty is friendly and good. Students have marked the faculty on certain grounds and the gist of their evaluation upon their opinion can be stated as- they have found their lecture preparedness to be satisfactory, delivery style good, time coverage of curriculum good, punctuality very good and approachability satisfactory.
- 5 The students felt a need of better exposure.
- 6 Students feel that there can be some skill oriented workshops which can be organised at department level like- best out of waste, translation and other literary workshops.
- 7 Better information about future opportunities and how they can get through various entrance exams. It can turn out to be really helpful if they are acquainted with what all can be done with an honours degree in Hindi.

. 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 with a productive and fruitful opportunity to help them in developing their holistic personality. The majority of the participant expressed their satisfaction in most of the area.

Department of History

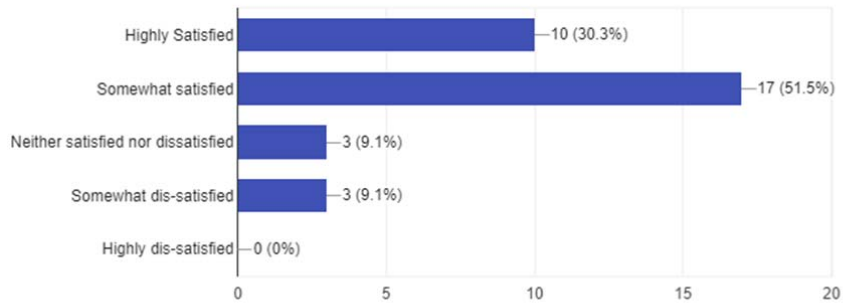
Year of Joining LSR:

33 responses



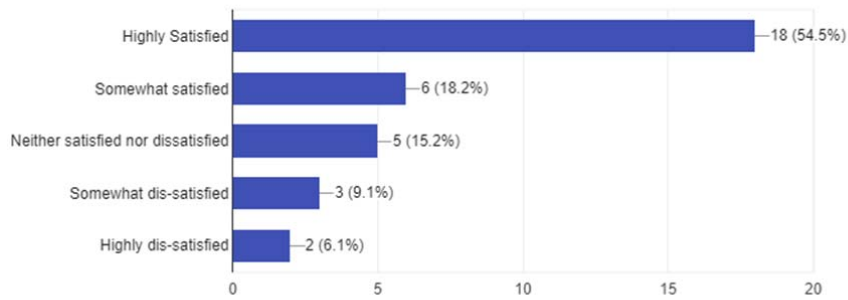
How satisfied are you with the classroom teaching in the Department of History?

33 responses



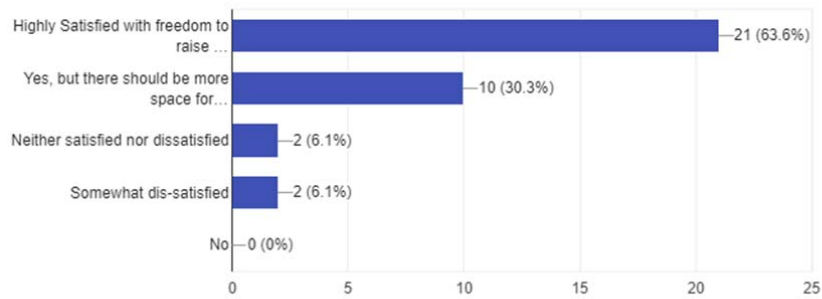
How satisfactory was your experience in tutorial classes?

33 responses



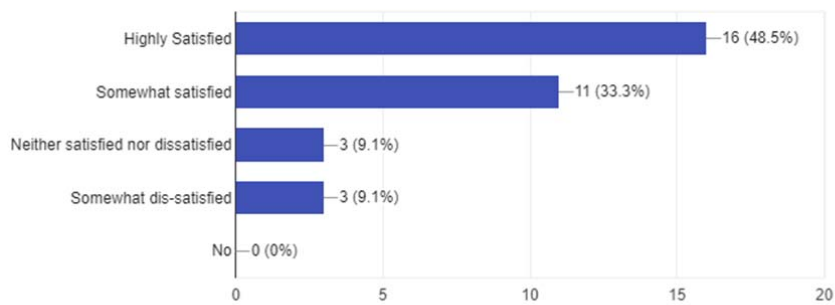
Does the Department of history encourage free and fearless discussion of ideas, doubts and questions in and outside the classroom?

33 responses



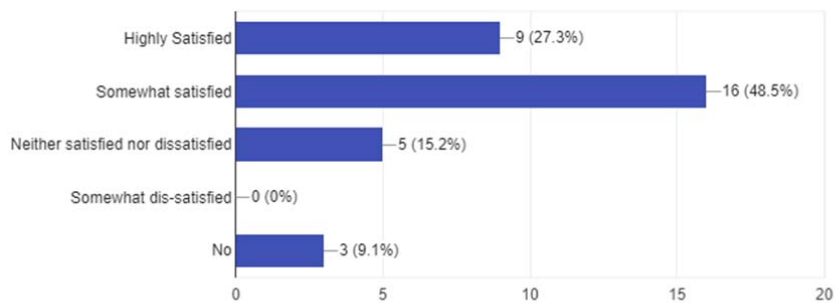
The department of History organizes a number of academic and co-curricular activities throughout the year. How useful did you find them?

