



LADY SHRI RAM COLLEGE FOR WOMEN

University of Delhi

SELF STUDY REPORT 2015



SUBMITTED TO
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
BANGALORE

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Cover: Water Weaver-60x66 inches, Oil on Canvas-2014

Courtesy, Arpana Caur (Lady Shri Ram College, Batch of 1973)

Arpana Caur is known for her figurative works that represent the many facets of the female spirit. Female figures are central to most of her paintings and key to her visual narration regarding subjects that range from social issues to philosophical concerns. Her versatile metaphoric approach to her subject matter embraces a range of themes inclusive of the material and spiritual worlds. Social, political, and environmental issues, along with current and historic events inspire images of strength and compassion. Various spiritual traditions inform her subjects which are imbued with moral and spiritual import. Her paintings are illuminated by images of spiritual masters and adepts, such as The Buddha and Guru Nanak, yogis and yoginis, embroiderers of time and weavers of water.

Water is an enduring symbol in the work of the artist representing life and the eternal, adaptability and change, as well as purity and healing. Water is the eternal fount of life and of energy; the women of LSR embody this, combining in them the reflective calm and the dynamic strength of water.

Layout and Design: Tina Rajan (Lady Shri Ram College, Batch of 1994)

Tina Rajan is an Artist and Illustrator. She has been running her own graphic design studio, Tinatoons, for over two decades and has accumulated a fascinating body of work. She has illustrated more than ten books, ranging from Children's Books to one on Business Management as well.

Art and Design is a way of life for her and when she gets a (rare) free moment, she paints. She also dabbles in photography and cooking occasionally.

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Preface

This self-study report is the result of a long drawn, rigorous and introspective process that commenced in the winter of 2013. True to the mission objectives of NAAC, which inter-alia encourage self-evaluation, accountability, autonomy and innovations in higher education, the entire college community was involved in this venture.

It was not very long ago when in 2006 the Chairman of the National Knowledge Commission, technocrat Sh. Sam Pitroda in his letter, focusing on higher education, to the Prime Minister of the country mentioned that the higher education system must provide for accountability to society and create accountability within. It is in this perspective that we embarked on a participative process of preparing this self-study report with the distribution of a faculty data sheet cum feedback form to each faculty member who was expected to describe in detail her/his professional experience in the institution. These data sheets have been a vital source of information about each member of the faculty and a self-appraisal of academic activities in the college.

The Steering Committee for this report held a series of meetings with the committees of the Staff Council which oversee the various aspects of the working of the college in order to assess and evaluate the performance of the institution. Faculty members who represented the various committees prepared brief accounts of their working.

Student societies are the heart and soul of any college, and that is true of Lady Shri Ram College for Women as well. All faculty advisors to student societies associated themselves with the process of preparing this self-study report, by recording the nature and activities of their respective societies. All the wings of the college, be it Administration or Accounts, Residence Hall or the Library have contributed to the preparation of this Report.

Each and every department, through the teacher-in-charge, has had an opportunity to introspect, record its activities and achievements and future vision of the department. This did necessitate many rounds of meetings and intense deliberations at the level of each department. Further, departments were encouraged to assess and critically evaluate each others' accounts.

Faculty members were pro-actively associated with collection and analysis of data, preparation of statistical tables and charts, devising and administering questionnaires, sharing documents, visual data and other vital information to finally prepare a comprehensive, fair, objective and self-critical Report.

A specially conceptualised survey and feedback was administered to students using the internet. Over one thousand students responded to the online questionnaire and their perceptions of Lady Shri Ram College are reflected in this self-study report. A group of students also assisted in the preparation of the self- study report.

The college organised discussions with alumnae, families, members of the media, prospective employers and neighbours and the local police to gain insights into their perception and

assessment of LSR. While the feedback was very encouraging, it also made us realise the necessity of further improvement.

This self-study report also recapitulates the collective memory and archival record of many associated with this institution- past and present. We would like this report to become the beginning of yet another phase of the journey that LSR embarked upon in 1956.

My brief association as Principal of this institution was no handicap to feel and realise the unique and extraordinary position enjoyed by this institution in the University of Delhi. I would not breach the decorum of modesty if I maintain that this institution nurtures talent of young girls and creates a sense of critical importance of education which inspires a higher calling in life and empowers them to acquire leadership roles in society. At the same time, working in an institution of higher learning for women in an essentially patriarchal society is a tough challenge for the LSR community. We are at a historical juncture in the march of education and knowledge where technology has provided a cutting edge and fast paced, easy access to information and knowledge. We, therefore, need to constantly update ourselves to maintain the high standards of this institution and disseminate education and knowledge to the future women achievers of the nation. I am reminded of a recent assertion of Nobel laureate Prof. Amartya Sen when he said that empowering women and girls with more choices and more freedoms is crucial to achieving a better future for all. He maintained that ‘the way in which economic progress is judged in the contemporary world... tends to give a much larger role to men’s needs and demands despite all the progress that has been achieved in enhancing the voices of women in the last half-century’ and called for stepped up efforts to make women’s lives more free, more robust and more empowered.

I would like to use this opportunity to thank everyone involved in the preparation of this report. My colleagues on the steering committee worked admirably with a sense of institutional loyalty, intellectual rigour and clarity of thought. Their enthusiasm and passion for not only presenting the good work but also actually working hard to achieve excellence is noteworthy. Without this team, this self-study report would definitely not have taken the shape that it has. The college community would like to thank them for their tireless efforts.

The Chairman, the Governing Body, faculty, students, non-teaching staff, karamcharis, alumnae and the wider LSR community have always inspired us to do better. On behalf of this large community of friends, I would like to place on record my gratitude to all predecessor Principals who made their valuable contribution to establish this institution as one of India’s best colleges.

Dr. Suman Sharma
Principal
Lady Shri Ram College for Women

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Acknowledgements

The most pleasant part of a project such as the compilation of this Self-Study Report is the opportunity that it provides us for thanking and appreciating the generosity, support, guidance and patience of a large number of people.

At the very outset, we thank Dr. Suman Sharma, Principal, Lady Shri Ram College who has extended to this process steadfast support and robust guidance. Her faith in our efforts and abilities has been a great source of encouragement.

Dr. Sanjoy Roy Chowdhury, Vice-Principal has extended all manner of support and assistance to the compilation of this self-study report and we need to thank him.

The administrative staff led by Mr. Jagdish Singh and Mr. Shailesh Kumar deserve our gratitude for their assistance at all times. The accounts department led by Mr. Pradeep Kumar has to be thanked for explaining and interpreting complex figures and accounting procedures despite the demands on their time by the college community. The karmacharis have always been an indispensable part of all activities in Lady Shri Ram College for Women, as they have been of this report as well.

The library team led by Ms. Nita Kapur needs to be thanked for sharing vital information regarding the library and its activities. Mr. Hardeep Rawat in the Principal's office has been ever ready to help with the preparation of this report and has always smilingly provided all assistance. Mr. Ram Sanjeevan, Mr. Sanjay Anand and Ms. Shahana merit a special mention, as also Mr. Balbir Singh who ensured that the countless meetings of the steering committee could be conducted smoothly. Mr. Kuldeep Singh helped us with odd jobs, as did Mr. Sandeep Kumar with endless photocopying. The attendants at the Aung San Suu Kyi Centre for Peace that housed the documents, files, papers and the committee have been most gracious in their support. Ms. Radhika at the ASSK centre provided comfort with her willingness to fulfil a diverse range of requests.

Our students have as always risen to the occasion and provided us with inspiration, joy and rendered unmatched assistance. We need to place on record our appreciation of the following students in particular: Varuni Sethi, Swastika Jajoo, Yamini Bhagat, Muskaan Sandhu, Tanya Nagar, Abhilasha Mansata, Thinley Chodon, Arnisha Dabley, Sneha Harsh, Ayushi Jain, Sana Jamal, Charul Katiyar, Tushali Paliwal, Shaina Ahluwalia and Rhea Khosla.

Our colleagues have been exemplary in their support, patience and critical engagement through the long and tedious process of compiling this report. We thank the Teachers-in-charge of all departments, NSO, NCC and NSS, all staff advisors of student societies, without whose whole hearted support and keen interrogation, this report would not have seen the light of day. Thanks are also due to the ELSA association, particularly Ms. Saumya Vardhan, who compiled information about many of our alumnae.

We owe a special debt to the various reports, compiled records and archived resources that our colleagues have maintained and put together over time. This storehouse of information proved invaluable in the putting together of this self-study report.

Ms. Sanjana Kadyan and Mr. Ashutosh Awasthi provided invaluable statistical inputs. The student survey and feedback data sheet, conceptualised by the NAAC Steering Committee, was administered and analysed by both of them. Ms. Sanjana Kadyan, in particular, also helped with the writing of some parts of the report.

The steering committee would like to thank eminent artist and ELSA Arpana Caur for generously sharing her beautiful work of art that we now see on the cover of this self-study report. Tina Rajan, yet another ELSA has been enthusiastic and willing to partner in this project by offering her artistic and technical inputs.

The strength of all those who belong to the LSR community inspired and energised us in this process. The Chairman of the Governing Body of Lady Shri Ram College, Shri Arun Bharat Ram has taken a keen interest in the preparation towards the accreditation and assessment by the National Assessment and Accreditation Council. We embarked upon this venture with the encouragement and guidance of our former Principal, Dr. Meenakshi Gopinath, whose passion and dedication to LSR continues to inspire us.

Finally, we thank the countless women and men who have worked, studied, taught and made friends for life in this wonderful place called Lady Shri Ram College.

NAAC Steering Committee

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Abbreviations

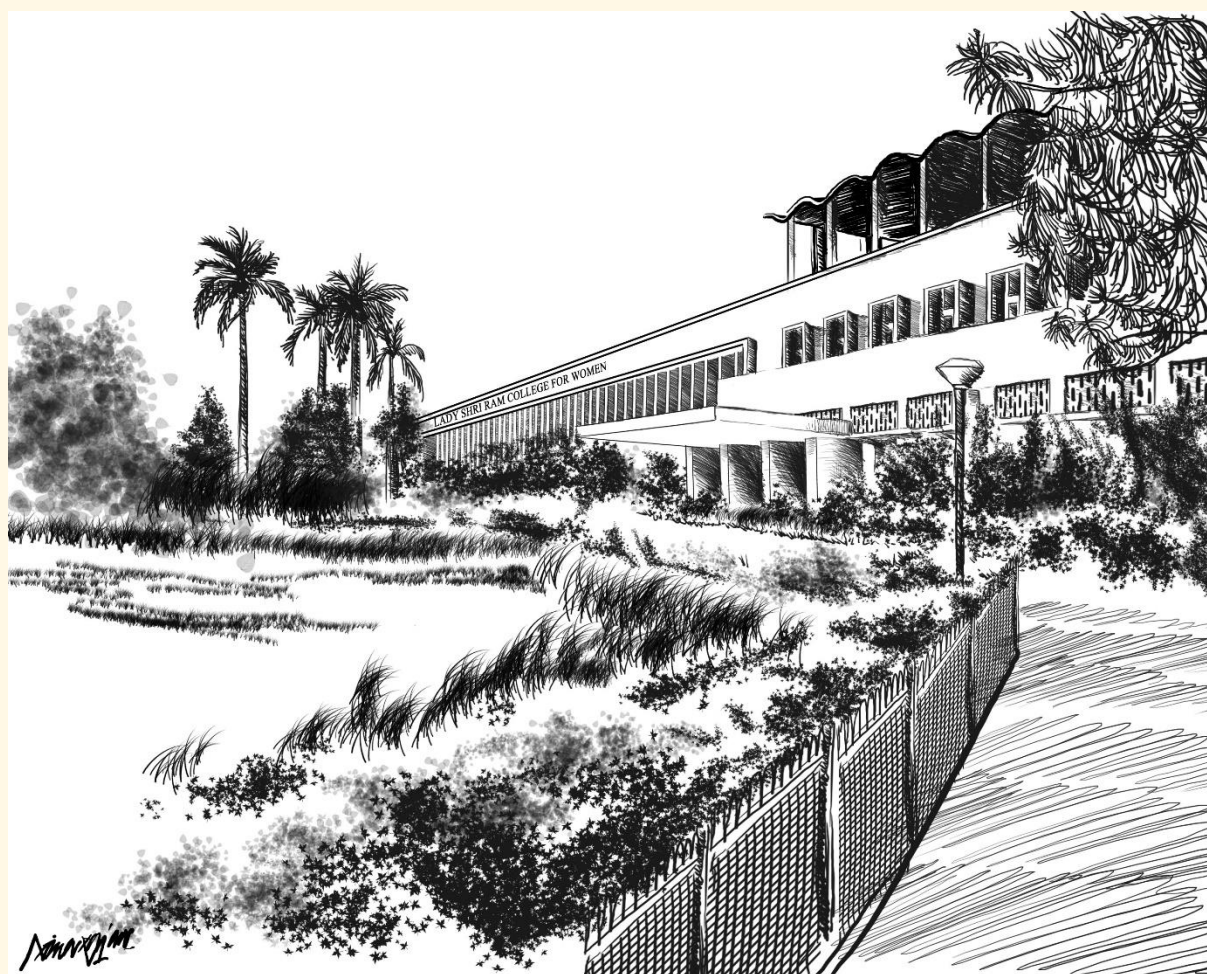
AMC	Annual Maintenance Contract
ASSK	Aung San Suu Kyi Centre for Peace
B.El.Ed.	Bachelor of Elementary Education
CAT	Common Aptitude Test
CBCS	Choice-Based Credit System
CBSE	Central Board of Secondary Education
CDP	Child Development Programme
CII	Confederation of Indian Industry
CSIR	Council of Scientific & Industrial Research
CTPB	Conflict Transformation and Peace Building
DELNET	Developing Library Network
DU	Delhi University
ECA	Extra-Curricular Activities
EVR	Evaluative Reports of Departments
FAEA	Foundation for Academic Excellence and Access
FICCI	Federation of Indian Chambers of Commerce and Industry
FYUP	Four Year Undergraduate Programme
GMAT	Graduate Management Admission Test
GOI	Government of India
GRE	Graduate Record Examination
IAS	Indian Administrative Services
ICHR	Indian Council of Historical Research
ICSE	Indian Certificate of Secondary Education
ICSSR	Indian Council of Social Science Research
ICT	Information and Communications Technology

IEQA	Institutional Eligibility for Quality Assessment
IGNOU	Indira Gandhi National Open University
IIM	Indian Institute of Management
ILLL	Institute of Life Long Learning
ILP	Information Literacy Programmes
INFLIBNET	Information and Library Network
IQAC	Internal Quality Assurance Cell
IT	Information Technology
JNU	Jawaharlal Nehru University
JRF	Junior Research Fellowship
LOI	Letter of Intent
LSE	London School of Economics and Political Science
LSR	Lady Shri Ram College for Women
MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act
MHRD	Ministry of Human Resource and Development
MOU	Memorandum of Understanding
NAAC	National Assessment and Accreditation Council
NABARD	National Bank for Agriculture and Rural Development
NCC	National Cadet Corps
NCERT	National Council of Educational Research and Training
NCTE	National Council for Teacher Education
NET	National Eligibility Test
NGO	Non Government Organisation
NSO	National Sports Organisation
NSS	National Service Scheme
NSSO	National Sample Survey Office
OBC	Other Backward Classes
OIP	Office of International Programmes
OMR	Optical Mark Recognition

OPAC	Online Public Access Catalogue
PARI	People's Archives of Rural India
PwD	Persons with Disability
REACH	Reaffirming Equity, Access, Capacity and Humanism
RTI	Right to Information
SC	Scheduled Caste
SOAS	School of Oriental and African Studies
SPIC MACAY	Society for the Promotion of Indian Classical Music and Culture Amongst Youth
SRF	Senior Research Fellowship
SSR	Self-Study Report
ST	Scheduled Tribes
SWOC	Strengths, Weaknesses, Opportunities, Challenges
TERI	The Energy and Resources Institute
T.I.M.E	Triumph Institute of Management Education
TIC	Teacher-in-Charge
TISS	Tata Institute of Social Sciences
TOEFL	Test of English as a Foreign Language
UGC	University Grants Commission
UID	Unique Identification
UPSC	Union Public Service Commission
VAPP	Voluntary Agency Placement Programme
WDC	Women's Development Cell
WEW	Women's Education Worldwide
XLRI	Xavier School of Management

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EXECUTIVE SUMMARY SWOC ANALYSIS OF THE INSTITUTION



**LADY SHRI RAM COLLEGE FOR WOMEN
(UNIVERSITY OF DELHI)**

Sa Vidya Ya Vimuktaye
That alone is knowledge which leads to liberation
~ College Motto

Lady Shri Ram College embarked upon its journey in 1956 when India was still a young state with a tenuous economy and a fragile and unequal social structure. Women's education was seen as central to the project of democratic transformation. Sir Shri Ram reflected the mood of the times when he established the college to encourage women to aspire towards excellence and socially sensitive leadership. Dr. Bharat Ram with his keen interest in education took the college to newer heights of excellence, to be followed by Mr. Arun Bharat Ram whose commitment to creative experiments in education ranging from pedagogy, curriculum, education, teacher-training and use of ICT is well known.

As a constituent college of the University of Delhi, Lady Shri Ram College has today been recognised as a pioneer and a leader in women's higher education. The college is recognised under sections 2 (f) and 12 (B) of the UGC Act and is funded through the UGC's grants-in-aid. It is primarily an undergraduate college focusing on **liberal arts and social sciences** that gradually opened up to other disciplines as well. In addition, the college offers a post-graduate diploma in Conflict Transformation and Peacebuilding. The consistent efforts made by the college in fostering excellence and initiating new ways of thinking on higher education has given the college a **position of pre-eminence** as has been established by various respected **national surveys, for instance the Nielsen India Today Survey in 2010, 2011, 2012 and 2014 has ranked the college Number 1, the Week Hansa survey ranked the college No. 1 over the past 3 years i.e. 2013, 2014 and 2015.**

Strengths:

LSR is committed to a meaningful partnership between students and teachers. This is evidenced from the fact that students and faculty members are involved in the planning of all academic, co-curricular and extra-curricular activities. These deliberations are conducted through a series of consultative meetings of the numerous committees that exist for this purpose. An annual calendar is set in place, time-tables are organised before the commencement of the new semester, work plans are ready in advance and students' activities are planned in consultation with student societies and associations.

The college conducts a thorough **orientation** to the college on the first day of the semester, addressed by the Principal. Each department conducts its own orientation programmes, and a **hand book** containing all the vital information about the college is given out. Prior to admissions, **pre-admission counselling** is a very rigorous process and the **website** is constantly updated.

Co-curricular activities are given the pride of place in the college calendar. The **NSS, NSO and NCC** are a vital part of the life of the students in LSR thus enabling them to discover their true potential. Students have performed admirably in solo as well as team sports at all levels. The NCC contingent is very driven and well trained. The **NSS** has a wide network of activities that it undertakes, and boasts of nearly 750 enrollments annually, one of the **largest enrolment** figures in the University of Delhi. The curricular framework is further enhanced by the **large**

number of short term certificate courses offered by the college in addition to **focused skill development programmes** and workshops.

LSR is sensitive to the changing aspirations and needs of students and with this in mind **student feedback** is constantly sought through **General Body Meetings** and student surveys. A **web enabled survey** was administered recently to over **1500 students** to elicit their responses to various dimensions of the college.

Faculty at LSR is valued for its academic expertise, professional competence, pedagogic initiatives and extension activities. Faculty members are active participants in the University of Delhi's research councils, syllabus review committees, examination bodies. Faculty at LSR is encouraged to pursue scholarly activities such as participation in **seminars, conferences and workshops**. Faculty **publications are extensive and well regarded**, with current faculty having authored 102 books/text books, 161 chapters, 241 papers in reputed journals, and 384 papers presented in national/international conferences. These publications are academic, journalistic and creative in nature. The faculty is consulted by a wide range of bodies-academic, administrative, NGOs, media houses, hospitals, public sector undertakings and research and think-tank bodies.

As a women's college, LSR has long been committed to the idea of **enlightened feminism**. Empowered women who move out of the portals of the college assume positions of leadership with sensitivity and a sense of social responsibility. Programmes of various kinds to empower women students to deal with the various professional and personal challenges that they might face are organised in addition to the curricular requirements. Workshops, lecture series, seminars, performances, counselling services and many other activities foster a sense of self-worth and self confidence in the young women students of the college. The **annual academic congress** on gender boasts of a large number of scholars, activists, film makers, researchers, performers co-coordinated through **Abhaya (WDC)**. The association of the college with the **Women in Public Service Project** in collaboration with the Woodrow Wilson Centre needs particular mention.