33 responses



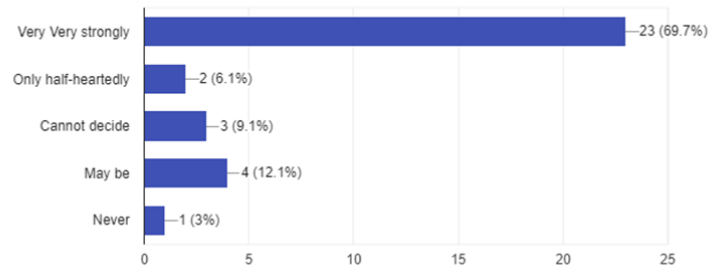
If you were directly or indirectly involved in organising academic and/or co-curricular activities of the department...se provide them at the end of the form.

33 responses



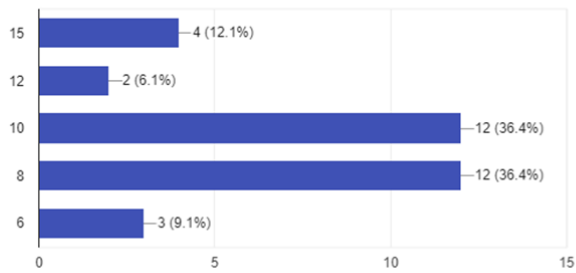
Would you recommend History Hons. Programme of the LSR college to other students leaving school?

33 responses



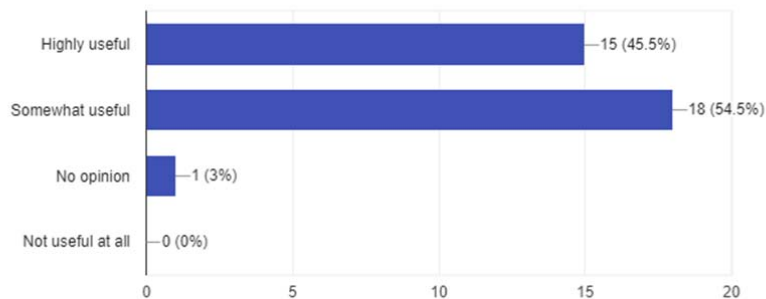
What according to you, should be the maximum number of students in a tutorial group?

33 responses



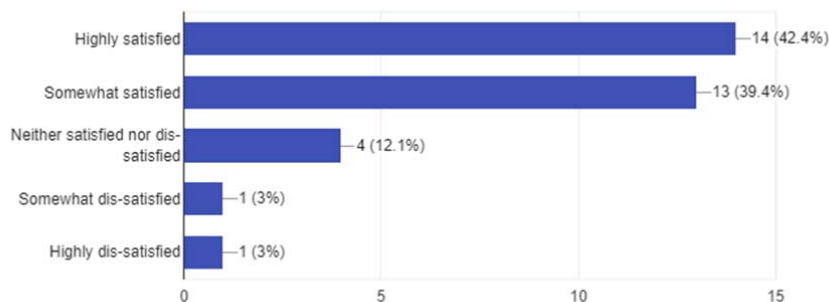
How useful is the college library to find relevant books/journals?

33 responses



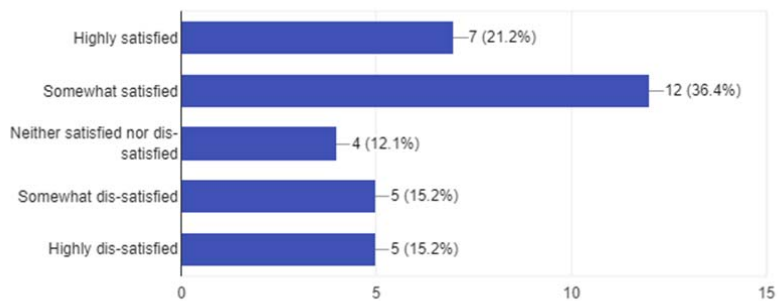
If you have used the reading room of the library, how satisfactory or otherwise has been your experience?

33 responses



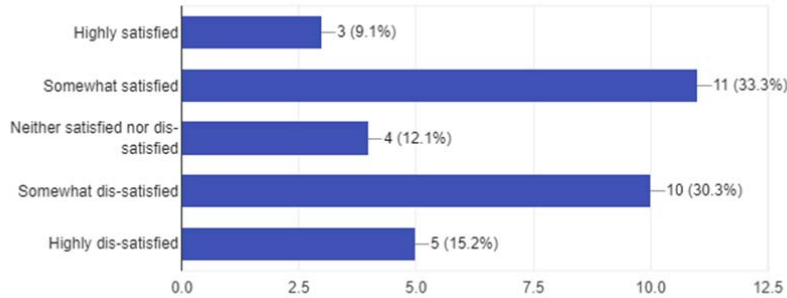
How satisfied were you with the internet access in college, particularly vis-a-vis library facilities? (e.g. accessing JSTOR and other academic databases and online journals)

33 responses



Are you satisfied with the way in which the university has designed the various components of internal assessment, like, class test, Projects, and attendance? Share suggestions if any, at the end of the form.