Teaching-learning at LSR is understood to be a dialogic process that encourages students to question, to think, to reflect and to analyse. Hence, students are an integral part of the teaching learning programme in LSR. The entire approach is **student centric**, keeping in mind especially the **diverse** nature of the student body. Students are evaluated periodically as required by the University. Feedback is provided during the tutorials. It is not surprising therefore that the college has **outstanding results in the examinations conducted by the University of Delhi**. As a result, the **dropout rate is negligible**; Students are encouraged to make seminar presentations, write reports and undertake projects and surveys as well. **Internships** and **field visits** are encouraged and a well organised **student mentoring** programme is in place. While the lecture format is followed as prescribed by the University, the college encourages **innovative pedagogy** through group activities, group research, extensive use of documentary films, the internet, field visits, interaction with scholars and activists and peers. **Extension activities** are numerous and most faculty and all students are involved in various extension activities such as the VAPP.

LSR believes that the purpose of higher education is to research, reflect and interpret critically the world that we live in. Teachers and students engage in this ruminative activity consistently and diligently. New ideas and new ways of understanding are constantly being created in the classrooms and seminar halls of LSR. The college is committed to a **research oriented**

approach to the conduct of all academic activities. The college has a **learning, resource and research centre** that was **set up with funding by the UGC** to encourage inter-disciplinary academic activities.

Students are encouraged to conduct short research projects, surveys and reports. Some of the programmes have built into it the writing of a short dissertation, preceded by research methodology workshops. Students' reports and surveys are published by the college and often find their way into the media and even the courts and civic bodies have taken notice of student findings. Students and faculty members work on joint research activities as well. The college organises specially designed academic programmes such as the Autumn School on 'Global Finance and Human Security in South Asia: A Gender Perspective'. The college has a specially instituted Chair that enables it to attract senior scholars and writers to deliver seminars and lectures, some of whom in the recent past have been Professor John Webb and Professor Vinay Lal. The college has organised a series of memorial lectures by a **galaxy of eminent speakers** such as Professor Pratap Bhanu Mehta, Shri T. M. Krishna.

Every student who joins the college is extended all manner of financial, academic, psychological and professional assistance to make her stay in the college a life affirming experience. The college is committed to **excellence** in all spheres. However this pursuit is located within the larger commitment that the college has to the ideals of **inclusivity and democracy**. The college attempts to provide **access to all** kinds of reinforcements that students would need to complete their education. Thus 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 the last year the college offered **scholarships and freeships** to the tune of **Rs. 46 lakhs**. The college provides reinforcement classes, special language and computer literacy skills through its designated unit **REACH**. The college 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** that offers a range of support services ranging from advanced reading software and notices in Braille to specially designated washrooms, ramps and elevators. These are coordinated through the **Swavalamban** unit. The **Placement Cell** ensures that students are provided opportunities to prepare for the world of work and get to interact with prospective employers. Last year, students received 131 job offers, with an average pay package of Rs. 6 lakhs and the highest package of a whopping 18 lakhs. The college has a strong **grievance redressal** system and a well functioning **Internal Complaints Committee**.

The college prides itself in the special rapport that its students and faculty members share. This extends even to the alumnae and families, prospective employers and the community. In order to consolidate this relationship the college has a **registered alumna association**. LSR alumnae are an important asset who have maintained their ties with the college, such as Nobel Laureate Daw Aung San Suu Kyi, eminent educationist and former principal Meenakshi Gopinath, corporate leaders Naina Lal Kidwai, Vinita Bali, Shikha Sharma and Sushma Berlia, dancers Uma Sharma and Geeta Chandran, painter Arpana Caur, former foreign secretary Sujatha Singh, former deputy governor of the Reserve Bank of India Usha Thorat, *Sarpanch* Chavvi Rajawat, to name a few. Learning from the past to create new possibilities for the future is the credo at LSR, and this conviction has resulted in the establishment of the college archives that documents all the important landmarks in the institution's history.

LSR is firm in its belief that young students need to be provided opportunities for meaningful, creative and experimental avenues to explore their talents and interests. With this in mind the college has about **twenty five student societies**. The college organises a wide array of extra-curricular activities ranging from performing arts steeped in the classical traditions, to experimental art and theatre. The college also focuses on special **value based** workshops and lectures co-coordinated by *Dhyana*. Community oriented workshops and activities are offered through specially designated student bodies and societies.

A **strong library** system enhances the academic life of the college. The library has a huge collection of books (1,11,155), bound journals (6000), periodicals (105), magazines and e-resources. A dedicated committee to oversee the functioning of the library is very active. It has an OPAC system, and it subscribes to NLIST. It has computer terminals with internet facility and reading cubicles. A regular update on new additions is provided by the library. The library is fully digitised and is open even after class hours. The library conducts an orientation for new users and discourages any unauthorised photocopying of copyrighted materials.

LSR has kept pace with the rapid changes in the world of communication and incorporated these to enhance the teaching-learning and administrative aspects of the college very successfully. The college has over **two hundred computer terminals**, and ICT is used for administrative, accounting and record keeping purposes. Faculty and students make extensive use of the **Wi-Fi** facility for reading and research. **Most class rooms are equipped with ICT facilities**. The college has extensive facilities for the use of computers and the internet to enhance the classroom experience, and **computer literacy programmes** are offered from time to time. It also conducts workshops to explain the need to use this technology with caution, prudence and responsibility.

The brick and mortar of the college reflects the values and spirit that it stands for- inclusivity and equity. Infrastructure in LSR is functional, accessible and caters to diverse needs. The addition of the **Dr. Bharat Ram Academic Block** has enhanced it further. The college has well appointed conference rooms, seminar rooms, lecture and tutorial rooms, media rooms, laboratories, hygienic café, infirmary, faculty lounges and reading rooms, common room for students, playgrounds, shooting range, well maintained gardens, book store, photocopying centres and limited residential facilities for faculty and non-teaching staff. The **auditorium** is spacious and has modern light and sound arrangements. The college has a **bank and an ATM counter** within its campus and is flanked by two major metro stations making it easily accessible.

The **residential facility** for students is a great source of comfort for the students joining the college from all over the country. The residence hall is well equipped with a library and an air-conditioned visitor's room and recreational facilities.

A **shared vision and a passionate commitment to the stated mission** by all the stakeholders of the college is the greatest strength of the college. The Principal, faculty members and the Governing Body share a strong commitment to the vision and the mission of the college. The college is characterized by a sense of collegiality and co-operation. The college finances and accounts are maintained scrupulously and audited systematically by internal auditors and even by the CAG. The Governing Body takes an active interest in the smooth functioning of the college and has very enlightened members on its board.

LSR takes full cognisance of the vulnerability of the earth's environment and encourages the college community to act with responsibility. The college is **environmentally sensitive** and is equipped with **rainwater harvesting** systems, as well as makes use of **solar energy**. The college conducts a **tree census** and makes a record of its **carbon footprints**. LSR has about 339 species of plants which includes 1832 trees and 932 shrubs. The use of organic manure is encouraged to eliminate excessive use of chemical fertilizers and pesticides. It is these practices that have assured the Green Cup awarded by DU to the cleanest and greenest college campus to LSR over the last fifteen years.

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

Weaknesses:

The increasing diversity of the student body is most certainly a challenge that the college tries to grapple with. The sterling reputation of the college attracts over **four lakh applicants from far and near, much in excess of the seats available**. The college feels constrained to restrict admissions to only a few of these eager aspirants. The **limited number of seats in the Residence Hall** further restricts the numbers of students who look to joining the college. The admission to the college is entirely based on the marks scored in the qualifying school examination and the college has no way of assessing the specific suitability of students wishing to pursue a particular programme of study.

Opportunities:

The college in the coming decades seeks to embrace the rapidly changing nature of Indian society and respond to it creatively. As a public institution the college is obliged to carry out the mandate of the Indian Constitution. **Lady Shri Ram College seeks to strive to translate the formal equality guaranteed by the Constitution into a more substantive experience**. Institutes of higher education can no longer afford to be isolated ivory towers. The 21st century calls for a greater degree of integration with the immediate vicinity of the college, and beyond. This is an important opportunity for the college to meaningfully engage with the larger society to impact both the classroom and the curriculum.

In a rapidly changing world where dialogue needs to be privileged over conflict, education could be a great vehicle of peace and understanding. This is especially so in the **South Asian region**. **LSR with its proven record of excellence in higher education could be a hub for greater interaction with students, faculty, intellectuals, performers, writers, film-makers and others from this region**.

In a world connected by new modes of technology, **linkages with academic programmes across the world** are yet another opportunity that LSR seeks to explore to the fullest. Video conferencing, skype discussions, virtual classrooms are still in a nascent stage but can become important tools in disseminating quality education.

Challenges:

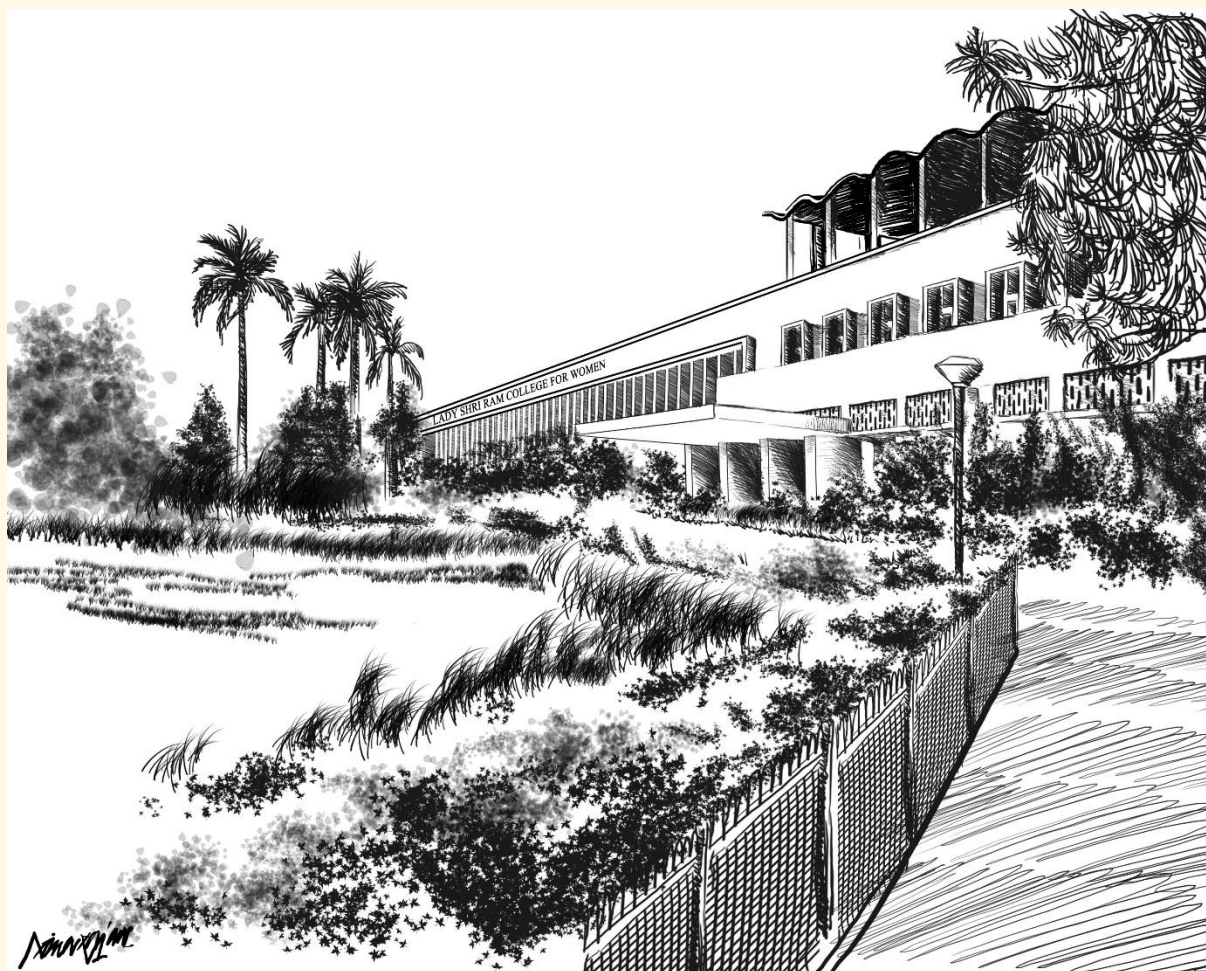
Questions are often raised about the relevance of women's only colleges is this day and age. However till such time as our society remains hierarchical and marginalises women's voices, a women's college has a great deal of worth and is an extremely important space for empowering women. At the same time, LSR seeks to **move beyond empowerment and create new patterns of leadership** that are co-operative, caring, consultative and communicative, while being acutely aware of the social responsibilities of such leadership.

The **changing demography of the college** is a challenge that LSR has embraced whole heartedly by **offering new programmes of assistance and reinforcement**. Demographically, the change is already evident, in the years to come it would be more so. **Faculty and students from varied backgrounds are the strength of the college**; more efforts would have to be made to move away from monolithic practices, celebrations and conventions within college. Hence, this challenge is a glorious opportunity for the college.

It is a challenge to create in our community, value and regard for friendship, love, care and compassion, especially in the context of a world that increasingly defines happiness and success in narrow material terms.

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PROFILE OF THE AFFILIATED / CONSTITUENT COLLEGE



1. Name and Address of the College:

Name:	Lady Shri Ram College for Women				
Address :	Lajpat Nagar-IV, New Delhi				
City :	New Delhi	Pin :	110024	State :	Delhi
Website :	www.lsr.edu.in				

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. Suman Sharma	O:011-45494930 R:011-26438294	9810267695	26216951	principal@lsrcollege.org
Vice Principal	Dr. S.R. Chowdhury	O:011-45494944 R: 01127892401	9873300560	26216951	vp@lsrcollege.org
Steering Committee Co-ordinators	Dr. Priti Dhawan	O:011-45494933 R:011-26252848	9810074078	26216951	prtidh@hotmail.com
	Dr. Krishna Menon	O:011-45494949 R:011-26855412	9810526046	- Do-	menonk@hotmail.com
	Dr. Divya Mishra	O:011-45494949 R:011-26147613	9818250922	- Do-	divyamisra121@gmail.com

3. Status of the Institution:

Affiliated College	<input type="checkbox"/>
Constituent College	<input checked="" type="checkbox"/>
Any other (specify)	<input type="checkbox"/>

4. Type of Institution:

• By Gender

i For Men	<input type="checkbox"/>
ii For Women	<input checked="" type="checkbox"/>
iii Co-education	<input type="checkbox"/>

• By Shift

i Regular	<input checked="" type="checkbox"/>
ii Day	<input type="checkbox"/>
iii Evening	<input type="checkbox"/>

5. It is a recognised minority institution?

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Sources of funding:

Government	<input type="checkbox"/>
Grant-in-aid	<input checked="" type="checkbox"/>
Self-financing	<input type="checkbox"/>
Any other	<input type="checkbox"/>

7. a. Date of establishment of the college:

b. University to which the college is affiliated /or which governs the college (If it is a constituent college)

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks (If any)
i. 2 (f)	05/11/1956	
ii. 12 (B)	17/06/1972	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

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

Under Section/ clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i. 14(3) (a)	Under the NCTE Act 1993 Northern Region Council gave recognition for 4 year B.El.Ed. Course from Academic Year 1998-99	15.10.1998	Permanent	
ii.				
iii.				
iv.				

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognised by the UGC), on its affiliated colleges?

Yes No

If yes, has the College applied for availing the autonomous status?

Yes No

9. Is the college recognised

• by UGC as a College with Potential for Excellence (CPE)?

Yes No

If yes, date of recognition: NA (dd/mm/yyyy)

• for its performance by any other governmental agency?

Yes No

If yes, Name of the agency **NA** and

Date of recognition: **NA** (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	Urban
Campus area in sq. mts.	62726.27 sq. mts. Or 15.5 Acres
Built up area in sq. mts.	8856.96 sq. mts.

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities ✓

Auditorium: The LSR Auditorium that can seat about 700 people has been witness to many historic occasions and visits by eminent dignitaries. It has a very advanced light and sound system that is managed by specially designated support staff along with students. It is equipped with a large stage, two green rooms, comfortable seating, carpeting, wall paneling for acoustic effects, air-conditioners, wash-rooms, locker and podium.

Seminar Rooms: LSR has a state-of-the-art, air-conditioned seminar room with individual micro-phones around an oval seating system for about 100 people. It has all audio-visual facilities including recording facilities and an excellent sound system. It also has a projector screen, white board, black board and a podium.

In addition, the recently opened Academic Block has two fully equipped seminar rooms which can accommodate about 100 people each and overlook an expanse of green lawns. They are equipped with the latest audio-visual technology.

Sports facilities

- play ground ✓
- swimming pool
- gymnasium ✓

Hostel

- Boys' hostel: **NA**
 - Number of hostels
 - Number of inmates
 - Facilities (mention available facilities)
- Girls' hostel ✓
 - Number of hostels: **One**
 - Number of inmates: **292**
 - Facilities (mention available facilities): Well ventilated rooms with furniture, washrooms including washroom for persons with disability, solar heating, air-conditioned visitor's room with TV, air-conditioned common room for students, dining hall with well-equipped kitchen and pantry, medical room, reading room, photocopy facility, library, water filters, large garden, counsellor, doctor on call, guards round the clock.

- Working women's hostel: NA
 - i. Number of inmates
 - ii. Facilities (mention available facilities)

Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise): **Principal's Bungalow, 12 flats for teaching staff and 19 quarters for Non-teaching staff**

Cafeteria ✓

Health centre ✓

- First aid ✓, Inpatient, Outpatient, Emergency care facility ✓,
- Ambulance: **Arrangement with nearby hospitals**
- Health centre staff

Qualified doctor	Full time	<input type="text"/>	Part-time	<input type="text"/>
Qualified Nurse	Full time	<input checked="" type="checkbox"/>	Part-time	<input type="text"/>

Facilities like banking ✓, post office, book shops ✓

Transport facilities ✓ to cater to the needs of students and staff

Animal house: N.A.

Biological waste disposal: N.A.

Generator or other facility for management/regulation of electricity and voltage ✓

Solid waste management facility ✓

Waste water management: Sewer lines and drains are carefully maintained

Water harvesting: There are several water harvesting sites on campus. In addition, surface run off water is conserved by use of inter-locking tiles.

12. **Details of programmes offered by the college** (Give data for current academic year)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction Sanctioned/ approved	Student strength	No. of students admitted
1.	Under-Graduate	1) BA (Hons) in Economics, English, Hindi, History, Journalism, Philosophy, Political Science, Psychology,	03 Years	School Leaving Examination conducted by CBSE/ISC or any recognised board.	English medium except for Hindi (Hons) and Sanskrit (Hons)	536	712

		Sanskrit, Sociology					
2.		B.A. (Programme)	03 Years	- Do -	English Medium	62	73
3.		B. Com. (Hons)	03 Years	- Do -	English Medium	54	66
4.		B.Sc. (Hons) in Mathematics and Statistics	03 Years	- Do -	English Medium	76	91
5.		B.El. Ed.	04 Years	- Do -	English Medium	52	53
6.	Post- Graduate	M.A in English, Hindi, History, Mathematics, Philosophy, Political Science, Sanskrit, Statistics	02 Years	Graduation from a recognised University	English Medium except for MA in Hindi and Sanskrit	168	126
7.	Integrated Programs PG	-	-	-	-	-	-
8.	Ph.D.	-	-	-	-	-	-
9.	M.Phil.	-	-	-	-	-	-
10.	Ph.D	-	-	-	-	-	-
11.	Certificate courses	-	-	-	-	-	-
12.	UG Diploma	-	-	-	-	-	-
13.	PG Diploma	Conflict Transfor- mation and Peace Building (CTPB)	01 Year	Graduation	English Medium	35	41
14.		Any Other (specify and provide details)					

13. Does the college offer self-financed Programmes?

Yes No

If yes, how many? NA

14. New programmes introduced in the college during the last five years if any?

Yes No Number

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science	Mathematics	✓	✓	-
	Statistics	✓	✓	-
Arts	Economics	✓	-	-
	English	✓	✓	-
	Hindi	✓	✓	-
	History	✓	✓	-
	Journalism	✓	-	-
	Philosophy	✓	✓	-
	Political Science	✓	✓	-
	Psychology	✓	-	-
	Sanskrit	✓	✓	-
	Sociology	✓	-	-
	B.A. Programme	✓	-	-
Commerce	Commerce	✓	-	-
Any Other (Specify)	B.El. Ed.	✓	-	-

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, M.Com...)

- a. annual system

1

B.El. Ed.
- b. semester system

5

M.A., B. Com. (H), B.A. (H), BA. (Prog), B.Sc. (H)
- c. trimester system

17. Number of Programmes with

- a. Choice Based Credit System

04

- b. Inter/Multidisciplinary Approach

05

- c. Any other (specify and provide details)

--

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes No

If yes,

- Year of Introduction of the programme(s): **(16/07/1998)**
and number of batches that completed the programme **12 batches**
- NCTE recognition details (if applicable)
Notification No.: **F.No.F-3/DL-73/97/3789** Date: **15/10/1998**
Validity: **Permanent**
- Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

Yes No

19. Does the college offer UG or PG programme in Physical Education?

Yes No

If yes,

- Year of Introduction of the programme(s) NA (dd/mm/yyyy) and number of batches that completed the programme NA
- NCTE recognition details (if applicable)
Notification No.: NA Date: NA (dd/mm/yyyy) Validity: NA
- Is the institution opting for assessment and accreditation of Physical Education Programme separately?

Yes No

20. Number of teaching and non-teaching positions in the Institution

Positions	Teaching faculty						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor		M	F	M	F
	M	F	M	F	M	F				
Sanctioned by the UGC / University / State Government	NA	0	NA	0	NA	163*	99		02	
<i>Recruited</i>	-	-	-	-	-	101**	60		-	
<i>Yet to recruit</i>	-	-	-	-	-	62	20		02	
Sanctioned by the Management/ society or other authorized bodies	NA	NA	NA	NA	-	-	19 on contract		1 on contract	
<i>Recruited</i>										
<i>Yet to recruit</i>										

* Sanctioned but not released

** Assistant Professors are promoted to Associate Professor under the scheme of the University. This number includes all permanent faculty members.

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph.D.	NA	NA	01	31	04	21	57
M.Phil.	NA	NA	-	11	6	25	42
PG	NA	NA	-	02	-	-	02
Temporary teachers							
Ph.D.	-	-	-	-	01	07	08

M.Phil.	-	-	-	-	08	10	18
PG	-	-	-	-	-	01	01
Part-time teachers							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-

22. Number of Visiting Faculty /Guest Faculty engaged with the College. 09

23. Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1 2011-12		Year 2 2012-13		Year 3 2013-14		Year 4 2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC		126		130		106		122
ST		58		64		56		53
OBC		138		161		198		217
General		539		629		418		524
Others								

24. Details on Students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	394	61	-	-	455
Students from other states of India	586	65	-	-	651
NRI students	-	-	-	-	-
Foreign students	15	-	-	-	15
Total	995	126	-	-	1121

25. Dropout rate in UG and PG (average of the last two batches)

UG NEGLIGIBLE PG NEGLIGIBLE

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) including the salary component Rs.0.91 Lacs

(b) excluding the salary component Rs.0.08 Lacs

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes No

If yes,

• is it a registered centre for offering distance education programmes of another University Yes No

• Name of the University which has granted such registration. NA

- Number of programmes offered
- Programmes carry the recognition of the Distance Education Council.
Yes No

28. Provide Teacher-student ratio for each of the programme/course offered

Programme	Students Teacher Ratio
B.A. (Hons)	19.3:1
B.A. (Programme)	23:1
B.Sc (Hons)	15:1
B. Com. (Hons)	27:1
B.El.Ed.	12.4:1

29. Is the college applying for

Accreditation : Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re-Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1:	<input type="text" value="NA (dd/mm/yyyy)"/>	Accreditation Outcome/Result	<input type="text" value="NA"/>
Cycle 2:	<input type="text" value="NA (dd/mm/yyyy)"/>	Accreditation Outcome/Result	<input type="text" value="NA"/>
Cycle 3:	<input type="text" value="NA (dd/mm/yyyy)"/>	Accreditation Outcome/Result	<input type="text" value="NA"/>

* Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year.

32. Number of teaching days during the last academic year
(Teaching days means days on which lectures were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC) IQAC

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC

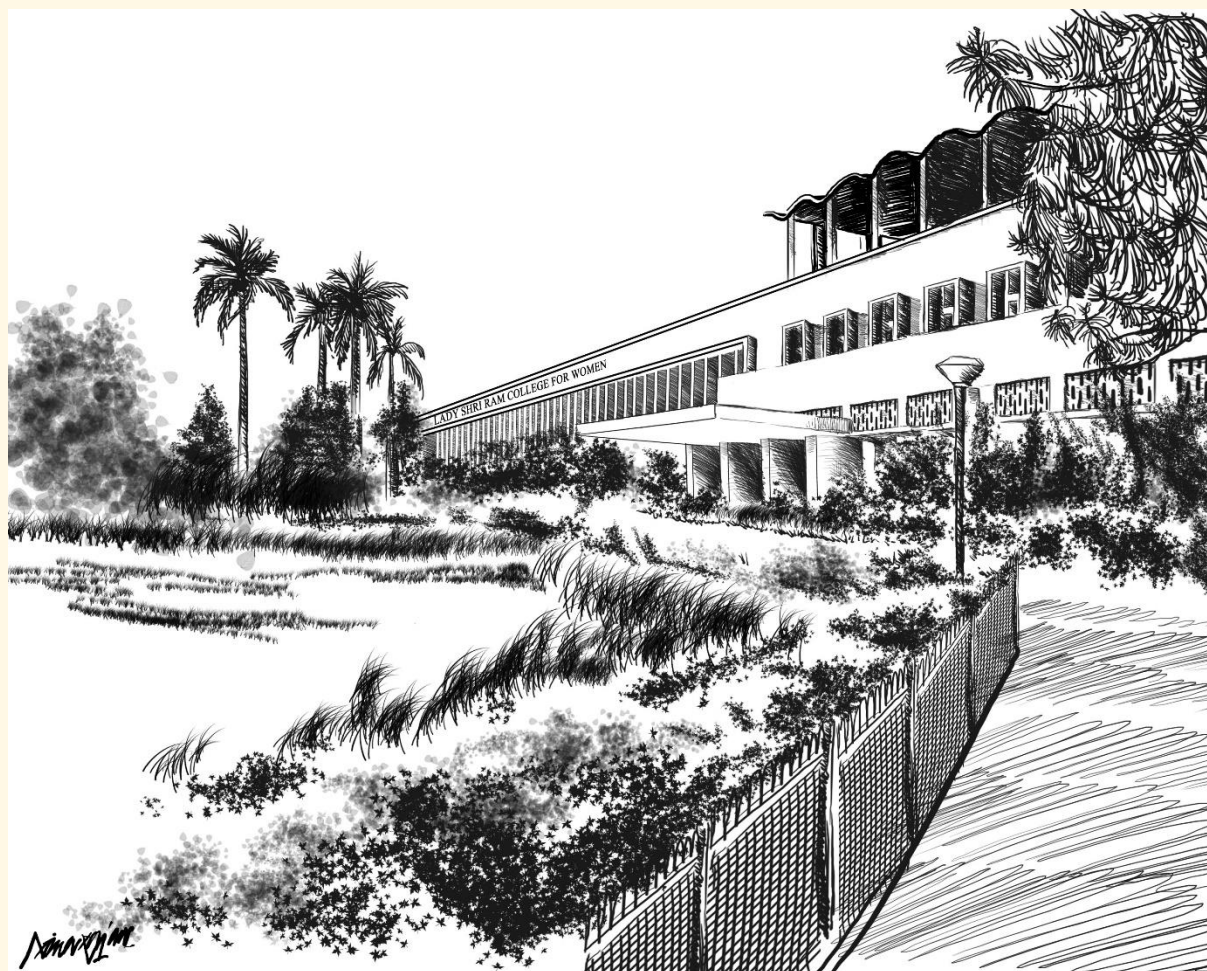
AQAR	(i)	<input type="text" value="NA (dd/mm/yyyy)"/>
AQAR	(ii)	<input type="text" value="NA (dd/mm/yyyy)"/>
AQAR	(iii)	<input type="text" value="NA (dd/mm/yyyy)"/>
AQAR	(iv)	<input type="text" value="NA (dd/mm/yyyy)"/>

35. Any other relevant data (not covered above) the college would like to include. (Do not include explanatory/descriptive information)

- ✓ Learning, Research and Resource Centre established in 2014
- ✓ State-of-the-Art Centre for the differently-abled – Swavalamban
- ✓ Archives
- ✓ Multi-purpose student Centre with facilities for counselling, Students' Union Room
- ✓ Office of International Programmes

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CRITERION I CURRICULAR ASPECTS



1.1 Curriculum Planning and Implementation

1.1.1 State the Vision, Mission and Objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

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 recognise challenges as opportunities and not limitations. The hope is that students would enter the world of work brimming with professional competence, assuming positions of leadership with ease, shattering inhibitory glass ceilings and resisting pressures to conform unquestioningly. At LSR, the focus is on optimising 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 the 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-awareness and self-developing life-long learning that embraces the ideals of social justice, equity and inclusivity.

Objectives:

Keeping in view the ultimate objective of fostering ethically conscious and socially responsible dispositions among these future global citizens, the teachers at LSR act as trusted stewards and managers of the common curriculum that is received from the parent body, DU, albeit one that is carefully crafted and a frequently revisited module. Thus, while endorsing and sustaining the Indian reality of regional diversity and cultural multiplicity, the college ethos promotes the ideal of learning and leading with social responsibility and striving towards a holistic process of socio-cultural and socio-political transformation.

Such an ethos is conveyed to students from the very inception of their intellectual journey within college by means of the college Website as well as the college Handbook. The Handbook is given to the student by the TICs in their departmental orientations. Quizzes are often held on its various aspects to gauge students' understanding. Such an ethos, moreover, is embedded in the day-to-day functioning of the institution that upholds principles of democratic participation, deliberation and representation in an inclusive and non-hierarchical environment.

Students are encouraged to stretch their intellectual limits through the exercise of constructive critical thinking and effective yet sensitive communication, thus shaping knowledge forms, building competencies and generating activism that create individual growth and enact social change. All the collegial efforts tend toward the consistent unfolding of such a mission.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

In an attempt to both fulfil the broader visionary goals of the institution as well as to concretely impart the prescribed curricula, from the very inception of the collegial programme at the time of their admission and further on at the college and departmental orientations, the students are sensitised to the micro as well as the macro level ramifications and duration-fixed processes of their curriculum of study. They are apprised of the expectation from them of participation and rigorous intellectual engagement with the academically challenging atmosphere of the college.

The faculty, on their part, are constantly engaged in a process of self-improvement, at times through participation in institutionalised forms such as university organised orientation and refresher courses that are instrumental in the up-gradation of their pedagogical skills and their knowledge base.

Within the college itself, under the guidance and leadership of the Principal, teachers engage in discussions to expand the scope and range of the given curriculum and make it relevant to the diverse body of students. The Principal presides over end of semester meetings with all departments to review the work done in the semester and plan out departmental and college level duties for the coming semester.

Staff Council Meetings are another mode used for orienting and organising the teaching body toward a consensual and shared understanding of collegial processes, particularly those aspects that are crucial to curricular operationalisation. Examples of these include the setting of admission criteria for optimising standards of teaching-learning, admission counselling through faculty inputs, formations of committees for various crucial aspects like In-Charge-ship of departments, teacher work allocation, time tables, admissions, attendance, internal assessment, academic affairs, library up-gradation, examinations, department associations, and other such factors of equal importance to the overall better coordination of the teaching term.

In preparation for the smooth working of the teaching-learning process and for the effective implementation of the curriculum, well before the semester begins, the wheels are set in motion. For example, the work allocation committee (popularly termed the Workload Committee) receives the department and individual teacher work allocations from the TICs of departments, who prepare both teacher-wise and paper-wise teaching work plans before the commencement of the vacations that precede any new academic session. These work plans (workloads) are prepared by the TIC of each department through a consensual and democratic procedure taking into broad consideration areas of faculty specialisation and interest.

Workloads are then approved in the work allocation committee meetings and subsequently the college time-table charts are prepared and displayed on the website. Each department fixes deadlines for the smooth conduct of project presentations and class tests/assignments. The students are then provided an efficiently worked out timetable by the TIC of each department.

In a new academic calendar, the incoming batch of students is helped by the Principal, faculty and the Students' Union volunteers, through a series of organised orientation programmes that take place in the first couple of weeks of the semester. They are introduced to their curricular modules and the prescribed texts along with bibliographical materials for suggested secondary readings. The implacable need to maintain a regular record of attendance at lectures, tutorials and practical classes as well as of the necessity to submit assignments and projects is reinforced at each level to ensure compliance and commitment to the curricular requirements.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

LSR is privileged to have an extremely dynamic faculty whose expertise in key areas of their distinct disciplines and their commitment to the highest standards of pedagogy goes a long way toward making the institution what it is today. Their sustained efforts to impart their very best toward quality teaching and research have made LSR a leader in the field of undergraduate education.

In the fulfilment of these developmental objectives and by implication, the improvement of their teaching practices, the faculty members receive full procedural support from the college through optimising the regulatory processes of DU. Over the past six decades, teachers of LSR have received grants from UGC and DU, apart from other public funding bodies for research projects, for attending and holding workshops as also participating in conferences and refresher courses. Procedural support is extended to teachers in the form of study leave, duty leave and post-doctoral leave as per the regulations of DU. Teachers are also part of the Department Research Council, the Committee of Courses and similar curriculum framing bodies as prescribed by DU. At the college, the membership of the Academic Affairs Committee, the Academic Journal Committee, and the various Department Associations give the teachers ample opportunities to interpret the fixed curriculum of DU in creative and critical ways. The membership of these committees is determined at the Staff Council meetings, and all faculty members get an opportunity to be part of these committees.

Whenever there are changed curricular patterns, the University shoulders its responsibility towards orienting teachers into newer ways of looking at the syllabus and at imparting the curriculum to their students. For instance, with the implementation of the Four Year Undergraduate Programme (FYUP) by DU and introduction of the Foundation Course papers, many short workshops and seminars were organised by the university to familiarise faculty with newer curricular demands. LSR encouraged the faculty to make full use of these events. Members of many departments attended orientation programmes organised by CPDHE, DU to prepare a suitable pedagogy for the newly introduced Foundation Courses. In addition, the college organised many discussions and workshops to enable teachers to handle the changed curriculum. A workshop on how to organise reference material effectively for a power point presentation was also held by the college in 2014.

Another example is the case of the change over from the Annual to the Semester mode in the DU curriculum. New pedagogical techniques were introduced for the conduct of the course; special attention was to be paid to interactive teaching and learning. Student initiative by way of independent learning and researched projects was posited as being the key to the success of this programme. Inter-disciplinarity, a hallmark of this makeover, brought in the visual component in a big way through film screenings and slide-shows accompanying discussions. The college responded to this new initiative by equipping most lecture rooms and tutorial rooms with some form of audio visual aids.

Faculty members are also engaged in cooperative post-graduate teaching at the main Departments of the University, along with other collaborative research activities with institutes of National/International importance, some of these through faculty exchange programmes supported by the college. These ancillary projects add to their experience within their individual disciplines as also contribute toward the qualitative enhancement of their teaching of the undergraduate curriculum. Such achievements are, moreover, acknowledged and celebrated by the institution by being highlighted in all reports of the college. Needless to say, the college

and university procedural support contributes to the enhancement of the teachers' skills and to their improved teaching practices.

Apart from receiving such procedural support, the teachers at the college have access to an efficient and well organised practical and infrastructural support system. The faculty's commitment to the idea of making the teaching-learning process as interactive and engaging as possible has been supported by the college through many infrastructural initiatives.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other statutory agency.

Each department at LSR works towards the melioration of the teaching practices in an attempt to optimise the cognitive process for students. 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. 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. All these resources used by the teachers enable them to more effectively transact the curriculum. Such initiatives make the classroom a 'shared' space by weaving in participatory strategies, such as encouraging individuals or groups of students to take up topics from within and around the syllabus. The teacher acts as facilitator who suggests and sometimes also arranges for reading materials, guiding outlines for the presentation apart from offering questions to focus on. Such sessions not only serve to break the monotony for students by punctuating the regular classroom schedule of lectures by teachers with presentations by their own peers, it also gives students the opportunity to develop initiative, enterprise and skills of effectively communicating subject matter that they have researched.

Another instance of such a productive enhancement of the academic atmosphere of teaching is the setting up of the chair in memory of Shri Manohar Shyam Joshi (1933-2006), a feisty journalist, editor and literary writer who contributed greatly to the Hindi public sphere through his prolific work and left a deep impact on the world of television by writing the script for India's first television soap. This endowment has enabled senior scholars of international stature in the field of media and social sciences, such as Prof Vinay Lal and Prof John Webb to interact with Journalism students and engage in scholarly contributions.

At LSR, the faculty too takes a pro-active role in the creation and propagation of programmed self-improvement exercises that ultimately contribute to the qualitative augmentation of their pedagogy in direct as well as indirect ways. Hence, a set of teachers with much enthusiasm in 2011 innovatively conceptualised and made functional and fruitful the Faculty Research Forum, which is a unique platform that enables all faculty members of the college to present their research work in specific areas of academic specialisation before a receptive audience comprising colleagues from the intellectually driven and vibrant community of LSR. Please refer to **3.1.2** for details.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalisation of the curriculum?

Being an institution with an original base in the liberal arts along with a whole evolving palette of social sciences disciplines, as well as some professional courses, departments have always tried to incorporate a strong interdisciplinary emphasis in the structure and design of the pedagogy deployed to operationalise the curriculum. Such an institutionally propagated pedagogy attempts to constantly encourage learners to think critically, and broaden their understanding in order to make crucial links of their academic learning with the lived social realities of the world outside textbooks.

Students are encouraged to undertake independent research, whereby they choose a topic, understand the role of concepts and hypothesis formulation, develop tentative hypotheses and explore the same through particular research techniques. The main purpose of this research endeavour is to move beyond the prescribed curriculum and understand and reach out to industry and research bodies. In addition, great importance is attached to work place visits such as corporate offices, factories, dairy farms, small scale industry etc. Beyond the classroom initiatives have been started to link students with diverse institutions like the Reserve Bank of India, the Centre for Policy Research, Centre for Civil Society, the World Bank and NABARD. Please see the following for details of such visits:

Educational trips and field visits

Year	Department	To Learn What	Visit To
2014-2015	CTPB (ASSK)	UN Sec. Gen. Ban Ki Moon's Address	Indian Council of World Affairs
		President Obama's address	Siri Fort Auditorium
2014-2015	Journalism	To explore photography exhibition by Alkazi Archives	IGNCA
		Cultural Exchange Programme with Japan	Japan International Cooperation Centre, Japan
2014-2015	Economics	5 day educational and study trip	Grameen Bank in Bangladesh
		Study trip	NABARD, Lok Sabha and Parliament
2014-2015	Psychology	To study work processes like assembly line and ergonomics	Maruti Factory, Gurgaon
2013-2014	Psychology	Educational Trip	National Brain Research Centre, Manesar and Institution of Human Behaviour and Allied Sciences, Shahdara
2013-2014	Political Science	To see the workings of the Legislature	Rajya Sabha
2013-2014	History	See historical Goa	Fort Aguada and old Goa

2013-2014	Economics	Beyond the Classroom Programme	Centre for Policy Research, Reserve Bank of India
2013-2014	Elementary Education	Classroom Mangement and Material Development	Vidyashram in Benaras
2012-2013	VAPP	Learn about <i>Narmada Bachao Andolan</i>	Khandwa, MP
		Learn about biodiversity	Nathuakhan, Nainital with <i>Chirag</i> (NGO)
2012-2013	Elementary Education	Educational Trip to Hauz Khas and Qutub Minar to learn pedagogy of social sciences	Hauz Khas and Qutub Minar
2012-2013	Sanskrit	Learning Epigraphy	Department trip to Sarnath
2012- 2013	Political Science	Global Nuclear Disarmament	The Indian Council of World Affairs, Vigyan Bhavan.
		US Presidential Elections; Workings of the Legislature	The American Centre Visit to the Parliament
2012-2013	History	Department Trip to Panna	Madhya Pradesh
2012-2013	History	Learning to preserve the country's heritage	INTACH, Delhi
2012-2013	Economics	Beyond the Classroom Programme	Visited PMEAC, World Bank Information Centre, KPMG offices
1998-2015	Sociology	Conducts field trips every year to learn how to conduct field research and transfer theory to practice	Various parts of the country like Kerala, Coorg, Goa, Bhuj, Rajasthan, Pondicherry, etc
2006-2007	Philosophy	To see exhibition of Contemporary Indian Art	National Gallery of Modern Art
2006-2007	Political Science	To see special exhibits of the Alipore Bomb Conspiracy Case	Supreme Court Museum
2006-2007	Elementary Education	To learn Alternative education methods	Ekalavya, Hoshangabad
2006-2007	VAPP	To learn about the rights of Adivasis	Badwani, MP
2003-2004	Journalism	To learn on site	All India Radio, Press Information Bureau, Shastri Bhavan
2001-2002	Economics	To learn research methods	National Archives and Nehru Memorial Library
2001-2002	Political Science	To study the Panchayati Raj system	Khajuraho, MP
2000-2001	Commerce	To see a Small Scale industrial unit	Sanganer, Rajasthan

2000-2001	VAPP	To help victims of Gujarat Earthquake	Kutch, as part of the University Development Action and Integrated Learning Project
2000-2001	Prakriti	To study waste management	Vatavaran, NGO
1999-2000	Political Science	To study Tibetan government in exile	Dharamshala
1999-2000	Commerce	Visit HMT factory and other cooperatives	Nainital

Students are also encouraged to forge links with institutions like the CSO, NSSO, NSO and ORGMARG. The college facilitates student collaboration with elementary schools, media houses, publishers, news agencies and new media initiatives like P. Sainath's PARI project. LSR has forged links with the community with projects like ENACTUS, Connecting Dreams and a Health project for women in the nearby urban village. Please refer to 3.6.6 for details.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (number of staff members/departments represented on the Board of Studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.)