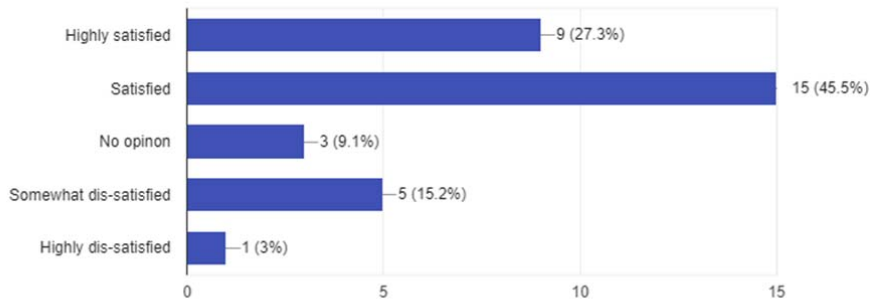
33 responses



Learning at LSR:

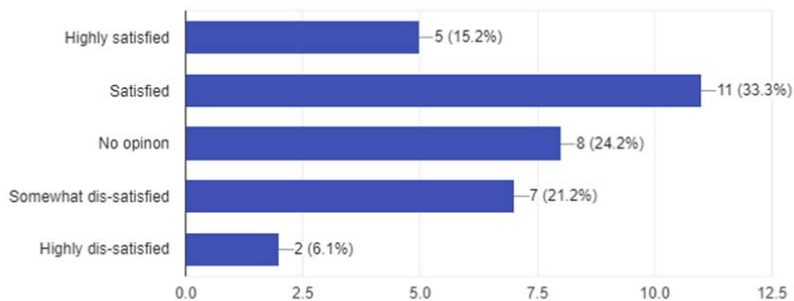
How good or bad is the general infrastructure of the college?

33 responses



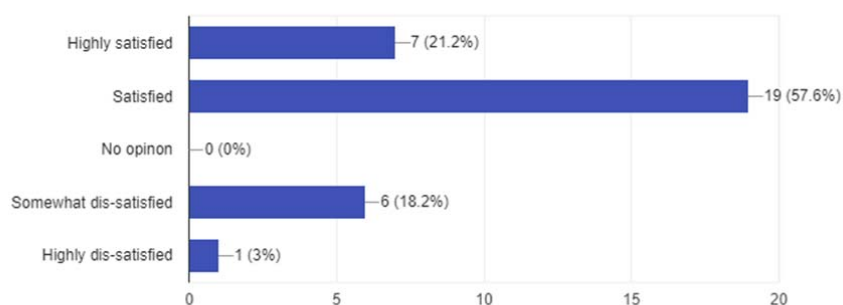
How student friendly is the administration of the college? [Note: the administrative system includes the Admin, the student's welfare office, the accounts section, etc.]

33 responses



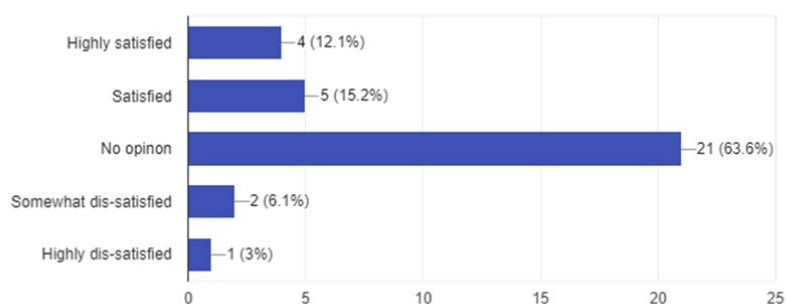
How would you rate the quality of food, prices, cleanliness, and services available in the college cafe?

33 responses



How good is the grievance redressal mechanism of the college?

33 responses



Comments/Suggestions:

- Attendance issue is quite unnecessarily strict. Regarding organising events for department, I've been a part of almost all the events and one thing I really feel is that Maazi should be open to sponsors, otherwise it becomes quite a huge task for the Union and OC to handle everything. Teaching is great but the hectic schedule of this CBCS system puts majority to sleep because of fatigue and maybe that's why people open up more in tutorials than classroom. Apart from these, I really feel very attached to my department and it definitely puts effort to cooperate with everyone, which is great.
- Class room teaching techniques can be improved , infrastructure like the projectors and the switch boards to be maintained regularly
- I love the history department, the college and all the professors who have taught me, in these three years. Though we cant be in college forever, will always visit and have a cup of coffee from nescafe :) I wish the department the best of luck and I hope many students like me, who are very apprehensive at first leave the college with a smile and lots of love for lsr in their hearts.

- The college timetable should be designed in such a way that classes start in the morning and end by lunch break, so that we can join any extra curricular activities or tuitions in the evening. Many times it was difficult to reach home especially after 5:30 lecture during winters and monsoons. As an all girls educational institution we must ensure the safety of the students.
- More classes could be opened for students to use. Overall a wonderful experience
- I think our department needs to have more workshops, movie screenings, heritage walks and discussion sessions pertaining to contemporary issues to make academics more interesting.
- . The strength of the Department is that the Department and more so the Faculty always strives to do better and be sensitive and considerate. It is important for the Department to be more inclusive than it already is in terms of being interdisciplinary and inculcating a greater interest in History among those who do not speak the English language or are not very active in the Department because they do not organise Department activities or are shy enough to not speak in class.

Department of Mathematics

The department carried a questionnaire survey amongst the students of BSc mathematics Vth Semester students as per the college requirement for student feedback analysis. 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 (Q1-Q6, Q11) pertained to teaching and department related activities and rest 4 questions (Q7-Q10) catered to facilities in college. In addition, students were asked to give in their suggestions/comments.