LSR in being an integral part of DU is both a beneficiary as well as an active participant in the processes of curriculum planning and course revisions. From time to time such revisions have been initiated in response to the growing needs of disciplines in tune with emerging local, national and global trends. Faculty members of the college provide their inputs through consensus building exercises that involve them as representatives of the college on several Curriculum Revision Committees. The skill, understanding and expertise of the faculty of this college is highly regarded and valued, and many of its members are often invited to be on similar committees in other leading educational institutions of the country. Student feedback is also sought by the college both formally once in a year using a specially designed form and also informally during classes.

Whenever changes in curriculum are envisioned, a series of meetings at the level of college departments are held, followed by participation in the meetings at the main department of each subject in the parent university, DU. Thus, a healthy and democratic system is in place wherein the Committee of Courses of DU has involved all colleges as important stakeholders in curriculum change and operationalisation. Thus, LSR is fully invested in contributing to the development of the curricula as and when changes are required. Please refer to the following for the contribution of faculty to curriculum development.

Faculty Name	Contribution to Curriculum Development
Commerce Department	
Savita Gopal Gupta	Member of Expert Review Committee of UGC with regard to Special Assistance Programme in Commerce
	Member of Review Committee for Course Content for NET Examination
	Member of Syllabus Revision Committee, Department of Commerce, DU

Sunaina Sardana	Member of Syllabus Revision/Course Development- Income Tax, and Business Organisation and Management, DU
Jyotsna Arora	Member of Syllabus Revision/Course Development- Micro Economics, DU
Arvind Kumar	Member Syllabus Revision, MBA(SEM), GGSIPU, New Delhi
	Member of Syllabus Revision/Course Development, B. Com (H) Ist year, ICIS, DU
Economics Department	
Neelam J Malhotra	Member of Syllabus Revision Committee in D.S.E.
Anjani K Kochak	Served twice as Member of Syllabus Revision/Course Development at DSE
English Department	
Madhu Grover	Was Teacher Representative on consultative meetings during the Syllabus Revisions in the past, as for instance, between 1996 and 1999, DU
	Prepared and Published course material on Milton, <i>Paradise Lost</i> for School of Correspondence Studies, DU, 1989
Arti Minocha	Participated in Syllabus Revision at the Department of English, DU, in 2000
	Three lessons on 'Modern Indian Theatre' in the Paper- Cultures in the Indian Subcontinent- I, for B.A. Programme, currently online on the website of ILL, DU
	Member of B.A. (Programme) Course Revision, DU
Maya Joshi	Part of the Syllabus Revision process of the B.A. English Honours Syllabus at DU for six years until the revised syllabus was implemented in 2000
	Served as LSR's Representative and was one amongst the four experts drawn from all over India to participate in the National Consultation on Syllabus Formation at Gangtok, Sikkim, India, from March 31- April 1, 2008. Innovative Syllabus for English Honours and General English was put together for the emergent English Department of the newly constituted Sikkim University
	Served as External Expert, Syllabus Revision Committee Meeting for the Master's in English Programme at Kashmir University, J&K, November 2013
Shernaz H Cama	Advisor to the creation of the course 'Language, Literature & Culture', DU
Karuna Rajeev	Committee Member for The Indian School Certificate Examination (ICS), Syllabus Review Committee for the English and Literature in English at the ISC Level from 10-11 December 2012
History Department	
Meera Baijal	Member of Syllabus Revision Committee of DU for the Honours paper 'History of India, A.D. 750-1550' 2003 & 2013
Vasudha Pande	Expert, Syllabus Revision History Council for the Indian School Certificate Examination, New Delhi, January 2014

	Expert, Syllabus and Textbook Revision European History, IGNOU, 4 August 2011
	Expert, Syllabus Revision, Jamia Millia Islamia, 26 -27 March 2008
	Expert, Syllabus and Textbook revision, European History, IGNOU, 4th August, 2011
	Expert, Syllabus Revision History Council for the ISCE, New Delhi, January, 2014
	Expert, Syllabus Revision, Jamia Millia Islamia 26-27 March, 2008
Ujjayini Ray	Member of the group that formulated the syllabi for the concurrent courses to be taught by the History Department, DU
	Member of the Course Committee that formulated the syllabus of the Application Course, 'Appreciating Indian Art' for BA Programme, DU
Nayana Dasgupta	Member of the Course Development Team for the MA Programme in History undertaken by the School of Social Sciences, IGNOU
	Member of the Course Development Team for the History course of NCERT
	Member of the Course Revision Team for the History course at Sr. Secondary level, Social Science course at Secondary level and the Indian Culture and Heritage course at Secondary level, at NIOS as the in-house co-ordinator
Journalism Department	
Shikha Jhingan	Member of the Syllabus Formulation and Revision of BA (Honours) Journalism in 2010 and 2013 (FYUP), DU
Vartika Nanda	Member of Syllabus Formulation and Review Committee of FYUP, DU during 2013
	Designed Media Course for Bridge School of Communication, HT Media
	Part of NCERT Committee to design course for class XI-XII
Mathematics Department	
Uma Versha Kakar	Member of Syllabus Formation Committee for papers Analysis I,II constituted by the Department of Mathematics, DU under FYUP during March-April, 2013
Jyoti Darbari	Member of the Syllabus Development Committee of 'Differential Equations and Mathematical Modelling I' Semester II, BSc Mathematics (Hons), DU 2012
	Member of the Syllabus Revision of 'Differential Equations and Mathematical Modelling I' Semester II, BSc Mathematics (Hons) (FYUP), DU, 2013
	Member of Syllabus Formation Committee for papers 'Linear Algebra and Calculus' for BA Economic Honours Third year, constituted by the Department of Mathematics, DU under FYUP during March-April, 2013
	Member of the Syllabus Development Committee of 'Linear Algebra and Calculus' Semester V, BA Economics (Hons), 2013

	Associated with the Institute of Life Long Learning (ILLL), DU, South Campus during the course making of Mathematical awareness, Interdisciplinary Course for students other than Mathematics
Monika Singh	Associated with the Institute of Life Long Learning (ILLL) (Mathematics Group), DU, South Campus on part-time basis for curriculum development (e- resource) for mathematics, September 2008-January 2010
	Member in the Syllabus Formation Committees constituted by the Department of Mathematics, DU under the FYUP for the topics in Calculus, Analysis and Number Theory during March-April, 2013
Bhavneet Kaur	Associated with the Institute of Life Long Learning (ILLL), South Campus, DU during the course making of 'Mathematical Awareness', Interdisciplinary Course for students other than Mathematics
Ranjana Jain	Member of an Empowered Committee by the Vice-Chancellor to create the new syllabus for B.Sc. (Hons.) Mathematics, DU, 2007
Mahesh	Member of Syllabus Formation Committee for papers Differential Equations I, II, III constituted by the Department of Mathematics, DU under the FYUP during March-April, 2013
Physical Education	
Meenakshi Pahuja	NCERT Expert to review Health and Physical Education Material for Classes IX & X, two day workshop held in October 2012
	NCERT Expert to review Health and Physical Education Material and Teachers Guide for Classes VI to VIII, five days workshop held in December 2012
	Member, NCTE Committee to develop and design the orientation and refresher course for teacher education, 2014
Philosophy Department	
Lipi Saxena	Member, Undergraduate Committee of Courses, 2001; Member, Committee of Courses for FYUP, 2013; Member, Committee of Courses for CBCS, 2015; Convener, Formal Logic, paper in semester 4 and 6
Rashmi Jayarajan	Convener, Early Greek Philosophy, FYUP, Semester 2, Department of Philosophy, DU
Political Science Department	
Veena Ravikumar	Member of Syllabus Revision Team in Department of Political Science, DU
Krishna Menon	Member of Syllabus Revision Committee of DU, IGNOU, AUD, LSBNAA
Shweta Singh	Member of Syllabus Revision Team for B.A. Programme Application Course: Conflict Resolution & Peacebuilding, DU
Sunalini Kumar	Syllabus Committee Member for Political Theory core group responsible for designing six theory oriented papers of the FYUP in Political Science, DU
	Syllabus Committee Member for two papers of the Semester based revision of B.A. (Honours) in Political Science, DU, 2008

	Syllabus Committee Member, inaugural Masters Programme in Gender Studies, Ambedkar University, Delhi 2009-10
Psychology Department	
Priti S. Dhawan	Member, Committee for restructuring of Developmental Psychology course, DU, 2008
	Member, Committee for restructuring of Abnormal Psychology course, DU, 2007
	Member, Committee for restructuring of B.A. (Programme) course, DU, 2004
	Member, Committee for the revision of Experiments (I year Hons.), DU, 2004
Puspita Behera	Member, Committee of Courses, Department of Psychology, DU
	Coordinator for the development of the paper Biopsychology, DU
	Member for Course Development for Media Psychology, Intergroup Relations, Understanding Social Psychology and Physiological Psychology, DU
Kanika K. Ahuja	Member, Committee for restructuring of Organisational Psychology course, DU, 2008
	Convener, Committee for Syllabus Revision for Industrial/Organisational Psychology, and Human Resource Development, Three Year Undergraduate Semester Programme, DU, 2010-11
	Member, Expert Committee for content development of BA course on 'Social Psychology', 'Industrial and Organisational Psychology'; MA Course on 'Organisational Behaviour', 'Organisational Development', IGNOU, 2010-11
	Member, Syllabus Revision Committee for 2 Application Courses (1) Practicum on Organisational Processes and (2) Selection and Training, for FYUP; Discipline-II Course viz. 'Psychology at work'; 3 Discipline-I Courses (1) Foundations of Organisational Behaviour, (2) Practicum on Organisational and Counselling Processes; and (3) Selection and Training, for FYUP, 2013
	Convener, Organisational Behaviour, C-PSY-13 (Core Course), Human Resource Management (DSE-PSY-02), Psychological Skills in Organisations (AEEC-PSY-07), B.A. (Hons) Psychology; Convener, Psychology at Work (GE-PSY-04), Generic Elective Paper to be taught to other Hons Courses, Convener, Industrial/Organisational Psychology, DSE-PSY-02 (Discipline Specific DSE), B.A. (Programme) Psychology, under CBCS, DU, 2015
Parul Bansal	Member, Syllabus formulation team for FYUP, DU during 2013
	Convener. Committee on paper of Research Methodology, DU
	Member, Committee on Foundations of Psychology, Emergence and Growth of Psychology, and Abnormal Psychology
Sentsungla Longchar	Co-convener for the Syllabus Formulation of Biopsychology for FYUP, 2003, DU
	Core member of Counselling Psychology Syllabus for FYUP and Semester Mode, DU

	Member of Syllabus Formulation and Revision Team of Community Psychology, Abnormal Psychology and Physiological Psychology, DU
	Convener, Counselling Psychology (Discipline Specific DSE), B.A. (Programme) Psychology under CBCS, DU 2015
	Convener, Psychology of Peace (DSE-PSY-09), B.A. (Hons) Psychology under CBCS, DU 2015
Sanskrit Department	
Dr. Vandana S. Bhan	Member, PG Syllabus Revision Committee, Sanskrit Department, DU, 2014 onwards
Dr. Pankaja Ghai	Member, CBCS Syllabus Revision Committee, Sanskrit Department, DU, 2015
Sociology Department	
Anjali Bhatia	Course Coordinator, Sociology of Kinship, DU (2010) Convener, Sociology of Kinship Committee for Semesterising Syllabus, DU (2011)
Bhawana Sharma Jha	Member of Syllabus Revision and Course Development Team, for FYUP, DU Member of Syllabus Revision and Course Development Team for change from 3 year to 4 year undergraduate programme (FYUP), DU
Saswati Bhattacharya	Member of Syllabus Revision Team, Urban Sociology Research, Religion, DU, 2011-12, 2012-13
Statistics Department	
Madhu Bala Jain	Member, Committee of Courses in the Department of Statistics and a Member of faculty of Mathematical Sciences, DU Member of the Syllabus Revision Team for four times of B.Sc. (Honours) Statistics, DU
Renu Kaul	Member of Committee which developed courses for Annual Programme, Three year undergraduate semester programme as well as FYUP of B.Sc. (Honours) Statistics, DU
Anuradha	Member of Committee which developed courses for Three year undergraduate semester programme as well as FYUP of B.Sc. (Honours) Statistics, DU
Kailash Kumar	Member, Team for formation and revision of the syllabus of B.Sc. (Honours) Statistics, DU
V. Ravi	Member, Syllabus Revision/Course Development Team for paper number 106 of B.Sc. (Honours) Statistics (Semester 1), DU

1.1.7 Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If yes, give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed).

All the Honours courses, the B.A. Programme course, the B.El.Ed. course and the post-graduate Diploma in Conflict Transformation and Peacebuilding offered by LSR are under the purview of DU. However short term courses, enrichment courses and training workshops are organised

by the college based on their requirement. They are designed and planned in consultation with the experts in the field.

1.1.8 How does the institution analyse/ensure that the stated objectives of curriculum are achieved in the course of implementation?

The process of learning for students at LSR is envisioned as broad-based, leading towards acquiring abilities and skills that are not limited to the given syllabus. Hence, original critique and analysis through largely interactive lectures and tutorial discussion groups provide innovative spaces for creative expression unfettered by the scope of the prescribed curriculum. As part of the regular study term for our students, multiple forums facilitate interactions through seminars at regular intervals involving participation of eminent scholars from India and abroad.

Yet, it is also necessary that the mandated elements of the curriculum be implemented through regularised teaching. This objective is ensured by a system of checks, both at the level of the Principal, who interacts with faculty from each department in meetings at both ends of the semester, as well as within the term with TICs. The TIC of each department in turn meets his/her respective department to ensure that lectures, tutorials, assignments and projects are being handled optimally in fulfilling the needs of the students and the objectives of the curriculum.

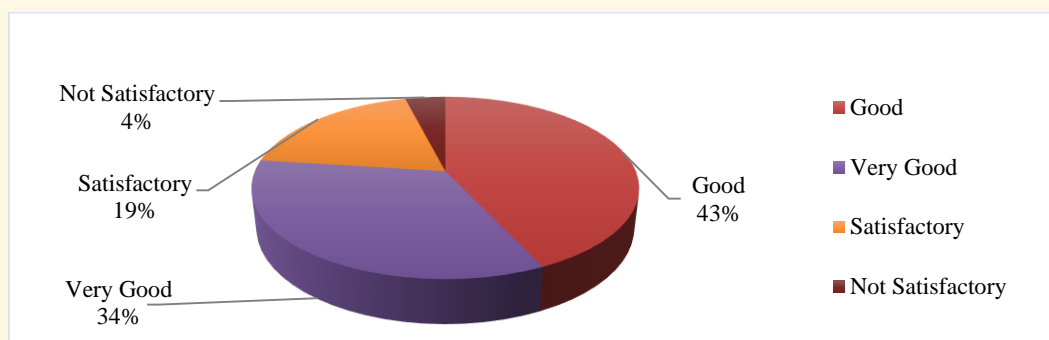
DU prescribes a system of assessment of the students' aptitude that is both qualitative and quantitative. The college fulfils the formal disciplinary requirements set by the University, which is at least one assignment and one project per semester through the regulatory mechanism of the Internal Assessment Committee. Internal Assessment is a continuous process which takes place throughout the year and includes theory, and in departments that have the requirement, practicum courses as well. It is usually administered in the form of assignments (home assignments, class assignments as well as open book assignments), projects or presentations. The assignments are exploratory in nature and are designed to assess the analytical and creative ability of the student. In addition when felt necessary by the teacher, re-tests are conducted to help in the betterment of students' understanding and for facilitating the differently-abled to match up to curricular objectives. The teacher along with peer discussion amongst the students themselves discusses test scores in great detail, empathetically. All the teachers diligently maintain records and upload the marks to facilitate students to keep track of their internal assessment.

Apart from Internal Assessment, there is the end-of-semester examination where all the teachers of the college are involved in the setting of question papers and evaluation. All the teachers teaching a particular paper are required to mandatorily report for evaluating the answer scripts at the evaluation centre designated by DU. For all teachers to be involved in the process of evaluation is an excellent method for keeping track of the implementation of curricula in a satisfactory way. Although marks and scores are not always an objective in themselves, these do become means of assessing and ensuring the fulfilment of the stated objectives of the curriculum. Faculty is also encouraged to make a comparative study of results across the colleges of DU.

Feedback forms are administered annually seeking student responses to various aspects of their experiences in college, the curricular aspect being a very important part of this. For instance, a web-based Feedback Proforma was created this year which was given to students of all three years. A total of 1520 students responded: 39% of them being first years, 28% being second years and 32% of them belonging to the final year. They were asked to assess their experience of the lectures in relation to depth of knowledge imparted, teachers' ability to communicate the

course content, degree of their preparedness, regularity and punctuality in meeting the class, and promptness in evaluation and feedback. Their responses are shown in **Figure 1.1.8**.

Figure 1.1.8: Assess and rate your general experience of lectures



1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution.

LSR regularly conducts short term courses, skill development courses and enrichment programmes. Please refer to **1.2.3** and **1.2.5** for details.

1.2.2 Does the institution offer programmes that facilitate twinning /dual degree? If 'yes', give details.

The rules of DU till date have not allowed for a dual degree for students enrolled within it.

1.2.3. Give details on the various institutional provisions with relevance to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

Range of Core/Elective options offered by the University and those opted by the college

LSR has always creatively interpreted and optimised the assigned DU curricula and implemented these in ways that best suit the needs of students, while at the same time align with the educational aims and mission of the institution. The faculty work to supplement and enrich the given courses so as to ensure the future preparedness of students in dealing with the challenges of an increasingly complex world. The college has over time, evolved numerous processes to provide the students with an outstanding educational base while simultaneously taking into account issues of diversity within the student demographic, in terms of ethnicity, social background, as well as academic ability. While LSR has always followed the rules and guidelines of DU, it has put in place institutional systems and procedures to steer students towards a state of multi-skilled and professional readiness for the future. While transacting the given curricula, the college seeks to supplement these in various ways and impart a holistic education that inculcates in its students the qualities of social intelligence, adaptive thinking, cross-cultural competency, new media literacy and transdisciplinarity.

Within the set parameters of prescribed syllabi, LSR offers an extensive selection of subjects and options for students. The future of the knowledge society of this century depends, among other strengths, upon the rigour of a strong Social Sciences and Humanities orientation. Our nine Honours programmes in these areas are our assets. LSR also offers Honours programmes in Commerce and B.Sc. Honours programmes in Mathematics and Statistics. In addition, the college offers professional courses in Elementary Education and Journalism, acknowledging

both the great importance of these fields of knowledge and the special role that women play in these realms. The B.A. Programme which offers students a wider array of choices and mobility is yet another sought after course. The college also offers a one year post Graduate Diploma Programme in Conflict Transformation and Peace building, a recent and valuable enhancement to the DU Curriculum. The college also offers admission to select M.A. courses, like English, Hindi, History, Mathematics, Philosophy, Political Science, Sanskrit and Statistics.

The arts, humanities and social sciences have made a great contribution to our cultural and intellectual well-being as these subjects help us to understand our traditions, heritage and culture, and, even more importantly, that of others. Humanities and Social Sciences teaching and academic research, as it is practiced at LSR, enriches and informs society and provides the context in which policy and technological innovations can advance. These subjects have a crucial role to play in the development of critical and independent thinkers, which make up a healthy and vibrant democracy. Research in the fields of art, humanities and the social sciences have helped to change the way in which society views itself. A case in point is how research on gender and sexuality has helped to develop society's understanding of these issues, and has contributed to equal opportunities for men and women and a more equitable society. Humanities subjects are also accessible to a wide public, and contribute to life-long learning agendas. It has been repeatedly demonstrated that the social sciences play an important role in the creation of a qualified workforce with the skills demanded by the global knowledge-driven economy. LSR's strength lies in the rigorous world class humanities courses that it offers, guided by a dedicated and proficient faculty and a system honed towards encouraging excellence in the social sciences.

Choice based Credit System

DU has introduced the Choice Based Credit System from the academic session 2015-2016.

Courses offered in modular form

All courses offered by college in accordance with the DU system are in modular form. All courses, other than Elementary Education, are semester based and are generally spread over six semesters.

Enrichment Courses

There are numerous Enrichment Courses that the college conducts and offers from time to time to enhance the skill set of its students. A very significant course offered across departments to the students, is a Certificate Course on **Gender Studies**. This course encourages students to think critically about the supposed differences between men and women in a socio-cultural context. It aims to educate students in the workings of gender on a social, cultural and psychological level and teach them to use the perspective of gender within their own disciplines.

A Course on **Mathematical Awareness** for everyday life is also offered to students to understand the presence of mathematics in every facet of our lives, whether nature or the technologies that we use. The course explores the many wonders and uses of mathematics while also equipping the students with proficiency in the subject.

A riveting and informative course in **Art History** is also conducted. This course aims to develop skills in perception, comprehension, and appreciation when dealing with a variety of visual art forms. The course encourages the understanding of art as a visual language and fosters in students the ability to translate this understanding into verbal expression, both oral and written. This course trains students in the ever increasing market for art and its ancillary branches that are generating cultural and material wealth globally.

Another useful course in **Sports Journalism** has also been offered to students. The course deals with print as well as broadcast journalism and trains students in the skills required to become a successful sports journalist.

In the best cosmopolitan tradition, the college conducts courses in international languages like **French, Spanish and Russian**. This adds to the overall skill set of our students as an increasingly globalised scenario necessitates adaptability, understanding and effective communication, all of which are a function of multilinguality. At the same time, LSR shows a rootedness in tradition and culture by offering courses like **Sanskrit Conversation and Vedic Chanting**.

The students are regularly offered courses in **Self- Defence** conducted by the personnel of Delhi Police, as the college believes that self-confidence and fearlessness are a necessary requisite for confident young women to be successful. At various points numerous workshops are conducted in college by the different Departments and Societies. For example, **Creative Writing** by the English Department, or **Worli Art** by the Fine Arts Society, Hive, or **Theatre Workshops** by the Dramatics Society of the college.

A list of some of the short term certificate courses offered by LSR in the last four years is given below:

Year	Department	Short term/Certificate Course
2015	By LSR and Oxford Centre for Hindu Studies	Partly taught and partly online course on 'Hinduism: the Perennial Philosophy'
2014-15	Psychology	6 week course on Understanding Violence on Coursera
2014	LSR	Spanish. On learning Spanish Language
2013-2014	LSR Mathematics LSR	Spanish. On learning Spanish Language Mathematical Modelling with Spread Sheets Certificate Course in Publishing
2012-2013	LSR Journalism LSR LSR LSR and NSO History Mathematics LSR Journalism ILLL and REACH Economics	Spanish. On learning Spanish Language Short Term course on Photography by Vandana Kohli Creative Writing Course by Aditi Rao Special Skill Enhancement Workshop By Lok Bharati Skilling Solutions Introduction to Sports Journalism and Commentary Appreciating Indian Art Modelling and Optimisation with Spread Sheets Entrepreneurial Skill Development OBSCURA: Film Appreciation Course English Proficiency Course Politics and Culture in a Globalising World
2010-2011	LSR LSR LSR Mathematics LSR Journalism ILLL and REACH LSR Elementary Education	Spanish. On learning Spanish Language Creative Writing Course Special Skill Enhancement Course Modelling with Spread Sheets Entrepreneurial Skill Development OBSCURA: Film Appreciation Course English Proficiency Course Salsa Dance

		Enhancing Teaching and Learning of Mathematics Through Technology
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1.2.4. Does the institution offer self-financed programmes?

The college does not offer any self-financed courses. Being a Constituent college of the DU, LSR is committed to the rules and regulatory practices of its parent body, and receives funding from UGC for its many courses. Hence, there are no self-financed programmes that the college offers.

1.2.5. Does the college provide additional skill oriented programmes, relevant to regional and global employment markets? If 'yes' provide details of such programmes and the beneficiaries.

LSR conducts several additional skill oriented courses to provide its students with cutting-edge abilities for enhancing their opportunities in regional and global employment markets. Apart from the ones already mentioned above in 1.2.3, the college conducts a large number of skill oriented programmes from time to time to enhance employability as well as self-sufficiency in the students. The Placement Cell organises workshops and sessions with experts on skills of résumé writing, case analysis, group discussion and interview. Lok Bharati Skilling Solution and KPMG also conduct workshops on necessary skills for career related success. Office of International Programmes also provides workshops and sessions on 'Statement of Purpose' writing, cracking GRE and GMAT examinations. Technological and mathematical skills are also promoted by holding workshops on modelling and organisation with spread sheets.

1.2.6. Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice? If 'yes', how does the institution take advantage of such provision for the benefit of students?

LSR has lately initiated the process of embarking upon modes of learning through new technologies and distance learning. Coursera, one of the leading platforms for massive open online courses in the world, has made an offline entry into the Indian market through its Learning Hubs initiative. Coursera has partnered with two institutions in the country to give students physical spaces, where they can access the internet to take online courses- LSR and Bluebells School International. In 2013 and 2014, two such courses were screened- 'Social Psychology' and 'Understanding Violence' respectively for students of LSR, followed by engaging discussions with faculty. Certificates were given to successful students at the end of the course.

In September 2014, a half-day TEDxLSRCollege was organised at the LSR Campus. It brought together six speakers to present unconventional, radical and out-of-the-box ideas covering a wide range of subjects. The speakers included Dr. Matthew Whoolery, Mr. Mihir Srivastava, Dr. Aseem Shrivastava, Ms. Shreena Thakore and two faculty from Psychology Department- Dr. Kanika K. Ahuja and Dr. Parul Bansal. These idea-focused talks foster learning, inspiration and wonder among members of the live audience and in those who watch the broadcasted version of the talk on the YouTube Channel.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmes and Institution's goals and objectives are integrated.

At LSR the larger goals and objectives of a truly meaningful education is envisioned as the creation of women leaders with social responsibility. Hence, the common curricula dispensed by DU to all colleges uniformly, are implemented here in such a way that they include an understanding of and a deep investment in the ideals of social justice, equity and inclusivity.

While endorsing and sustaining the Indian reality of regional diversity and cultural multiplicity, the college ethos promotes the ideals of learning and leading with social responsibility and striving towards a holistic process of socio-cultural and socio-political transformation. Such an ethos is translated into the academic programmes of all disciplines through inter-disciplinary teaching-learning structures that exorcise any hierarchy of disciplines, or of participants along any divisive regional, religious or linguistic difference. Student interactions beginning with those outside the classroom-space in Seminars, Debates, College Students' Union Elections, Sports Meets, NSS Melas, and many more reverberate with this spirit of social integration and inclusivity.

The Principal, Faculty, Administrative and Library Staff, participate in the day to day functioning of the institution in an inclusive and non-hierarchical manner that upholds principles of democratic participation, deliberation and representation. The time-table arrangement reflects this need by setting aside three dedicated hours to extra-curricular activities in the week, apart from a **Special Assembly**, held every Thursday, where the entire college congregates to deliberate upon important issues, listen to thought provoking lectures, watch path breaking documentaries or watch a fascinating performance. Some guests who have been invited in the past few years include Prof. Dinesh Singh, Ms. Usha Thorat, Ms. Pinky Anand, Mr. P. Sainath, Prof. Upinder Singh, Ms. Madhu Kishwar, Prof. Jayati Ghosh, Pandit Hariprasad Chaurasia, Prof. Ashwini Deshpande, Prof. Deepak Nayyar, Ms. Vimla Mehra, Dr. Shashi Tharoor among others. The time-table also makes provision for a **Research and Reference** period dedicated to academic meetings, seminars and talks that take the gathered audience beyond the prescribed curriculum.

For dissemination within the classroom of such a liberal programme of study, the implementation of curricula is directed in such a way that a lively space is created for debate and discussion of issues that are current in the global context. Group discussions and seminar courses proliferate in departments the year round, while coming to a more intensive head in special occasions like National and International Conferences, Departmental Academic Meets, Summer Schools, and in an even more lively manner in the annual Students Festival called *Tarang*, which mixes entertainment with learning and sharing across institutions in India through several inter-college competitions in debating, music, theatre and much more.

Many departments have focused on research writing, seminar presentations by students and internships to enhance the critical acumen of students. The activities organised by the associations of each department encourage students to voice their concerns within a non-intimidating and liberal format. These activities stimulate interest in philosophical debates and different forms of creative expression — theatre, photography, poster making and wallpapers.

1.3.2. What are the efforts made by the institution to enrich and organise the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

LSR students enjoy an environment rich in possibilities of learning to cope with the extremely dynamic employment market that has been created by the information and technology boom, the enhancement of communication media and a globalised world within which the present generation finds itself. Please refer to **5.1.9** for details about placements.

1.3.3. Enumerate the efforts made by the institution to integrate the cross-cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum.

LSR encourages students and faculty to view the curriculum as offering a framework of possibilities for expansive, progressive and creative engagement with the social and natural world around us. As a college specialising in the social sciences and humanities, the focus is always on interrogating the seemingly fixed structures and practices that characterise contemporary life.

Gender- Gender is undoubtedly a complex and seemingly permanent category of social life. One of the areas of research thrust and learning at LSR is gender. Moving away from the ‘add gender and stir’ school of thought, LSR believes that a gendered perspective opens hidden layers and meanings, thus unravelling a series of truths about any society.

The various university prescribed courses certainly do a very good job of problematising the concept of gender. Gender, being an experiential category, it is through the **classroom lectures, illustrations, film screenings, tutorial discussions, seminar presentations** and intense discussions that the understanding of the students is sharpened. Finally, it is the exemplary lives and principles of the faculty members based on democratic, progressive, emancipatory and egalitarian principles that infuse the concept of gender with life.

LSR has a **Women’s Development Cell** that organises many meetings and interactions for young people to place themselves in the grid of identities encapsulated in the category of gender. Challenging existing gender based inequalities in society, WDC has provided a platform for students to explore issues of sexuality, violence against women, fundamentalism, and the larger patriarchal discourse within which these are located.

Faculty members have considerable expertise in the area of gender studies and have received critical acclaim and acceptance from the community of feminist scholars as well as politics. Many faculty members write and speak extensively on this theme. The college sets aside time in its calendar to understand, think critically and celebrate the diversities encompassed in the idea of gender through conferences, seminars, workshops such as the annual **Academic Congress**. Organised in 2015, titled ‘Breaking Barriers and Creating Spaces- Women, Leadership and Change’ and 2014, titled ‘*Genderknowledge: Understanding gender- Questions of freedom and justice*’, these seminars aimed to engage in a collective exercise to introspect, interrogate, understand and finally challenge the various inequalities and hierarchies that characterise the concept of gender. Activist groups and performers like Ms. Usha Ganguly, Ms. Maya Rao, Ms. Mallika Taneja, the band Menwhopause, etc. were invited to present their work. Scholars and activists such as Ms. Kamla Bhasin, Ms. Bhanwari Devi, Ms. Kavita Ramdas, Prof. Nivedita Menon, Ms. Vrinda Grover, Dr. Minoti Chatterjee, Prof. Gopal Guru, Ms. Chahavi Rajawat, Ms. Vinita Bali, Ms. Shahnaz Husain, Mr. Gautam Bhan, Ms. Vani Subramaniam, Ms. Lakshmi Narayan Tripathi, to name a few were invited for lectures and panel discussions. Book stalls showcasing books from alternate book publishers, small time

women entrepreneurs, and kiosks showcasing the work of groups that have spearheaded campaigns and worked with people, such as *Sakha* and *Jagori* were also part of the gender mela.

Gender, as understood in contemporary feminist politics, is a remarkable analytical tool that reveals the carefully constructed and policed nature of everyday life. Categories of caste, religion, ethnic identity, disability, sexual orientation and many others are held together in a finely calibrated arrangement. These overlapping hierarchies intersect with gender, and create a very complex society. Many things have changed in our society. The culture of silence around issues of discrimination, power and oppression seems to have been disbanded finally. But we can maintain this new sensibility only if we teach ourselves to keep questioning. That is what LSR aims for. The college envisages these engagements characterised by intense discussions, questioning and analysis as an expansion of the curriculum that addresses the question of gender. Scholars and activists who have concerned themselves with Indian society and politics from a gendered perspective help us do this. The college organises various participatory events for the young students ranging from **short film making, photography, choreography, music, art and theatre** to express their views on this theme. The college also offers a **certificate course on Women and Politics**.

The college uses a forum like the **Internal Committee against Sexual Harassment** to raise issues of dignity and autonomy and has made pioneering efforts in conducting Safety Audits of the Neighbourhood using modern technology. This has been an attempt to combine theoretical understanding with intervention. Thus 'gender' is not just an area to be addressed by a curriculum, but a context for critical thinking and engagement.

Climate Change and Environmental Education- The college follows the honourable Supreme Court's directives and takes great care to ensure that the entire college community is imbued by a heightened degree of the cardinal principles of Reduce, Re-use and Recycle. The college offers courses that link the issue of environment with larger social and political struggles and contests, thereby highlighting the integrated nature of these issues. People's efforts at changing social and economic practices that constitute a threat to the environment are highlighted, thus establishing the essentially social nature of the relationship that human beings have with the natural world around them.

The college prides itself on its **diverse vegetation**, ranging from humble and everyday plant and tree species to more exotic and hybrid varieties, including **1832 trees and 932 shrubs**. The college tries to minimise the use of chemical fertilizer and pesticides, and encourages the plantation of trees that are indigenous and hardy and replenish water and nutrition in the soil. In 2013-14, the college initiated a project 'Bringing Back the Birds Initiative' **to attract and nurture the sparrow** which is the official bird adopted by the Delhi state. Nest making workshops were organised to acquaint students with the skill of crafting nests with waste material. In doing this, the college is re-iterating the essentially interlinked nature of life. The college grounds are green and lush, boast of seasonal flowers, as well as a beautiful lily pond that has within it small fish that keep mosquito larvae from breeding, thereby addressing the problem of mosquitoes in a city battling deadly diseases like Dengue and Malaria.

Use of renewable energy is encouraged, students are motivated to use public transport and fortunately the college is located between two metro stations. All members of the college community are encouraged to **car pool** and of course turn the electric switches off when not in use. Air-conditioning is kept to a minimum in order to keep the carbon footprint of the college low: the college conducts **periodic tree census** and prepares a **carbon footprint account** as well. The uses of fossil fuel and CFCs in air conditioning are two big reasons for ozone

depletion and climate change, and LSR addresses both these concerns and thus is very sensitive to the issue of climate change. **The Garden Society, *Prakriti*** is the institutionalised mechanism for students and faculty to work together around these issues. Environment is not just the natural environment, but also the built environment; the college takes great pride in keeping its campus clean, maintaining its building and infrastructures and enhancing the aesthetic appeal of the built environment.

Human rights- The idea of human rights is introduced through the University prescribed syllabus, but is extended much beyond it by the faculty of LSR and the various activities that the college organises. The Learning, Research and Resource Centre is named after one of the foremost human rights campaigners in the world, Daw Aung San Suu Kyi, an illustrious alum of the college. Her inspirational struggle stands bright among a long line of human rights activists who have struggled for a better world and understood the need for peace; peace not just as an absence of violent conflict, but as an active presence of well-being, rights and dignity. The ASSK Centre for peace set up by LSR with complete assistance from the University Grants Commission is dedicated to fostering a culture of peace in the South Asian region, a peace that transcends narrow nation-states and boundaries and embraces the essentially interconnected nature of rights and freedoms. The uniquely gendered lens that the ASSK centre is able to activate through its post graduate diploma programme in **Conflict Transformation and Peacebuilding** creates young women and men dedicated to the pursuit of human rights, for they understand that ultimately peace can be secured only in the presence of guaranteed rights.

The **Voluntary Agency Placement Programme (VAPP)** provides students with a platform to engage with human rights issues of a diverse nature. Our students have been an active part of the struggles of the landless peasants, tribals evicted by development projects, the campaign for work and food, the Right to Information campaign and of course the literacy and education campaigns.

To understand health as a human rights issue, the department of Political Science at LSR pioneered a research project to study the health concerns of the neighbouring area Zamrudpur.

ICT- Technology, as understood at LSR is a socially generated product riddled with complexities and possibilities, as with any forms that human societies create and engage with. The first step in our engagement with ICT is thus to demystify it and make it accessible to the largest numbers possible. With this in mind, LSR conducts periodic workshops to train faculty, non-teaching staff and students in the use of ICT. The college has gradually shifted to ICT strategies for routine administrative and other work, in order to link and access with ease a large number of people, as also to reduce the use of paper, thereby saving trees. Laptops were distributed as per university guidelines under FYUP, and all classrooms have been equipped with ICT. Internet facility exists, but the constraints of bandwidth as prescribed by arrangements set out by DU have not yet been overcome. Library, accounts and administration carries out its routine activities by employing ICT. Most faculty members encourage students to use e-resources for research and reading. Faculty is well versed in the use of ICT, and makes very effective use of the resources available on the internet. Plagiarism is arrested by the use of search tools on the net and creates a culture of intellectual honesty and diligence amongst students. The college is also extremely mindful of the deleterious consequences of reckless use of the internet, and has conducted workshops on this aspect to protect students from possible abuse and exploitation. Power point presentations have become the norm in many student and faculty presentations. Students have used web based sites to participate in projects that have an international reach such as journalist P. Sainath's PARI (People's Archives of Rural India). The college offers Computer Applications as an elective in its B.A. Programme and many students make use of the excellent faculty and lab support that the discipline is backed by.

Coursera open online courses were accessed by Psychology department students through the enabling facilities of the internet provided them in college. TEDxLSRCollege was also organised at the LSR College Campus by the Psychology department to enhance the intellectual grasp of the subject for young learners in a technologically advanced environment.

1.3.4. What are the various value-added courses/enrichment programmes offered to ensure holistic development of students?

LSR has consistently strived to move beyond the constraints of the prescribed syllabus and curriculum. The college has offered many Enrichment Courses devised by faculty members

Moral and ethical values- LSR emphasises the integration of the human intellect with values, and emotions while placing it in a societal context. All engagement in the college is from an ethical perspective that wishes to usher in democratic change in order to make life meaningful and fulfilling. This enterprise, however noble, has to be couched within an ethical and moral framework that respects the people and the community that students are engaging with. *Dhyana*, a society to foster dialogue, debate and discussion and to inquire into the spiritual, ethical and moral dilemmas of contemporary life has drawn students and faculty from across disciplines. Religion, philosophy, arts, politics and literature are the sources that are drawn upon to impress upon young people the need to step back and dwell within and interrogate their inner selves and indeed become mindful and self-aware without being narcissistic or selfish.

Employable and life skills- The NCC and the NSS are very important part of the college calendar. Camping, trekking, lessons in first-aid and resuscitation, mountain climbing, and keeping calm in the face of adversities are some of the life skills imparted by NCC. NSS is very focused on activities that integrate the community with the college. NSS provides a platform to NGOs and other Self-Help groups to come together and share their work and display their output, while also creating opportunities for sale and publicity. Computer, personality development, language and chocolate making and other craft classes have proved to be very popular with students who seek to supplement their income. Education itself as offered in LSR creates both employability and engenders life skills. Both require a meaningful and mindful engagement with the world and critical and creative pedagogy as employed in the college helps to do exactly this.

Better career options- The Placement Cell is a college body that serves as an interface between the students and the Corporates. Apart from bringing a varied list of recruiters to the campus, the **Placement Cell** also organises study abroad seminars and internship opportunities for the collective student body. As an added feature, skill building workshops such as workshops for personal interviews and Group Discussions and Personality Development have been introduced to help make the Placement Cell more like a 'Career Services' Unit rather than just for Final Placements.

Additionally, numerous workshops are also conducted for students from all years to facilitate and boost their placement and higher education undertakings, where there are focus sessions on resume building, on tackling interviews and case studies, and information sessions on tests such as the GRE and GMAT along with sessions on higher education, work-readiness, and job opportunities in India and abroad. Many of these sessions are conducted by professionals from reputed organisations such as Career Launcher and Princeton Review, and by alumni of premier institutions like the Indian Institute of Management, Ahmedabad, and Harvard Business School.

Community orientation- LSR insists on its students' responsibility toward the larger community, many segments of which are not fortunate in their material and cultural privileges.