ANALYSIS:

The in-depth analysis of data has been graphically depicted by Figures 1 and 2 provided below. Figure 1 depicts the analysis of questions pertaining Q1-Q6 and Q11. It is clear from the chart that **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.

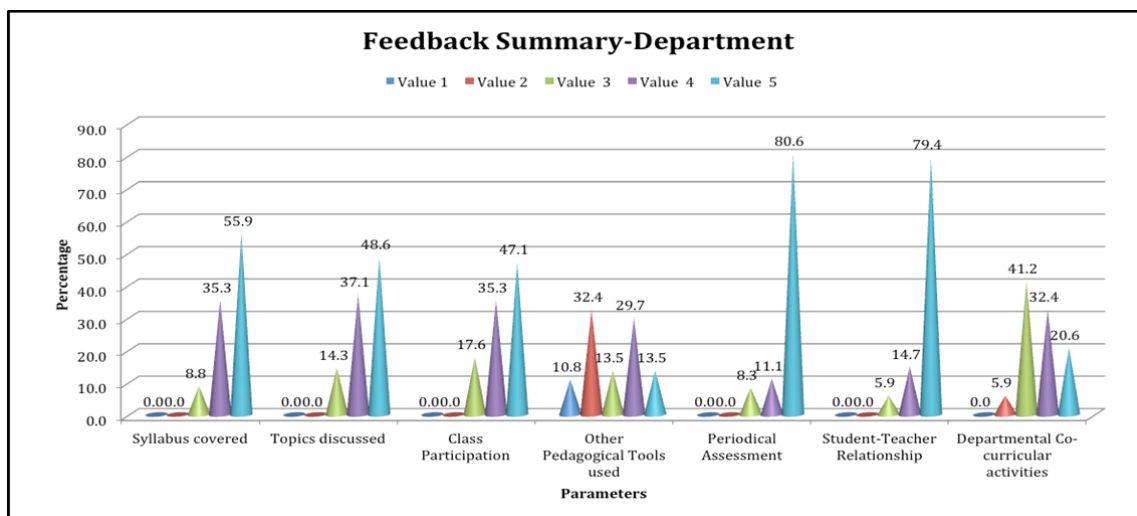


Figure 1

Figure 2 depicts that **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.

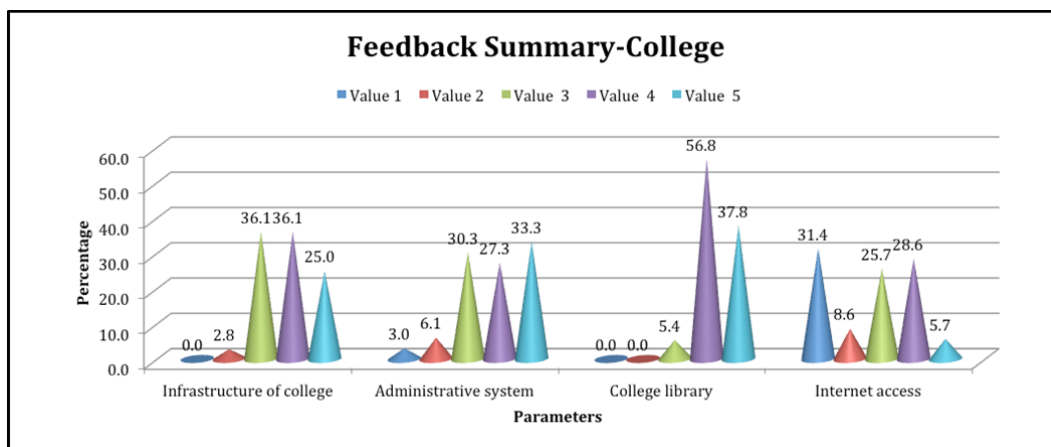


Figure 2

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

- The library timings should be extended if possible to atleast 6 pm so that we can read after college hours as well.
- Counselling sessions on varied fields could be initiated for better decision making of students.
- Ventilation to be better in rooms.
- The problem of dogs in college must be resolved.
- College hours to be reduced.
- Equal opportunities to be given to students in societies.
- Research work should be encouraged.

Department of Philosophy

The Department of Philosophy at Lady Shri Ram College has conducted a students feedback survey in the months of June -July 2018. Twenty-one students participated in the survey to indicate their satisfaction about the statements given in the form. The students were suggested to indicate their level of agreement to the statements by choosing a score between 1 and 5. Overall, the students are quite satisfied with the statements given in the form and it will help the department to improve the teaching methodology. According to this survey, majority of the students are completely satisfied with the approach of the teachers in helping the students irrespective of ethnicity and culture/background. While 86% of the students have indicated their stronger agreement with the statement, 33% of the students have also indicated their satisfaction on this. Along with this, it is also noted that the students are highly satisfied with the teachers that they were fair and unbiased in the evaluation process. As high as 76% of the students have fully agreed with the statement and nearly 19% of the students are satisfied with the evaluation process.