Holding that LSR stands for Leadership with Social Responsibility, the students are urged to convert the privilege of higher education into a resource for the community through outreach initiatives and civic engagement. VAPP provides opportunities for students to make a positive contribution to community development. It places students with groups that have initiated landmark reforms like the Right to Information Campaign and the Right to Food Campaign. Students work at the grassroots level to audit the impact of government policies like MGNREGA and the UID.

Another important initiative of LSR and its student body is REACH (Redefining Equity, Access, Capacity and Humanism) which since its inception in 2002 has been a change agent that empowers students with social and economic disadvantage by creating access and opportunities for them.

1.3.5 Citing a few examples enumerate the extent of use of the feedback from stakeholders in enriching the curriculum

LSR faculty, administration and the student body are fully invested in the enrichment of the curriculum, such that the many departmental meetings, the inter-departmental meeting points of the Committees, the academic meets of the associations, the General Body Meetings with the student body, and most of all the regular Staff Council Meetings use each of these occasions to gather and process the various feedback inputs that emerge from these collegial forms. In addition, jot-forms and individual faculty fact sheets with space for feedback are regularly used while alumnae meets and interactions with stakeholders are important forums for getting feedback. Some of the findings from the Jot Form Feedback Survey can be seen at **1.1.8** and **4.2.9**.

1.3.6. How does the institution monitor and evaluate the quality of the enrichment programmes?

A system of constant checks over the academic progress of the teaching-learning programme, both by the Principal and the faculty ensures that the optimum quality of enrichment programmes is maintained. Periodic reporting by the Committees, the Associations, the TICs, by the elected student representatives is a methodology followed that makes for most transparency and greatest accountability of the progress, the good conduct and the overall quality of all the enrichment programmes. In many cases, Department Journals provide evidence of the superior quality of the gains of these programmes, as do the academic and other awards obtained by students of LSR within the institution as well as in inter-college and national forums. At times, the exceptional talent of few more academically bright students is ascertained, who are then supported by Faculty Mentors and encouraged to excel by providing them with extra reading material and challenging topics for discussion. These students are also motivated to present research papers at inter-college seminars and paper presentations. Each department in the college brings out an Academic Journal/Magazine. Advanced learners not only contribute articles but are encouraged to become student editors and peer reviewers. Advanced learners are encouraged to assist in Faculty Research Projects as, for instance, the Innovation Projects of DU. The annual college report, the tutorial system, the frequent department meetings, and constant interaction with the larger academic community help the institution monitor and evaluate the quality of the enrichment programmes.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

LSR in being a constituent college and an integral part of DU has been a part of the design and development of curricula of all departments. In all syllabus changes the various departments of

LSR have always been a vital part of the syllabus and curriculum committees of the University. The Committees of Courses of main departments of the University have sought representation and feedback from the college faculty at most times. The skill, understanding and expertise of the faculty of this college is highly regarded and valued and many of its members are often invited to be on similar committees in other leading educational institutions of the country as well. Please refer to **1.1.6** for specific contributions of faculty to the development of curriculum.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/ new programmes?

DU does not have a formal mechanism to obtain feedback from students and stakeholders in colleges. However faculty members of LSR are part of research committees and core committees of the University and communicate to the University the views and responses from students regarding the curriculum.

LSR uses the tutorial system, as a forum for generating feedback on both the structural/ operational aspects of curricula and their implementation.

1.4.3. How many new programmes/courses were introduced by the institution during the last four years?

As a Constituent college of the DU, LSR is governed by the norms and guidelines set down by the University. The Four Year Undergraduate Programme was introduced by the university and duly conducted by LSR, till it was withdrawn. The University has recently introduced the Choice Based Credit System and LSR being a part of the University has adopted it.

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CRITERION II TEACHING-LEARNING AND EVALUATION



The teaching-learning interface at LSR is student centric and reflects reciprocity. The interactions between faculty and students are dynamic, dialogic and collaborative. The focus is on a liberating pedagogy that can interrogate stereotypes, develop critical thinking and inspire a zest for learning. These ideas are encapsulated in the college motto '*Sa Vidya Ya Vimuktaye*' – that alone is knowledge which leads to liberation.

2.1 Student Enrolment and Profile

LSR is committed to enhance access, equity and inclusivity in Quality Education and to provide a context of learning that focuses on professionalism, humanism and social responsibility. In its early years i.e. in the late 1950s and early 1960s, LSR provided a safe haven for young girls from conservative families who would otherwise be denied quality higher education. Today, young women flock to the college, not just from every part of India but from several neighbouring countries also and belong to virtually every socio-economic background. The diversity of the student body is one of the most important strengths of the college even as the challenge is to create a truly inclusive space and make each student feel a valued member of the college community.

2.1.1 How does the college ensure publicity and transparency in the admission process?

LSR is recognised as a centre of excellence that provides a wealth of intellectual and cultural opportunities and hence attracts an extremely large number of applicants for a limited number of seats. The aprocess is planned very carefully to ensure transparency and availability of information at all times.

As a Constituent college of the DU, LSR is governed by the norms and guidelines set down by the University, but it implements these guidelines in a student friendly and totally transparent manner.

Pre-Admission Phase

An Admission Committee is constituted in the Staff Council with a Convenor and Co-convenors, who along with 2-3 faculty members of each department, including the Teacher-in-Charge, comprise this Committee. In addition, faculty members are designated to look after each of the Reserved Categories including SC/ST/OBC/PwD and students from Foreign Boards. Separate Committees are set up for students who apply under the Sports Category, the Extra Curricular Activities Category as well as for the Hostel Admission. Student Volunteers assist the committee at all times.

- The broad guidelines to be followed are discussed and approved in the Staff Council.
- The college has designated one faculty member as Media Coordinator to provide information about admissions to the print and electronic media and to answer queries. This ensures that there is no confusion on information shared in the public domain.
- Detailed guidelines for admission, eligibility criteria, fees, list of documents required, Hostel admission details and a list of answers to Frequently Asked Questions are displayed prominently on the college Notice-Board.
- This information is also printed in the prospectus and made available, both on the college website (<http://www.lsr.edu.in>) and the website of the University (<http://www.du.ac.in>).
- The college organises daily Pre-Admission Counselling to provide interested students an opportunity to interact with faculty and get information about available courses and the admission process. It is ensured that faculty members and students from each department, along with those responsible for ECA and Sports admission are available during such counselling.

Publicity and Transparency during the Admission Process

- Students seeking admission in any college affiliated to DU need to apply on the University application form. Students have the option of choosing an unlimited number of colleges and courses in the form. The data is collated by the University and information pertaining to each college is sent to that institution.
- As soon as the data is received from the University, it is computerised and lists of eligible students are generated for each subject, in order of merit.
- The College Admission Committee meets to decide the ‘cut-off’ percentage for each subject for each category of student.
- Once the cut-off is decided, it is publicised and displayed on the college Notice Board, the website, the University website and in the media.
- Any student who has applied for a particular subject and whose marks fall within the cut-off is entitled to be admitted during the time period allotted.
- The college sets up a Help Desk to respond to any queries immediately and has a Grievance Committee to look into any complaints. The contact details of the Grievance Committee are widely publicised.
- The process is entirely transparent and follows all the norms and procedures laid down. No eligible student is refused admission.
- Since the entire admission process is computerised, data on the number of students admitted in each subject on each day is available.
- If there are vacancies, these are notified and a subsequent ‘cut-off’ list is generated as per the schedule announced by the University. The new ‘cut-off’ is also given wide publicity.
- To ensure transparency in admissions under the Extra Curricular Activities Category, the ECA Committee is set up according to the norms of the University with faculty and external experts. This committee follows the stipulated guidelines and maintains detailed minutes of the trials and selection process.
- Similarly, the University guidelines for the composition of the Sports Committee are followed with experts from each sport present during the trials. Video recordings are made of the trials, and the proceedings and decisions taken in each meeting are minuted.
- The entire admission process is closely monitored by the college, and information sent to the University regularly.

2.1.2 Explain in detail the criteria adopted and process of admission to various programmes of the Institution.

The admission criteria for all Undergraduate courses are set down by the DU.

Undergraduate Honours courses and the B.A. Programme course

- The base criterion for all undergraduate Honours courses and the B.A. Programme is merit alone. Merit is decided on the basis of marks obtained in one language and three subjects in the qualifying examination i.e. 12th Standard.
- There are no interviews or written tests for any of the above mentioned courses.
- The ‘cut-offs’ in each subject are determined keeping in mind the percentages obtained by the applicants and the number of seats available.
- For some subjects there is additional eligibility criteria; for example, students who apply for Economics Honours or B. Com. Honours must have studied Mathematics at the qualifying examination or students who apply for English Honours or Hindi Honours must have studied the language at the class 12 level.
- These additional criteria are publicised in advance in the Prospectus and the college and university website and no changes are made once it is announced.
- DU decides the dates for declaration of the cut-offs of each list.

- Once the cut-offs are declared, all eligible candidates report to the college for verification of their marks and pay the fees within the stipulated period.
- At the end of the stipulated time period, if there are any vacancies left, a new ‘cut-off’ is declared and the same procedure is followed for all subsequent admissions.

B.El.Ed.

- Admission to the B.El.Ed. Course is on the basis of a written test conducted at the University. All students who have scored 60% in their school leaving examination are eligible to appear for the test.
- The test assesses a student on logical reason, comprehension, basic knowledge of science and social science and carries 140 marks. 10 marks are reserved for Class 12 results.
- Based on this consolidated score of 150 marks, a merit list is prepared and students are admitted on the basis of their position in the merit list of the college of their choice.

Post Graduate Degree courses

- The University conducts entrance tests for students applying to the post graduate degree courses and prepares a merit list for each subject.
- If a student’s name appears on the merit list, she is eligible to take admission in the college of her choice subject to availability of seats.

Post Graduate Diploma Course in Conflict Transformation and Peace Building (CTPB)

- As LSR is the only college in DU to offer this course, admission to this course is conducted by the college.
- Details about the course are made available on the website and in the CTPB Prospectus.
- The minimum eligibility criterion is 60% in the last qualifying examination.
- Admission is done on the basis of a written test and interview. Students who qualify in the written test are short listed for an interview which is conducted by a panel of experts.

2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programmes offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

Comparison of the minimum and maximum percentage of marks for admission at entry level for each of the programmes at LSR with some other colleges of the DU										
Department	2014-2015									
	General		OBC		SC		ST		PwD	
	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
B. Com. (H)	97.5	97	96.25	93.25	95.5	89.5	95	84.75	94.75	89
Economics (H)	97.5	97	96	93.5	95	86	94.5	73.75	94.25	84.25
English (H)	97.25	95.75	95.75	91.5	95	81	95	86	94.25	78
Hindi (H)	79	79	78.75	71.75	78.75	78.25	77.5	68.75	92.75	76
History (H)	96	95.25	93.5	88.75	92.5	67	94	90	88.75	76
Journalism (H)	96	94	94.25	92.5	93.75	82.75	93.25	86.75	92	73.75
Mathematics (H)	97	95.5	96	91.25	95.25	79.25	93.5	66	94	70
Philosophy (H)	91	91	90	77	89.25	75.75	89.75	86.5	92.5	87

Political Science (H)	97	96	94.25	91	93.75	80	95.25	90	90.25	76
Psychology (H)	97.25	97.25	93.5	93.5	92.75	87.25	93.75	92.5	92.5	86
Sanskrit (H)	55	53	54	50	54.75	53.25	47	47	81	49
Sociology (H)	96	95.25	93.75	88.75	92.25	79.25	93.75	93.5	92.25	89.25
Statistics (H)	97	96	95.75	88.75	94.5	67	90.25	70.25	93.5	70
B.A. Programme	95.5	95	94	90.25	96	73	93.5	78	93.5	75

Comparison of the minimum and maximum percentage of marks for admission at entry level of each of the programmes at LSR with some other college of the DU

Please refer to **Table 2.1.3**

2.1.4 Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes', what is the outcome of such an effort and how has it contributed to the improvement of the process?

The college monitors the admission process very carefully at every stage of the admission.

- The admission criteria each year is discussed in the Staff Council before it is announced.
- The Admission Committee, which has representatives from all departments, reviews the admission process on a daily basis to ensure that admissions are conducted in a smooth and transparent manner.
- In addition, the Help Desk and the Grievance Committee respond to queries asked and look into problems faced by students.
- Issues that need to be dealt with immediately are tackled on the spot. For example, student volunteers reported that some owners of private paying guest accommodation were misleading students and parents by claiming that the college had endorsed their accommodation. The college responded immediately by putting up notices warning students against such false representations and ensured that access to the campus was restricted to students and their parents.
- Once the admissions are completed, the Admission Committee presents a detailed report to the Staff Council and invites responses and feedback. Based on the experiences of that year, changes are suggested and if accepted by the Staff Council, are incorporated in the next year's admission policy. For example, in the past, for subjects like Political Science, History and English (as part of the admission criteria) a negative weightage was given to students from the Commerce stream. In recent years, with schools allowing increasing flexibility in subject choices, it became difficult to define which stream a student belonged to. It was decided that this criterion would be changed henceforth.
- The Elementary Education admissions are centralised and organised at the University level. Faculty members associated with the programme in different colleges are a part of the admission process. They review the Admission Policy and initiate changes. In 2015-16, B.El.Ed. Department at LSR conducted the admission process, whereby it made the forms available and conducted tests at 28 centres of DU. After preparing the merit list, six rounds of counselling were conducted for admission in eight colleges where this course is offered.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion.

The Admission Policy of the college is inspired by the belief that quality education is not the privilege of a select few but is the basic right of countless young women in our country, irrespective of their socio-economic background. To this end, the college implements the Reservation Policy of the Government of India, in letter and in spirit.

- Information regarding the admission procedure and documents required for all reserved categories i.e. SC/ST/OBC/PwD is disseminated on the website, in the Prospectus and on the college notice board.
- Designated faculty are available to answer queries and guide students belonging to these categories about their choice of subject throughout the admission process.
- Student volunteers are also available to help at each stage of admission.
- The admission process for the students with disability (PwD) is carried out exclusively on the ground floor to ensure accessibility at all times.
- Students belonging to these categories, who do not make the cut-off in a particular list, are requested to register with the college giving details about their marks and contact numbers. This data enables the college to reach out to students who fall within subsequent declared cut-offs and ensures that the maximum number of students is given the chance to study at the college of their choice.
- Recognising the conservative mindset of families who live in urban villages, who would not permit women to move out of the vicinity, the college encourages first generation women students of the neighbourhood to apply in whichever subject they are eligible.
- The Sports Committee encourages talented sportswomen, who have good academic grades to apply to the college, and ensures that the process of admission is carried out in a transparent and fair manner.
- At the time of admission, volunteers from the college initiative REACH interact with students to find out the specific areas, whether financial or academic in which they need support. Those who need financial support are encouraged to apply for financial aid, and extra classes, particularly English language classes, are organised later for those who need academic support.
- Seats in the Residence Hall are reserved for deserving students from all the reserved categories.

Please refer to the following statistics for student profile of the last 4 years.

Categories	Number of students of different categories admitted in the last four academic years			
	2011-12	2012-13	2013-14	2014-15
Year				
General	539	629	418	524
OBC	138	161	198	217
SC	126	130	106	122
ST	58	64	56	53
PwD	14	12	19	18

2.1.6 Provide the following details for various programmes offered by the institution during the last four years and comment on the trends, i.e. reasons for increase/decrease and actions initiated for improvement.

Admissions to DU are made through a centralised application form. There have been major changes in the last four years and this change is reflected in the data. For the academic session 2011-12, no data on the number of applicants is available. As per the DU notification dated 19 April 2011, no pre-admission forms were to be filled either at the University or the college level. Students were admitted only on the basis of cut off marks declared by the college. From the year 2012-13, all applications were centralised but the colleges were only provided the data for the general and OBC category students. From the year 2013-14, the data for all categories of students was provided to the college and the college completed the admission process for all students.

In addition, the University application form allows students an unlimited number of choices and subjects. This results in an inflated number of applicants for each course. Hence, the demand ratio does not reflect a true picture of the demand for each subject. Students take admission in whichever subject or college they find themselves eligible.

The details of the number of applications and number of students admitted from 2012 onwards is given below:

Undergraduate Programmes apart from B.El.Ed. which is centralised			
Department and Programme	Year	Number of Applications	Number of students admitted
B. Com. (H)	2012-13	18380	67
	2013-14	33754	64
	2014-15	36675	66
Economics (H)	2012-13	15070	114
	2013-14	37454	140
	2014-15	40700	113
English (H)	2012-13	Test	104
	2013-14	56526	111
	2014-15	65500	114
Hindi (H)	2012-13	6250	28
	2013-14	23902	36
	2014-15	29230	37
History (H)	2012-13	8240	178
	2013-14	20783	99
	2014-15	30900	105
Journalism(H)	2012-13	Test	30
	2013-14	31591	32
	2014-15	37065	39
Mathematics (H)	2012-13	12540	54

	2013-14	19717	52
	2014-15	30250	65
Philosophy (H)	2012-13	5160	49
	2013-14	18089	44
	2014-15	14650	70
Political Science (H)	2012-13	10850	167
	2013-14	22314	101
	2014-15	38450	93
Psychology (H)	2012-13	8990	58
	2013-14	10606	58
	2014-15	16585	62
Sanskrit (H)	2012-13	1525	21
	2013-14	8833	23
	2014-15	5900	29
Sociology (H)	2012-13	6825	56
	2013-14	16446	47
	2014-15	23065	52
Statistics (H)	2012-13	6700	33
	2013-14	9648	38
	2014-15	16775	49
B.A. Programme In 2013-14 and 2014- 15, no applications were received due to FYUP	2012-13	14050	74
	2013-14		
	2014-15		79

Post Graduate Degree Programmes

For Post Graduate Degree Programmes no applications are received by the college. They are admitted directly to the college after the university entrance test.

Post Graduate Diploma Programme			
Programme	Year	Number of Applications	Number of students admitted
Conflict Transformation and Peacebuilding	2011-12	38	21
	2012-13	37	26
	2013-14	72	31
	2014-15	69	36
Certificate Courses			
Given below are a few of the many courses conducted. Courses vary from year to year, according to demand, and are not repeated so as to allow for more diversity.			

English Language Proficiency Course	2011-12	40	40
	2012-13	29	29
	2013-14	30	30
Certificate course in Spanish	2011-12	32	32
	2012-13	38	38
	2013-14	25	25
	2014-15	49	49
Entrepreneurship	2011-12	32	32
	2012-13	10	10
Film Appreciation	2011-12	35	35
Mathematical Modelling with spread sheets	2011-12	31	31
	2012-13	32	32
	2013-14	30	30

2.2 Catering to Student Diversity

LSR has established its reputation as an institution that balances diversity and (e)quality. The admission procedure for different categories of students follows DU norms. However, LSR believes in not just adhering to government policy on diversity but ensuring that every student achieves her full potential and becomes a self-reliant, productive member of society.

2.2.1 How does the institution cater to the needs of differently-abled students and ensure adherence to government policies in this regard?

Differently-abled students are a valuable part of the inclusive LSR community and every effort is made to build their capacities and encourage them to excel in a variety of fields.

- The LSR REACH (Re-affirming Access, Equity, Capacity and Humanism) programme, since its inception in 2002, has become a template for Equal Opportunity initiatives in campuses across the country. With its motto of 'included and equal', it has changed the paradigm of patronising the differently-abled to one of empowering them. REACH organises workshops on computer skills, soft skills and entrepreneurship and invites motivational speakers to encourage students to pursue their dreams.
- In collaboration with the KPMG Foundation, the college has set up a state-of-the-art Resource centre for visually challenged students to ensure accessible study material and provide special learning aids. Designed in consultation with experts from the *Saksham* Trust and the Xavier's Resource Centre for the Visually Challenged, Mumbai, the Resource centre, aptly titled, *Swavalamban*, is equipped with the latest assistive technology including a Braille Embosser, Screen Reading software, Lex-Cam Scanner, Book Scanner, Daisy Recorder and players and ten computer systems with OCR software both in English and Hindi. Notices are put up in Braille.
- REACH, the Equal Opportunities Cell of the college works in close collaboration 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.
- LSR collaborates with the National Association of the Blind for mobility training and computer skills for the visually challenged.

- NSS provides student volunteers to help differently-abled students. These volunteers assist students to access the facilities provided by the college, escort them to their classes and provide academic support.
- Faculty provides individual attention for differently-abled students outside of class hours. In cases of special need, the college organises coaching for such students. This personalised attention often brings about a dramatic transformation both in terms of academic results and self-confidence levels.
- During examinations, the college provides writers for visually challenged students as well as those with learning disabilities. All differently-abled students are given extra time to complete their examinations.
- In addition, financial support is provided for all students belonging to this category. Although the University has recently waived all tuition fees as well as Residence Hall fees and given a concession in mess charges, the college continues to provide scholarships to meet other expenses like travel and books.
- Students are encouraged to participate in seminars and conferences. LSR has regularly nominated students to attend the National Convention for Youth with Disabilities organised by the National Centre for Promotion of Employment for Disabled People. Two students from LSR were nominated and chosen for a Study tour to London and Edinburgh.
- Differently-abled students are also motivated and provided with all facilities to participate in inter college cultural programmes, particularly those organised by Equal Opportunity Cells in different colleges. LSR, too, organises an Annual Cultural Meet for differently-abled students to enable them to showcase their talent. At the same time students are also encouraged to be a part of the college choir.
- Differently-abled students are encouraged to participate regularly in Sports. This builds up fitness levels and fosters team building. It also enables some students to participate and win acclaim in Para Athletic competitions.
- The college also tries to organise placements for interested students.
- In collaboration with the KPMG Foundation, medical examinations of differently-abled students are organised every year and corrective action initiated as required, without any financial liability on the students. In the case of one visually challenged student, the eye examination revealed that her vision could improve dramatically if corrective surgery was carried out. With the consent of the student and her parents, the college helped organise her surgery with faculty helping her at every stage.
- Last but not the least, infrastructural facilities are provided to help differently-abled students become more self-reliant. The New Academic Block is fully accessible with ramps and elevators provided. Ramps have been provided to make the ground floor of the old building disabled friendly and ramps are being built and an elevator is being installed to allow access to every part of the building. The entrance to the Resource Centre has tactile flooring and there is a proposal to create a tactile pathway linking the buildings and Resource Centre. Wash rooms for the differently-abled are available both in the college and the Residence Hall.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the programme? If 'yes', give details on the process.

Students enter college with varying skills and levels of knowledge. It is important to identify students who need extra guidance so that they can be brought on par with their peer group.

- Before the start of the programme, a Department Orientation and interaction is organised. Students are familiarised with the course as well as the facilities available for them. Student queries and doubts are answered.

- Introductory classes, particularly tutorial classes provide an important space to gauge the differing levels of student competency. This enables faculty to then devise strategies to reduce the gulf in knowledge and skills.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/Add-on/Enrichment Courses, etc.) to enable them to cope with the programme of their choice?

- One of the challenges faced by the institution is the differing levels of competency in English language skills amongst students. The medium of instruction for most subjects in the college is English. Hence, students who come from schools that provided instruction in the regional language find it difficult to cope. To deal with this challenge a number of strategies have been adopted.
- Special tutorial groups are organised for such students with teachers who are competent to explain topics in the regional language. Guest lecturers are invited to teach students in the regional language. English language proficiency classes are organised. These focus on building up all the language skills, i.e. reading, writing, speaking and listening by an interactive method that includes role play, group work and activities.
- In subjects like Political Science, readings are not always available in the regional language. In such cases, students are provided access to equivalent study material. At times, advanced learners in the class who are fluent both in English and the regional language provide peer support.
- Special courses on life skills, computer literacy and communication are organised on a regular basis to help bridge the gap amongst students in these areas.
- Another area where differing skill sets create difficulties in the classroom is with respect to Mathematics, for subjects like Economics and Commerce. Students who need extra help in Mathematics are identified and helped through remedial classes and tutorial groups.

2.2.4 How does the college sensitise its staff and students to issues such as gender, inclusion, environment etc.?

Please refer to **1.3.3 & 7.3.**

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

The college encourages students to think critically, push the boundaries of their discipline and go beyond the received curriculum. Students are presented with a plethora of choices to reach their full potential in diverse fields, both academic and extra-curricular.

- Advanced learners are encouraged to carry out research projects and make presentations as part of their evaluation. Research methodology workshops are organised and students trained to submit detailed research proposals.
- Faculty mentors academically bright students and they are encouraged to excel by providing them with extra reading material and challenging topics for discussion.
- Such students are also motivated to present research papers at inter college seminars and paper presentations.
- Each department in the college brings out an academic journal. Advanced learners contribute articles and are encouraged to become student editors and peer-reviewers.
- Advanced learners are encouraged to assist in faculty research projects. For example, the Innovations Project scheme of DU is envisaged to be joint research teams of teachers and 10 students. They are designed in such a fashion so as to enhance the learning experience

of the students participating in the project. Since the inception of this scheme in 2012, 50 students have worked as research associates with faculty.

- Leadership training is provided through workshops for students holding positions in the student executive to enhance skills like team building and decision making.
- Students are presented with opportunities to participate in national and international seminars. LSR has collaborations with a number of prestigious universities across the globe for conferences, summer schools and cultural and academic exchange programmes. High academic achievers are chosen to represent the college.
- In addition, international faculty regularly visit the college for lectures and interactions with the students. LSR also has often hosted international faculty in residence which has enabled students to have more informal and wide ranging discussions with them.
- Students at LSR also get the opportunity to interact with a range of people, from varied fields, whose ideas have impacted our contemporary world. This exposure to a diversity of viewpoints, ideologies and professions inspire students to think out of the box and opens up a range of possibilities.
- Students are encouraged to blend classroom learning with field work and practical experience by way of internships and collaborative research projects supervised by faculty.

2.2.6 How does the institute collect, analyse and use the data and information on the academic performance (through the programme duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided).

- The faculty monitors the performance of students in their class on a regular basis. If a student is absent for a few days, efforts are made to find out the reason, whether academic or personal, and immediate counselling provided.
- Students from economically disadvantaged backgrounds are provided with freeships and scholarships by the college. No student who needs financial assistance is denied this. Approximately 15% of students of the college receive some financial support.
- Faculty organise remedial classes giving individual attention to slow learners and differently-abled students. Peer support is also provided through student volunteers.
- In exceptional cases, if a student is unable to cope with a particular course, she is allowed to opt for another course.
- At the regularly held department meetings student performance is discussed and suggestions to improve performance are made and implemented. Faculty members volunteer to reach out to students who seem withdrawn or troubled.
- Each department collates information on University examination results and in the Staff Council meeting held for this purpose, collectively analyses these. Methods are suggested to improve the same.
- The college has a near to nil dropout rate as every effort is made to help students adjust.

2.3 Teaching-Learning Process

2.3.1 How does the college plan and organise the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

The academic calendar and examination schedule are decided by the University; however, within these broad parameters, LSR devises its own teaching plans and methods of evaluation. For further details please refer to **1.1.2** and **1.1.4**.

2.3.2 How does IQAC contribute to improve the teaching-learning process?

LSR has a long standing reputation for providing quality education. Various committees in the college have been constituted to maintain standards, evaluate teaching-learning processes and to optimise resources to ensure the highest standards of excellence.

- The Academic Affairs committee, which has all the TICs as its members, makes sure that the academic ethos of the institution is maintained without compromising on the principles of equity and access.
- The Workload and Timetable committees ensure an equitable distribution of work among faculty members so that the time and space available is used optimally and rationally.
- The Attendance and Internal Assessment committees ensure that classes are held regularly and student evaluation is carefully monitored.
- The Library committee ensures access to and updating of required reading materials and e-resources.
- The college also has an Internal Quality Assurance Cell (IQAC) which coordinates with these committees to improve teaching-learning processes. It has recently facilitated the use of Jot forms for student evaluation of faculty and infrastructure resources and the findings have provided an important feedback on the quality of the teaching-learning process.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

The pedagogical approach to teaching-learning at LSR is learner-centric, rather than teacher-centric. It makes use of innovative pedagogical techniques that combine the theoretical with the practical. The aim is to not only sharpen critical understanding of a subject, but to understand its interface with a changing world. The attempt is to blend the chalk and talk method of teaching with e-learning to make the classroom a truly interactive space.

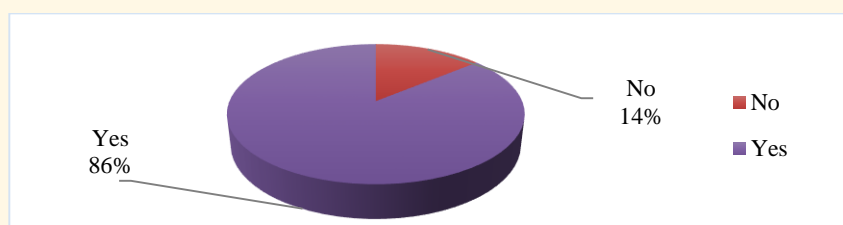
- To enhance independent learning among students, the college encourages the use of non-conventional pedagogical practices, such as films, workshops and interaction with experts. These encourage discussions on a range of issues beyond the classroom.
- Another important enrichment of the teaching-learning process is the use of field trips. Please refer to **1.1.5** for details.
- The classroom being an interactive space, students are expected to contribute their own perspectives to discussions and question established forms of knowledge. Classroom presentations by students using e-resources are an integral part of the teaching-learning process. Presentations often are collaborative endeavours, with students complementing each other's strengths and learning from peers.
- The faculty use creative methods of evaluation to strike the right balance between following norms and yet customising the evaluation process to take into account the differing capabilities and needs of a heterogeneous student body. The aim is to find out how much of a subject has been imbibed, as well the skill sets that a student has acquired.
- Students are encouraged to take the initiative to bring out academic journals which enables them to gain practical experience in editing and peer-reviewing.
- The college fosters an interdisciplinary approach to teaching-learning by holding joint seminars by two or more departments.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

Sustained efforts are made to encourage critical thinking and creativity among the students of the college.

- Students are encouraged to take up research projects under the mentorship of faculty members and are trained in quantitative and qualitative research methods. The Departments of Psychology, Journalism and Conflict Transformation and Peacebuilding include compulsory research projects as part of the curriculum. Some students are trained as research associates for DU funded innovation projects.
- Students are exposed to a range of pedagogical practices through interaction with academics from across the globe. Fulbright scholars regularly teach for a semester in the college, as well as offer short-term courses.
- Student initiatives are encouraged, for example, students of the Economics Department came up with two innovative proposals: Under the *Merge* scheme, students connected with field experts to gain grassroots level exposure. The *Asmat* scheme gave students a chance to work in rural communities and under this scheme, volunteers worked in Soda village, under the guidance of the *sarpanch*, an alumna of the college.
- A plethora of extracurricular activities is available to students, to hone their talents in diverse fields as dance, dramatics, public speaking, photography, creative writing and art.
- Students are encouraged to read widely and engage not just with the text but with the larger context. Classroom discussions allow for different kinds of subjects to be introduced, interrogated and debated. In the Jot Feedback Survey form referred to in 1.1.8 students were asked if the classroom provided an adequate context for debate and discussion. Their responses are indicated in Figure 2.3.4 given below.

Figure 2.3.4: Does the classroom provide adequate contexts for debates and discussions?



2.3.5 What are the technologies, facilities available & used by the faculty for effective teaching?

Please refer to 1.3.3, 4.3 & 7.2.1 for these details.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

The college organises stimulating lectures, seminars and workshops throughout the year to foster a spirit of academic excellence and to generate debate. Students get a chance to interact with a range of people whose ideas and visions have impacted our contemporary world in diverse ways- as economists, philosophers, artists, political leaders or social activists. At these discussions, students are encouraged to ask questions and often interact with the speaker in an informal setting.

- LSR hosts at least six to eight national and international seminars in a year and invites about a hundred distinguished speakers, so that students are kept abreast of the latest modes of thought, necessary to respond to the challenges of an interconnected world. In the past few years, the college has had the privilege to host His Holiness the Dalai Lama, the Nobel

Laureate Aung San Suu Kyi, Vice President Mr. Hamid Ansari, former Prime Minister Dr. Manmohan Singh, the Managing Director of the IMF Ms. Christine Lagarde, Lt. Governor of Delhi Mr Najeeb Jung, eminent jurists Justice Verma, Leila Seth, writer William Dalrymple, artists like Geeta Chandran, Pandit Hariprasad Chaurasia, Pandit Birju Maharaj, political figures like Mr. Kapil Sibal, Ms. Maneka Gandhi, Mr. Omar Abdullah, Mr Salman Khurshid, social activists like Ms. Aruna Roy, Ms. Kamala Bhasin, media persons Karan Thapar, Nidhi Razdan, Prannoy Roy, Shekhar Gupta and senior academicians from across the globe.

- Each department has an Association which is responsible for organising department talks and seminars. At times, a group of departments collaborate to organise a lecture or seminar. In addition, the college organises interdisciplinary lectures and seminars.
- Workshops are organised to enhance students' skills in specific subjects, for example, Journalism regularly organises workshops in photography. At the same time, Workshops are also organised in dance, theatre and creative writing to help students understand the nuances of these art forms.
- Students of the department of Psychology initiated a blending-learning model by using the online platform of Coursera with face-to-face instruction by the faculty. The curriculum and reading and visual aids were provided by Coursera, but augmented by the consultation and support provided by the faculty at LSR.
- The college regularly organises short-term courses with faculty drawn from diverse fields. For example, the Oxford Centre for Hindu Studies recently organised a short-term course titled 'The Perennial Philosophy', combining online learning with classroom interaction. To create awareness about issues related to sustainable development, another short-term course on 'Ecologies, Economies and Development' was organised.
- LSR hosted the South Asia Regional Autumn School in 2011 in collaboration with the Heinrich Böll Foundation. This first-of-its-kind, five-day-long deliberation on 'Global Finance and Human Security in South Asia: A Gender Perspective' brought together a dynamic group of young scholars and activists from diverse disciplines and across countries of South Asia, to engage with policy makers, senior academics and activists working at the grassroots level, such as Prof. Deepak Nayyar, Mr. Fali S. Nariman, Ms. Aruna Roy, Shri Mani Shankar Aiyar, Prof. Anuradha Chenoy, Prof. C.P Chandrashekar, Dr. Christa Wichterien, Dr. Axel Harneit-Sievers, Prof. Jens Christianson, Ms. Usha Thorat, Dr. Anjali Bharadwaj.
- LSR in collaboration with the Women in Public Service Project (WPSP) and Woodrow Wilson International Centre for Scholars, held a three-day roundtable in 2014 which brought together South Asian women leaders and experts from the media, government, corporate and voluntary sectors and academia, to discuss ways of enhancing women's leadership in public service. Speakers included Ambassador Nancy Powell, Dr. Jane McAuliffe, Dr. Savitri Goonesekere, Dr. Lakshmi Devi, Dr. Rangita de Silva de Alwis, Sujatha Singh, Dr. Lise Grande, Ms Rajani Alexander, Dr. Salma Malik, Ms. Indira Jaisingh, Ms. Kamla Bhasin, Ms. Mandira Sharma, Ms. Rita Manchanda, Dr. Syeda Hameed, Ms. Nirmala Sitharaman, Ms. Pushpa Bhusal, Ms. Vinita Bali, among others. The highlight of the programme was the Delhi Platform for Action drafted by the students to address issues of violence against women on campuses.
- A three day inter-disciplinary Academic Congress on the theme of gender was held in 2014 and 2015. It engaged with issues related to gender, peace, justice, identity politics, development, human rights and democracy and included lectures, panel discussions, exhibitions, movie screenings, theatre performances installations and a Gender mela. For details refer to **1.3.3**

For details of some of the seminars and lectures held during 2014-2015 please refer to **Table 2.3.6**.

2.3.7 Detail (process and the number of students/benefitted) on the academic, personal and psycho-social support and guidance services (professional counselling/ mentoring/ academic advise) provided to students.

LSR is the only college in DU to have a dedicated **Students' Welfare Office** to ensure access to a variety of support systems and guidance.

- Academic support and guidance is provided by the faculty of the department to which the student belongs. The **tutorial system**, in particular, allows for a close interaction between faculty and students and gives students a space to clear any academic doubts.
- **Remedial classes** are organised for students who need extra academic support.
- Each student is also assigned a **Peer Mentor** when she joins the college who guide the student about academics, library facilities and the resources available in LSR.
- **OIP** organises talks by representatives from leading International Universities. These enable students to make informed choices about their future academic plans so as to maximise their academic potential. Students are also given a chance to attend Summer schools and conferences at foreign universities so that they get an exposure to different educational systems and alternative teaching methodologies. More than a hundred students each year benefit from these.
- Personal and Psycho-Social support is provided jointly by the faculty and the **Students' Welfare Office**. At least 3-4 students each year who suffer personal bereavements are provided with all possible support, whether psychological or financial and helped to overcome the trauma.
- Students facing problems of adjustment and difficulty in coping with the pressures of this phase of their life are referred to the **college counsellor** for guidance.
- **Financial support** is extended to all those who need it. About 15-18 % of students receive financial aid. The Freeship and Scholarship committee interviews each student who needs financial aid and gauges whether they need any other additional personal or academic support. About 200 students are interviewed each year.
- In addition, **REACH** provides guidance and support to students who come from disadvantaged sections. This includes helping develop entrepreneurial skills and personality development. Faculty is sensitised to the needs of differently-abled students and every endeavour is made to provide special facilities.
- In addition to providing job opportunities for students, the **Placement Cell** trains students for interviews, group discussions and conducts resume writing workshops.

2.3.8 Provide details of innovative teaching approaches/ methods adopted by the faculty during the last four years. What are the efforts made by the institution to encourage the faculty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

Innovative pedagogical practices have been the hallmark of the teaching-learning interface at LSR. The attempt is not just to transact the syllabus but use it as a stepping stone for a sustained exploration of the discipline. To this end, diverse pedagogical tools are employed since what is taught and how it is taught are equally significant. Please refer to **7.2.1** for more details.

2.3.9 How are library resources used to augment the teaching-learning process?

Please refer to **4.2** on Library Resources and their use.

2.3.10 Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

DU has been undergoing a number of changes in the last few years. These include a change from the annual to the semester mode in 2011-12 and a switch from a three year undergraduate programme to a four year one which was implemented during the year 2013-14 and rolled back in 2014-15. These have necessitated changes in teaching methodology to cope with these varied systems and posed many challenges.

- The four year undergraduate programme (FYUP) was introduced in a very hurried manner without adequate time for preparation. The college organised several orientation programmes and faculty meetings to discuss the methodology of transacting foundation courses and the evaluation methodology to be followed.
- Within the semester mode the college faces the challenge of balancing academic and extracurricular activities. This has required careful planning and organising many activities on Saturday to minimise the impact on teaching time.
- Student class presentations and interactive classroom discussions often require a large amount of time which is difficult to spare in the semester mode. This has resulted in the scheduling of extra classes to complete the syllabus.

2.3.11 How does the institute monitor and evaluate the quality of teaching-learning?

There is a constant monitoring of the quality of teaching-learning at various levels.

- Each department organises student-faculty meetings at least once or twice a semester. These provide a platform for feedback from student representatives about issues related to the teaching-learning process and enable corrective action to be taken.
- At the department meeting the faculty discuss student performance and analyse attendance records and internal assessments of students.
- A detailed analysis of the results of the students in the University examination is presented by the TIC of each department to the Staff Council, where the results are discussed and corrective action suggested.
- Committees have been constituted to ensure that the academic ethos of the institution is maintained. The Attendance committee monitors students' presence in the classroom and defaulters are warned. Those who have not attended the stipulated minimum number of classes and tutorials are debarred from taking the University examinations. The Internal Assessment committee ensures that assignments and projects are carried out on a regular basis and results are uploaded for students to check their marks. These committees present their reports to the Staff Council, where the Principal and faculty members collectively discuss the issues put forth in the reports.
- Many faculty members request student feedback through questionnaires and feedback forms. These enable the faculty to gauge the effectiveness of their pedagogical practices and make required adjustments. Further, the college has a web based feedback form to assess the teaching-learning methodologies and the infrastructural and other student resources available, administered annually.

2.4 Teacher Quality

2.4.1 Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum.

Parameters	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Highest Qualification							
Permanent Teachers							
D. Sc./ D. Litt.	-	-	-	-	-	-	-
Ph.D.	-	-	1	31	4	21	57
M.Phil.	-	-	-	11	6	25	42
P.G.	-	-	-	2	-	-	2
Temporary Teachers							
Ph.D.	-	-	-	-	1	7	8
M.Phil.	-	-	-	-	8	10	18
P.G.	-	-	-	-	-	1	1
Part- Time Teachers							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-
P.G.	-	-	-	-	-	-	-

LSR believes that the faculty is the life blood of the institution and not mere resources to be deployed strategically. LSR seeks to match the best available talent with the needs of the curriculum within the University prescribed guidelines. Higher education being in a state of flux has meant a shift from the earlier fixed patterns of recruitment. DU permits the appointment of faculty members on a short term basis, both on an ad hoc basis as well as on a lecture by lecture basis (guest teachers). While this may not be an ideal situation, the college seeks to make the best of it by providing the ad hoc and guest teachers with all manner of support and encouragement. An orientation by the Principal and by the TIC of the department helps them settle into the new routine. Apart from this, many retired faculty members with invaluable expertise are often invited to take classes when the changed curriculum requires it.