According to this feedback survey, 48% of the students are well satisfied with the teachers that they had the skill of addressing inappropriate behaviour of the students whereas 33% registered their satisfaction on this . It is also a notable feedback that students are highly satisfied with the periodical assessments that were conducted as per schedule. Around 33% of the students are happy with this in which 62% of the students are fully satisfied with this statement. The statement that the attitude of the teachers was friendly and helpful has been well accepted by the students with a good score of satisfaction (62%). According to the feedback of another important statement, majority of the students agreed with the participation and discussion in class was encouraged (52%). At the same time the survey depicts that students are more enthusiastic in participation and discussion. The department will prepare a plan to make it more participatory and discussion oriented. It is also important that 39% of the students are highly satisfied with the statement that the entire syllabus was covered and 57% students have registered their satisfaction. 14% of the students have expressed a high satisfactory indicator in their feedback regarding various teaching aids for effective learning process and 52% of the students have indicated a satisfactory. The feedback survey reflects that 33% of the students are highly satisfied with the counselling in academic and non-academic matters. 43% of the students are also satisfied with this statement.

The department look forward that this survey would give more confidence to the teachers as the students are highly satisfied with their overall performances. At the same time, this survey reminds us to improve the quality of the learning process through various methodologies and approaches. The department will take all the responsibilities to accomplish the expectations of the students.

Department of Political Science

The Department of Political Science of LSR sent out a Google Form with 5 questions to the outgoing batch of 2018 with the purpose of getting their feedback on the syllabus of their BA (Hons.) & GE Courses, Teaching-Learning process and their overall experience in LSR. The following are the results -

On the question of their satisfaction with the course content of BA (Hons.) courses, 11%of students expressed High Satisfaction, 71% expressed Satisfaction and the remaining 18% were Dissatisfied.

- On the question of their satisfaction with the course content of GE courses, **26%** of students expressed High Satisfaction, 52% expressed Satisfaction and the remaining **22%** were Dissatisfied.
- On the question of their satisfaction with the Teaching-Learning process in LSR, **25%** of students expressed High Satisfaction, 64% expressed Satisfaction and the remaining 11% were Dissatisfied.
- On the question of their satisfaction with the infrastructure of LSR, **30%** of students expressed High Satisfaction, 60% expressed Satisfaction and the remaining 10% were Dissatisfied.
- On the question of their satisfaction with the overall experience in LSR, 46% of students expressed High Satisfaction, 50% expressed Satisfaction and only 4% were Dissatisfied.

Overall Summary

- Most students are satisfied with their experience in LSR.
- The Department will work to improve the percentage of highly satisfied students and reducing the percentage of dissatisfied students.
- Lack of Research Methodology in course content was a major concern for many. This will be taken up with the University Syllabus Committee.

Department of Psychology

Department of Psychology, Lady Shri Ram College gathered feedback from the 3rd year students of the B.A. Hons. Psychology course. The feedback was taken using a questionnaire designed by the faculty of department of psychology which has been used in the past as well with some modifications. The questionnaire basically aimed to address the level of satisfaction during this period of 3 years in the department at LSR. The objective of the feedback form was to gather some knowledge about the students' sense of fulfillment in terms of their intellectual, emotional and social needs by the department. 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 were assessed.

The response showed that most of the students (73%) felt satisfied with respect to their expectations they had when they joined the department. The satisfaction reported was with respect to their learning experience in the department.

As reported by the previous batch of students, research work is something which they want to be engaged in. Hence this year, the faculty put in extra effort in guiding students on research work of their interest. This has been perceived very positively by the students and has been reflected in their responses on the feedback form. The faculty's expert knowledge, student-teacher interaction beyond the classroom, going beyond the confines of prescribed reading material and focus on developing research skills has been reported as the primary expectations by the students were majorly fulfilled by the department. The effort which has been made by all the faculty members to use audio visual aids in teaching has been well appreciated by the students.

The delivery of lectures by the faculty using their expert knowledge, giving original readings and applications of each topic discussed in the class has been recognised and appreciated by the students. Sincerity, punctuality, regularity, motivation, sensitivity and willingness to discuss topics beyond the class room setting by the faculties have been considered as the

major strengths of the department. The extra curricular activities like open house for freshers, frequent general body meetings, mental health awareness week on positive psychology, annual symposiums, seminars, workshops and departmental clubs like Books & Documentary Reading (BDR), Peer Support Program (PSP) were highly appreciated by them. The department alumnae have repeatedly been reporting a sense of confidence that the psychology department at LSR gives them in planning and working on their careers ahead. When students from previous batches come back to LSR, they have been involved in addressing the current batches for guidance about entrance exms, vocational options, universities to apply. This has been considered a useful practice by the students. The friendly and helpful nature of the non teaching staff of the department was also appreciated by the students.

The major limitation reported by the students were with respect to the non availability of the faculty during the initial couple of months of the semester. This has affected their teaching-learning process. Some variation in the conducting and reporting of the practicums across different practical groups has been reported as an apprehension from the students from the viva point of view. Hence, the plan is to hold combined classes at the end of the semester before the practical exams to bring uniformity across the groups. This practise which was followed with some papers, will now be ensured for all the papers and all the three years. The students will be provided a list of possible viva questions as well that will also be discussed in the class.

The teachers in consultation with the students have prepared a schedule of submission of assignments and practical reports by to avoid any clash and to ease the workload for the students. This practice has been perceived positively by the last 2 batches. The readings of each paper are given to the students for the entire syllabus in the beginning of the semester itself.

Department of Statistics

The students of 2016 - 2018 batch were asked to give their feedback on 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 6-point Likert scaling ranging from “Excellent” to “Below Average” with one more option “Attended too few classes to comment”.

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. Students marked “Average” when asked about whether Invited Talks/Computer Workshops have strengthened the application oriented nature of Statistics.

Availability of Teachers in Lab for whole duration of lab hours, helping students in conducting experiments, regular checking of practical files, availability of computers, calculators, statistical tables etc., were the questions which students rated as “Excellent”. All the students gave their feedback that the internal assessments were taken regularly by all the Department teachers.

Department opinion: Statistics is a discipline with far-ranging applications in almost every sphere. However, in order to understand the practical aspects, the students need to be aware of a certain level of theory. It is with this objective that Seminars/Lectures are conducted wherein speakers revisit some theoretical concepts before dwelling on practical applications. Unfortunately, with the long hours (8:45AM to 5:30PM) that students of our discipline spend in their classrooms, they are fatigued and somehow fail to identify the importance of theoretical concepts given in workshops and hence fail/ignore the subsequent illustrations. That is perhaps the reason why the students gave a lackluster “Average” response to question pertaining to Seminars/workshops.

Report on the feedback form filled by students of B.Sc. (H) Statistics Responses →	Excellent	Very Good	Good	Average	Below Average	Attended too few classes to comment
Questions ↓						
Statistics as a Discipline has helped in your future trajectory	9 (32.14%)	11 (39.29%)	0 (0%)	5 (17.86%)	2 (7.14%)	1 (3.57%)
The engagement with subjects offered in the discipline has motivated you to pursue higher studies	7 (25%)	4 (14.29%)	4 (14.29%)	7 (25%)	6 (21.43%)	0
Invited Talks/Computer Workshops has strengthen the application oriented nature of Statistics	3 (10.71%)	5 (17.86%)	8 (28.57%)	9 (32.14%)	2 (7.14%)	1 (3.57%)
Overall assessment of teaching-learning pedagogy of the Department	5 (17.86%)	6 (21.43%)	9 (32.14%)	5 (17.86%)	3 (10.71%)	0
Sincerity/commitment of the teachers	7 (25%)	15 (53.57%)	6 (21.43%)	0	0	0
Communication skills and conducting the classroom discussions	4 (14.29%)	13 (46.43%)	8 (28.57%)	3 (10.71%)	0	0
Skill of linking subject to real life applications and creating interest in the subject	5 (17.86%)	7 (25%)	9 (32.14%)	3 (10.71%)	4 (14.29%)	0
Help students irrespective of ethnicity culture/background	10 (35.71%)	11 (39.29%)	5 (17.86%)	1 (3.57%)	1 (3.57%)	0

Approach towards developing professional skills among students	8 (28.57%)	9 (32.14%)	3 (10.71%)	4 (14.29%)	4 (14.29%)	0
Accessibility of the teacher in and out of the class	7 (25%)	17 (60.71%)	1 (3.57%)	2 (7.14%)	1 (3.57%)	0
Depth of preparation and degree of knowledge	8 (28.57%)	17 (60.71%)	1 (3.57%)	1 (3.57%)	1 (3.57%)	0
Engaging students in exploring the theoretical concepts involved in the experiments	16 (57.14%)	8 (28.57%)	2 (7.14%)	1 (3.57%)	1 (3.57%)	0
Helping the students in conduction experiments through set of instructions	9 (32.14%)	9 (32.14%)	7 (25%)	3 (10.71%)	0	0
Availability of teacher in the Lab. for whole duration of Lab. Hours	25 (89.29%)	3 (10.71%)	0	0	0	0
Regular checking of practical file	17 (60.71%)	8 (28.57%)	1 (3.57%)	2 (7.14%)	0	0
Availability of computers, calculators, statistical tables etc.	14 (50%)	9 (32.14%)	1 (3.57%)	4 (14.29%)	0	0
Regularity in internal assesments	Yes (100%)			No (0%)		

Department of Sanskrit

The Department of Sanskrit, Lady Shri Ram College conducted a students feedback survey in July 2018. 12 students participated in the survey to express their views and give suggestions with regard to statements given in the form. The students were asked to indicate their level of agreement by choosing a score between 1 and 5. Overall, the students are quite satisfied with the given statements. According to the survey result, majority of the students are completely satisfied with the approach of the teachers in helping the students irrespective of their diverse academic and cultural backgrounds. Further, it is also noted that most of the students are pleased with the departmental co- curricular activities and only one student suggested that student's participation in these activities should be voluntary and not compulsory. As many as 99% of the students are happy about their experience with department in learning process and preparing them for higher education.

It is also notable that students are quite satisfied with the periodical assessments conducted as per schedule. The statement that the attitude of the teachers was friendly and helpful has

been well received by the students with a high score of satisfaction level(99%). According to the feedback, another important point, majority of the students agreed with, is that participation and discussion in classroom was encouraged (95%). The survey shows that students are more enthusiastic in participative method of learning. The department will prepare plans to make the teaching-learning process more participatory and discussion oriented. 99% of the students are satisfied with the statement that entire syllabus was covered which is an important finding. The department will try its best to take this level at 100%. Though 80% of the students have expressed a satisfactory notion regarding teaching aids for effective learning process, 20% of the students have given it an average score which needs to be taken care of. The department will take necessary steps to improve in this regard by using Modern teaching aids/gadgets/handouts/lectures by scholars from specialised fields.

The department hopes that this survey would give more confidence to the teachers as the students have shown high level of satisfaction with their overall performances. At the same time, this survey suggests that the quality of the teaching-learning process through various methodologies and approaches be improved. The department takes all the responsibility to accomplish the expectations of the students.

Department of Sociology

Introduction

The Department of Sociology Lady Shri Ram College for Women administered feedback forms for the students of 2015-18 batch via e-mail. Their feedback is important for us as a department because, this was the first batch under the new Choice Based Credit System and attendant comprehensive revision of the structure, syllabuses and evaluation pattern for B.A. (Hons.) Sociology. As a department which played an active role in the revision of curriculum this feedback is the first check for us to see how our efforts at improving the program have worked. Based on a thorough audit of the feedback forms we are happy to report that we have been successful in effecting a smooth transition to the new system and students are overwhelmingly positive about outcomes of the program and appreciative of the efforts by the faculty.

The feedback forms sought responses from students under six heads that allowed them to grade their experience quantitatively and also give some responses qualitatively as well. The design offered students enough opportunity to express themselves candidly. The feedback was anonymous.

Academic Experience:

Of a total of 27 students 18 students returned the filled form, which is at 66.66% compliance rate. All the respondents agreed (45%) or strongly agreed (55%) that the time spent at the Department was intellectually stimulating and the programme added to their skills, concepts and analytical abilities. Nearly 89% of them also agreed (55%) or strongly agreed (34%) that the syllabus was well structured and adequately rigorous and they have received adequate support as a student throughout the programme. Two students expressed mild dissatisfaction with the way the syllabus is structured and one of them suggested a more even spread of the learning- evaluation load throughout the semester.

Teaching:

All the respondents were highly satisfied with the way core objectives of teaching were met with by the department. Half of them strongly agreed and the remaining half agreed that the course stimulated their interest in the subject. The respondents are unanimous that the teachers are knowledgeable about course content (61% strongly agree and 39% agree) and have strong communication skills (89% with 17% strong agreement and 72% agreement.) Majority of them felt that the teachers effectively directed and stimulated class discussions, (33% strongly agree, 44% agree, 22% disagree), 89% of the respondents think that the class time was used effectively (22% strongly agree and 67% agree) and 83% felt they were inspired to engage with the discipline beyond the curriculum. All the respondents thought they were treated with respect by the faculty.

Tutorials and Internal Evaluation

Department considers tutorials to be a vital institution. Overall they are rated at 3.28 on a scale of 5. Specifically, the participatory opportunities are rated at 3.4. The Internal evaluation system was generally seen to be helping the students in their learning process and was rated at 3.4 and faculty feedback to the students during the tutorials was seen to be timely (rated at 3.3) and effective in improving the learning process (rated 3.4). The general effectiveness of tutorials is rated on an average at 2.9, which could be a result of the pressure tutorial assignments place on students.

Department Specific Activities:

The sociology notice board is rated on an average at 3.4 on a scale of 5, Special lectures at 3.9, film screenings at 3.5, Kula the annual academic festival at 4.1 and departmental publications at 4. The department as a social space is rated at 3.7 and the two week fieldwork trip that the department has institutionalized is rated at a very high 4.7. The overall rating for the Department specific activities is pegged at 3.9.

College Resources:

In terms of college resources, library facilities and extracurricular activities are rated high at 4.2 on a scale of 5. Cafeteria (3.7) and administrative staff (3.6) did well too. Medical room (3.2) and website (3.2) are seen to be alright. Student hand book (2.9), Wi-Fi Connectivity (2.8), computer facilities (2.7) seem to leave something to be desired. The students seem to express great dissatisfaction with the existing facilities for counselling. They are rated at mere 2.3. The Department recommends that college may act in this area with great alacrity not only because of the ratings but also in recognition of the psychological stress that we evidence in classes and tutorials.

Outcomes:

We are happy to report that the outcomes of the program as articulated by the students are essentially in conformity with the academic, pedagogic and public sociology mandate we have adopted as a department. The students said that, 'skills of critical thinking', 'enhanced ability to effectively and meaningfully articulate ideas, greater 'self-awareness', 'broadening of knowledge', 'accepting of differences', 'awareness of social structures and the privileges accruing out of it', a greater 'grounding in the social reality', 'objectivity' and dispassionate engagement with the world, and ability to apply what is learnt in the classrooms to real life'

and a 'capacity to deal with criticism both constructive and otherwise' are some of the outcomes of the program.

The time at the department also imparted a disciplinary sensibility to the students. They have reported that they see 'the discipline everywhere', 'read academic texts with a reasonable sense of understanding' and 'look beyond the obvious and dig deeper in order to get closer to the real picture'. They also flag acquisition of the concepts to make sense of reality, an ability to examine any issue holistically from diverse perspectives by placing it in different contexts and peeling several layers, an 'interdisciplinary sensibility', and exposure to the idea and practice of fieldwork as the chief academic outcomes of the program.

For several students the consequences of going through the program seem personal. They say they feel 'more confident while speaking my mind' and the time at the department allowed them to acquire autonomy of opinion; several students reported that the course helped them to 'evolve as a writer and researcher' and allowed them to discover where their interests are, 'opened new avenues which led them to the postgraduate degrees they are pursuing'. They repeatedly acknowledge that they have gained more than 'academic knowledge' and they have learnt important life lessons while they were at the department. Several of them feel motivated to take up Sociology in further studies and few of them want to choose it as an option for competitive exams like UPSC.

All in all the time at the department and with the discipline clearly stirred them deeply. As students put it, *'My perspective in the world has changed dramatically. I make a more conscious effort to acknowledge my position of privilege and understand opinions from all sides and put forward balanced opinions. I have been exposed to a whole new set of problems around me and motivated me to participate in the world around me rather than being a mere passive observer.'* (I have..) *'learnt the ability to critically engage with texts as opposed to passively consuming information.'* *'I have learnt to question the status quo in any situation.'* *'Now, as a graduate, I'm beginning to understand that sociology is in our everyday lives. From the first cup of tea to the morning news to the people we encounter on our daily life basis, sociology is a language we fail to understand. I am grateful for the discipline, lessons, faculty and experience for this opportunity to understand the workings of life through a slightly different lens.'*

It is indeed deeply gratifying to go through the feedback and see we are fulfilling our mandate with redoubtable efficacy.

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 (EPPF) 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.

Annexure iv

S.No.	Department/ College	Event	Date and Month
1.	Office of International Programmes	King's College London conducted annual Summer Courses on International Relations and Marketing Management for the 5 th year in succession.	29 th May - 9 th June 2017
2.	National Cadet Corps (NCC)	Plantation Drive	21 st August 2017
3.	Prakrirti	Waste Paper Collection Drive- A college-level drive to recycle the collected waste paper into notebooks, in collaboration with NGO 'Jaagruti'	August- November 2017
4.	Prakriti	Marker Refilling Drive- Refilling whiteboard markers instead of purchasing them, in order to reduce plastic consumption.	August- November 2017
5.	Department of Economics	Guest Lecture by Dr. Arvind Subramanian, the Chief Economic Advisor of India- India, China and the changing global power, emphasizing on the global power drift from US to China	5 th September 2017
6.	Office of International Programmes	Contingent of 18 students from the Faculty of Arts at Macquarie University, Australia visited LSR for a short-term course titled 'Introduction to India'.	11 th to 16 th September 2017
7.	Department of Physical Education	Annual Cross-Country Run-Education for Girl Child'	14 th September 2107
8.	LSR College- Initiative by the Ministry of Human Resource and Development,	Sankalp Se Siddhi: Yeh India Ka Time Hai - Commemorating the 75 years of the Quit India	20 th September 2017

	facilitated by NFDC.	Movement and 70 years of India's Independence.	
9.	LSR College for Women	Delhi University Inter College Swimming Competition in Talkatora Stadium for both (men and women) and Inter College Table Tennis competition for only women followed by Delhi University trials for women.	2017-2018
S.No.	Department/ College	Event	Date and Month
10.	Voluntary Agency Placement Programme (VAPP)	Interactive Session on the #GirlUP Campaign by the United Nations Foundation	17 th October 2017
11.	National Service Scheme (NSS)	Annual NSS Diwali Mela-NOOR	October 2017
12.	SPIC MACAY-LSR	Dance Recital by Smt. Rama Vaidyanathan- As a part of the VirasatSeries.	2 nd November 2017
13.	Department of Commerce	Annual meet COMQUEST witnessed a Panel discussion on 'Inclusion of LGBTQ+ Community in the Indian Corporate Sector' - Moderated by Ms. TaranaFaroqi, former worker at UN High Commission on Human Rights.	12 th January 2018
14.	LSR College	TARANG- College Annual fest	2 nd – 4 th February 2018
15.	Students and Faculty at LSR College	Environmental Week	15 th – 21 st February 2018
16.	LSR College	Launch of Himmat Plus Safety App and QR coded Public Transport Programme in association with Delhi Police	22 nd February 2018
17.	Department of Physical	Dr. Bharat Ram Sports Meet with participation of around 3000 athletes from more than	24 th – 26 th February

	education and National Sports Organisation (NSO)	70 institutions of Delhi-NCR in the fields of Athletics, Archery, Basketball, Badminton, Chess, Football, Para- Athletics, Tennis, Table Tennis, Shooting and Volleyball in both men's and women's sections and Judo in women's section	2018
18.	The Internal Complaints Committee (ICC)	Workshop on Gender Sensitization and Awareness Regarding Sexual Harassment- "Know Your Rights" by Ms. Esha Pandey, DCP, Special Unit for Women and Children	27 th February 2018
19.	Office of International Programmes	Celebration of International Women's Day with 35 delegates from Asia, Africa and Latin America, students and Professors from Soka University-Japan	8 th March 2018
20.	National Service Scheme (NSS)	Annual Youth Convention-NEXUS	March 2018
21.	Office of International Programmes	Visit of Governor-General of Australia His Excellency, Sir Peter Cosgrove along with Australian High Commissioner Ms. Harinder Sidhu	12 th March 2018
22.	Department of Economics	Interactive Session by Dr. Junaid Kamal Ahmad, Country Director for India, World Bank on- 'Towards Empowering Half a Million'. (reflecting on gender bias as a global issue.)	13 th March 2018
23.	Department of Elementary Education	A two-day ICSSR-sponsored- National Seminar on 'Alternative and Innovative Education in	26 th -27 th March 2018

		India- The Way Ahead'	
24.	World University Service (WUS)	Blood Donation Camp: In association with Blood Connect; saw the largest number of donors from LSR tallying at 85	5 th April 2018
25.	LSR College	First B.R.Ambedkar Memorial Lecture- Talk by Professor Narendra Jadhav, Member of Parliament Rajya Sabha, ex-Vice Chancellor Savitribai Phule Pune University, a prominent educationist and public policy expert	12 th April 2018
26.	Prakriti	Prakriti Bazaar: Sale of eco-friendly stationery, organic food, bags	12 th April 2018