Over six decades, LSR has constantly been striving for new measures for reinvigorating the teaching environment in colleges, measures for enhancing quality research and ushering in a climate of innovation in higher education. The recruitment process of the college for employing qualified and competent faculty adopts the guidelines enumerated by DU and UGC. Based on the sanctioned strength of each of the 15 departments, as per the UGC guidelines, the permission to advertise the post for recruiting teachers is sought from DU. The discipline specific research areas, wherever necessary, are mentioned in the advertisement. The API scores of the applicants are calculated before calling them for the interview which consists of a duly constituted screening and selection committee. Feedback from the concerned department, specialisation of the applicants (if any), research experience of the candidates are deliberated upon by the department members, prior to the interview. Selection of the suitable candidate, a transparent process, is cautiously made based on the overall competency of the candidate, as judged by the Selection Committee. Concerted efforts are made to ensure that faculty from all categories are recruited.

2.4.2 How does the institution cope with the growing demand/scarcity of qualified senior faculty to teach new programmes/ modern areas (emerging areas) of study being introduced? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

No new programmes have been introduced in the last three years.

2.4.3 Providing details on the staff development programmes during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality

(a) Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	31
HRD programmes	0
Orientation programmes	16
Staff training conducted by the university	11
Staff training conducted by other institutions	4
Summer/ winter schools, workshops, etc.	39

(b) Faculty training programme

2013:

- A two day workshop for mathematics teachers and teacher educators, organised by the Department of Elementary Education to deliberate on the possibilities offered by digital technology and innovative pedagogical practices in mathematical teaching and learning.
- ‘Number theory and Cryptography’ - under graduate teacher enrichment programme (RMS-UGTE), organised by the Department of Mathematics, specifically aimed at further enrichment of knowledge of faculty involved in teaching undergraduate students.

2012:

- South Asia Regional Autumn School on global finance and human security in South Asia for young professionals from diverse disciplines belonging to India, Nepal, Pakistan, Sri Lanka, Bangladesh, Afghanistan, and Maldives.
- Differential Equation and Mathematical modelling national workshop and training programme for teachers of different Universities of India teaching at undergraduate level.
- Pedagogic Trajectories, National seminar on teacher education for teachers

2.4.3 (c) Percentage of Faculty

About 70 per cent of the faculty participates in workshops /seminars and conferences almost regularly. For details, please refer to Table 3.4.3.

2.4.4 What policies/systems are in place to recharge teachers?

LSR recognises the need for faculty to remain constantly motivated and be in touch with cutting edge research in their respective disciplines, as well as major trends and landmarks in higher education. Hence, the college makes it possible for the faculty to interact and share ideas with leading intellectuals, policy planners, writers, artists and other leaders in their respective fields. The assemblies, the Manohar Shyam Joshi lecture series, the Dr. S.M. Luthra Memorial Lecture series, seminars, workshops, talks, performances are means of ‘recharging’ the highly motivated faculty of LSR. As a social science and liberal arts college, the vital idea of

interconnectedness is what this diverse range of activities seeks to establish. It is in this spirit that a group of faculty members initiated the Faculty Research Forum (for details refer to 3.12).

Apart from the above mentioned efforts, the college facilitates further research in the best academic tradition, by granting the following types of leave to its faculty.

- Study leave, as permissible by the rules of DU is granted to those faculty members who seek to pursue higher degrees, especially a doctoral degree.
- Extraordinary leave, as per the guidelines of DU, is also granted whenever applicable for academic activities of the faculty.
- Research grant, whenever permissible by the college funds, is also made available for the faculty for collaborative interdisciplinary work.

2.4.5 Give the number of faculty who received awards/ recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/ achievement of the faculty.

LSR is privileged to have an extremely dynamic faculty whose expertise in key areas of their distinct disciplines and their commitment to the highest standards of pedagogy goes a long way toward making the institution what it is today. In recognition of their sterling efforts at imparting quality education to batch after batch of young women who go on to become responsible and sensitive future global citizens, the state and other institutions have endowed many of the teachers of this institution with several well-deserved awards and recognitions.

The Principal, Dr. Suman Sharma received the Plaque of Honour instituted by The International Congress of Women in 2009. In the same year, the Vice-Chancellor of DU honoured the following teachers of LSR with the Award of Teacher of Distinction:

Dr. Divya Misra (Economics), Dr. Megha Anwar (English), Ms. Rukshana Shroff (English), Dr. Vasudha Pande (History), and Dr. Krishna Menon (Political Science).

More recently, Ms. Rukshana Shroff (English) was awarded the Darabshaw Achievement Award in the Field of Education and Social Service, 2014; Dr. Priti Prakash Prajapati (Hindi) was honoured with the Woman Achiever in Education award by Andhra Vanitha Mandali and the Vocational Excellency Award from Rotary Club, South Delhi (1999); Dr. Sushila Madan (Computer Applications) was given the Stree Udhya Award by Gandhi Smriti Darshan Samiti in 2015; Dr. Vartika Nanda (Journalism) received the Stree Shakti Puraskar by the President of India Shri Pranab Mukherjee in 2014 as well as the Dr. Radhakrishnan Memorial National Media Award in 2012, besides the Rituraj Parampara Samman. She also received the 'Youth icon of the Year' award presented by Sh. Vijay Bahuguna, then Chief Minister, Uttarakhand in 2013. Dr. Kanchan Verma (Hindi) received 'Best Teacher's Award' by the Hindi Akademi, Delhi Government for contributions in the field of innovative teaching and teachers training (2007). She was also awarded *Shikshak Bhasha Samman* by Madhuban Educational Trust, New Delhi for her contributions in the field of Hindi teaching (2006).

Retired Faculty:

In 2009, the Vice-Chancellor of DU honoured Dr. Madhuri Subodh (Hindi) of LSR with the Award of Teacher of Distinction.

In recognition of her contribution to the field of women's education and empowerment, Dr. Meenakshi Gopinath of the Political Science Department, also former Principal for 26 years of LSR received several awards for her contribution to education, including the Padma Shri Award in 2007 (one of the highest honours awarded to citizens by the Indian government). Her other

awards include the Indira Priyadarshini Gandhi Award, the Rajiv Gandhi Award for Excellence in Education, the Delhi Citizen Forum Award, Qimpro Platinum Standard Award and the Celebrating Womanhood South Asia Recognition Award.

2.4.6 Has the institution introduced evaluation of teachers by students and external peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

The evaluation of faculty by the students is considered as a healthy intervention that enhances excellence in education. The feedback is also perceived as a creative open space. The TICs of all the departments hold periodic meetings to review the progress of the teaching of the courses. For instance, it is at these meetings that some departments realised that not all students were equally comfortable with the existing medium of instruction. The departments based on this feedback suggested special lessons for these students. The Principal readily agreed to this and this consistent mentoring process has proved to be an invaluable addition to the academic context of the college.

The college administers a web based feedback form (Jot Form) annually to all students. Individual faculty members also administer feedback and evaluation forms to their students. Thus elicited, it is more a process of introspection for each individual faculty member, the department and the college as a whole.

Every department tries to conduct a General Body Meeting at least once in the semester; feedback is sought at these meetings. The department GBMs are occasions for the students to state their views about all academic matters. Students are forthright and often share their problems with the individual teacher directly in the more intimate context of the tutorial classes. The Principal keeps the channels of communication open with the students.

External and internal peers play a very significant and constructive role in the intellectual and academic life of the faculty in LSR. The faculty is part of many academic and professional committees and outside of the college. They are consulted by national and international organisations of great repute. This is demonstrated by the number of committees and consultative bodies the faculty have membership of (Please refer to Evaluative Reports of all Departments for further details). Promotion interviews within college are another context for feedback from external peers. Academic presentations and talk delivered by the faculty is always noted with appreciation by peers from other institutions. Papers written by the LSR faculty and published in leading academic journals is of course the clearest acknowledgment of the faculty's expertise and merit by external peers (for details refer to **Table 3.4.3**).

2. 5 Evaluation Process and Reforms

2.5.1. How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

The Annual Report presented on the occasion of the College Day held annually is a very important context for conveying the institution's policies to the external stakeholders. The alumnae meet is yet another context for sharing the evaluation process and reform policies. The website in this technology driven world is inevitably the fastest means of doing so and has the widest possible reach. The Orientation day, Department Meetings, General Body Meetings and the Assembly are occasions for the college to share the evaluation process as well as the details of any new reforms that might have been introduced.

2.5.2 What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

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

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

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

Constant meetings and interactions is the most favoured way of communicating the evaluation process and reforms to ensure effective implementation. All communication regarding evaluation reforms are circulated, displayed on notice boards and shared with the TICs, who in turn communicate it to their colleagues. The initiatives taken by the college are generated at meeting of the committees charged with this specific responsibility. Please refer for further details to **1.1.2**.

2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples which have positively impacted on the system.

The purpose of formative assessment approach is to make an on-going assessment of student performance to get a feedback on students' learning and teachers' teaching. DU 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 end semester examination along with the IA marks constitutes the summative assessment for the students.

2.5.5 Detail the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall development of students.

To ensure rigour in Internal Assessment, teachers upload the attendance records of students on a monthly basis, give additional assignments to the students so that they can improve their writing skills and marks. Regular feedback is given to students individually in the class on their performance. Evaluation goes beyond assigning numerical assessment to students' performance. It involves discussion with regard to expected standards of performance and reasons for the obtained evaluation.

Students are encouraged to undertake research projects in each of their theory papers, guided by faculty, to enhance their independent learning and communication skills. Students work on projects beyond the confines of the syllabi, like critical review of literature, analysing a research paper, film/text analysis, designing a research proposal etc. Students are also asked to present

their ideas within a given time frame, usually during tutorials that gives them confidence to speak in front of others as well as develop their presentation skills.

To maximize transparency, students and teachers are informed about the reforms of evaluation process through notices and meetings. 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 of need. Students are encouraged to ask teachers about any doubts with regard to their assessment in the classes.

2.5.6 What are the graduate attributes specified by the college/affiliating university? How does the college ensure the attainment of these by the students?

The University does not explicitly specify any graduate attributes. In recent years, the thrust of the university has been on combining academic enrichment with employability for students, encouraging multi-disciplinarity, promoting use of IT in learning, providing global outlook, developing generic skills and knowing real life applications of knowledge and problem solving capability.

The college would like its students to:

- Excel academically
- Blend professionalism, humanism and social responsibility
- Be critical thinkers and concerned citizens
- Use imagination and intuition as resources to initiate change
- Create a community that reflects a fusion of the Indian heritage with contemporary insights
- Be experimental and interrogate stereotypes
- Transform challenges into opportunities
- Celebrate diversity and strive for inclusivity

The skills that LSR inculcates and promotes in students are:

- Critical and analytical ability
- Adaptability
- Empathy
- Resourcefulness
- Confidence
- Collaboration
- Communication
- Personal and professional ethics
- Leadership and advocacy skills with a sense of social commitment and responsibility

2.5.7 What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

In all cases of grievances, the college verifies the claim of the student and forwards the application to the university for rectification. The university has a system of retotaling/revaluation of scripts if the student asks for it.

At the college level, the answer scripts are returned to the students by the respective teacher with suggestions and comments for improvement. Any grievance is handled there and then. Before sending the IA records to the university, marks entered are verified by the college twice. The records are sent to the University only when the students scrutinise the marks to their satisfaction expressed through their signatures. In case of any discrepancy, the student contacts the respective teacher and/or the department Internal Assessment in-charge who rectifies the

discrepancy. Each department and the college IA committee assess the internal discrepancies of marks across papers and moderates the marks, wherever required.

2.6. Student Performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these.

LSR believes in the following learning outcomes:

- Providing a total learning experience that integrates the classroom with the world outside
- Seeing things from different perspectives and understanding the complexities and interconnectedness of issues
- Developing the core intellectual skills of critical thinking and analysis
- Engaging with issues of profound significance for the community
- Learning to appreciate diversity and having a deeper understanding of one's own culture

These learning objectives are emergent and are often discussed in staff councils, in the term end meetings of department faculty with the Principal. Students are spoken to about them in the college orientation and the department orientation. They are at the centre of attention in the choice of teaching-learning methodologies as well as designing extra and co-curricular activities.

The vision and mission of college are suggestive of the above mentioned learning outcomes. They are available on the college website and also in the prospectus and the students' handbook.

2.6.2 Enumerate how the institution monitors and communicates the progress and performance of students through the duration of the course/programme? Provide an analysis of the students' results/achievements (programme/course wise for last four years) and explain the differences if any and patterns of achievement across the programmes/courses offered.

The results of class tests/assignments/projects are analysed at the departmental level and communicated to the students in the class with suggestions for improvement. College monitors attendance, and feedback is given to students by the teachers about the shortage of attendance. Students can also check their attendance online. College had a policy of conducting detailed results analysis for each department comparing percentage of university positions/ first divisions/second divisions/third divisions/ER/failures for each year with other colleges of university. The detailed analysis was shared with the Principal in the departmental meetings. Since 2012, however exam results are accessible only to individual students, therefore such data is unavailable now.

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

The college follows the university prescribed curriculum and assessment policy. While transacting the curriculum and implementing the assessment directives, the college adopts a blend of conventional and innovative pedagogy to meet the requirements of the students. Regular classes are taken by all teachers to ensure high academic quality and rigour. Attendance rules are strictly adhered to inculcate discipline and regularity amongst students. Besides lecture method, elicitive and collaborative teaching methodologies are adopted to create a participatory and democratic milieu for learning. Field visits, project work and educational excursions give students the practical exposure and help them to apply classroom knowledge to real life settings.

Academic growth is facilitated through various talks, workshops, seminars, conferences organised by the departments as well as by college societies. Students are encouraged to read widely and beyond the prescribed reading list of university. To facilitate holistic development of students, the college provides various opportunities to students through department associations and cultural and sports activities. Participation in these forums aid students to develop organisational and social skills, teamwork as well as leadership. The college provides state of art infrastructure for curriculum and other co-curricular/extra-curricular requirements.

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placement, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

LSR perceives the real challenge to be that of infusing the students with a sensibility that can differentiate between just making a career and having a vocation. Please refer to **1.3.4** and **2.3.4** for further details.

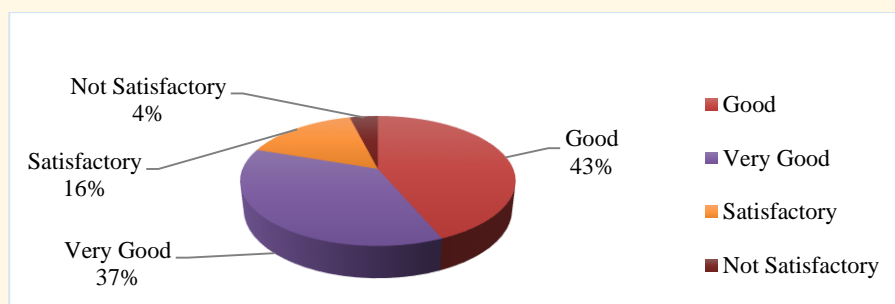
2.6.5 How does the institution collect and analyse data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

Every tutorial and every lecture interaction is an occasion for the faculty member to determine student progress and the outcome of the lessons taught. The active tutorial system is the backbone collection of 'data' that might not be quantitative but is a fabulous qualitative data collection tool. This helps teachers to monitor each student and plot her learning trajectory, enabling the institution to offer customised learning strategies that address each student as unique with a specific set of skills and potentials.

The End-Semester exam is an evaluation of the student performance at the University level. These results provide a comparison of the student's achievements at a broader base. This provides the institution with a comparative analysis of the results of every discipline. All faculty members keep track of the students' university results. The Principal conducts an annual review of department results with the faculty members and suggestions for enhancement of the academic rigor are discussed. Further, the Governing Board which comprises of acclaimed academicians, well known educationists and renowned people from the industry, review results of every department. Their recommendations are then communicated to the respective faculty members as suggestions for planning for more nuanced learning outcomes. The institution keeps meticulous records of all this data, both in-house and university reviews.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

Once again the tutorial system and constant evaluation of the student performance through the above mentioned tools and Student Feedback Form ensure the achievement of the learning outcomes. In the annual web based feedback survey, student responses were elicited on: 'Assess your learning outcomes at LSR in relation to capacity to learn, communication and language skills, working as part of a team, ability to think independently, developing new creative aspirations, focus on future career trajectory, subject proficiency and self-confidence'. Results are presented in **Figure 2.6.6** given below.

Figure 2.6.6: Assess your learning outcomes

2.6.7 Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If yes provide details on the process and cite a few examples.

Sections 2.3.11 & 2.5.5 furnishes information related to the Internal Assessment and other quality monitoring mechanisms in teaching learning. The Evaluation System and Internal Assessment System consists of a variety of tools for e.g., projects, group work, practicals, presentations, field visits, book reviews, term papers, research work. Emphasis is laid on the process of learning. If the student is not performing well, she is counselled, repeat chances to improve are provided and if need, be special classes are held.

Any other relevant information regarding Teaching-Learning and Evaluation which the college would like to include.

Along with academics, stress is also laid on extra-curricular and co-curricular activities. LSR has an extremely active National Service Scheme (NSS), National Sports Organisation (NSO), and National Cadet Corps (NCC). In addition, there are twenty-five societies for extracurricular activities like Debating, Dramatics, Dancing, Music, Creative Writing, et al. These student societies work throughout the year at an impressive pitch providing avenues for the expression of the creative potential of the student community.

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CRITERION III RESEARCH, CONSULTANCY AND EXTENSION



3.1 Promotion of Research:

Research is a systematised effort to gain knowledge. LSR understands the importance of research and is committed to developing a research culture for both students and faculty alike. The purpose of research, particularly in a social sciences context, is to be informed by the impetus for change and action. In an undergraduate college like LSR, the encouragement to research helps contribute important knowledge to the teaching learning community on a national scale.

3.1.1 Does the Institution have a research centre of the affiliating University or any other agency?

The college has set up a dedicated Learning, Research and Resource Centre with financial assistance from the UGC. The objectives of the Centre are research and encouragement to learning. It seeks to create a context for collective learning, moving beyond the rigours of the prescribed syllabus and examinations. It seeks to help students gain opportunities for leadership training that is distinctive in being socially aware and responsible. It hopes to be the nerve centre of all vibrant research, teaching and publication activities within college and build bridges with like-minded scholars, activists and performers all over the world.

The resource centre was named after the most illustrious alumna of LSR, Daw Aung San Suu Kyi and was inaugurated by His Holiness, The Dalai Lama in 2013. It began to function formally from its new premises from August 2014. One of the integral activities of the Centre is the conduct of a post-graduate diploma programme in Conflict Transformation and Peacebuilding recognised by DU. It also has a very well stocked library with books, journals, newspapers, films and posters. The building has class rooms, discussion rooms and seminar rooms, apart from a lovely little garden.

3.1.2 Does the institution have a research committee to monitor and address the issues of research? What is its composition? Mention some of its recommendations.

LSR has three committees/forums dedicated to nurturing a culture of research:

- (i) **The Academic Affairs Committee**, composed of TICs of all departments, headed by the Principal. This committee meets at least 3 to 4 times in a semester and deliberates on academic content of courses, systemic changes introduced by the DU, student and departmental research journals, the college magazine and library/other research requirements.

In 2013, it recommended that faculty workshops be conducted to facilitate the transition to the FYUP. More than 20 such workshops were held between July 2013 and April 2014. Thus the transition from a three year undergraduate programme to a four year undergraduate programme was smooth in LSR.

- (ii) **The Faculty Research Forum** is an interactive research platform for faculty to present their new or on-going research. Students are also encouraged to attend these weekly presentations and participate. The Forum was constituted four years ago and had 4 members drawn from different disciplines. From its very inception the Faculty Research Forum has encouraged interdisciplinarity in research by focussing on the many linkages between the various social sciences. Typically, a paper from a particular department is introduced and the discussion moderated by faculty members from at least two other departments. The Faculty Research Forum recommended that the college celebrate Good

Governance day to emphasise that governance was not merely a technical subject but that it was possible to reflect on it intellectually and academically.

(iii) **The Academic Journal Committee**, constituted in 2009, has 6 members and a convener. It has recommended the publishing of a peer-reviewed interdisciplinary, academic journal for teachers and students alike.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes or projects?

LSR actively encourages its students and faculty to conduct research and provides autonomy to the principal investigator.

- Notices about grants and research studies offered by DU, other Universities, as well as by UGC are actively investigated and prominently displayed on the faculty notice board and faculty are encouraged to apply.
- There are several faculty members who have obtained funds from DU, other universities and UGC for research projects and once the sanction is received, complete autonomy is granted to the principal and co-investigators. Please refer to **3.1.5** for details of faculty involved in active research.
- All resources and funds coming from UGC or the University to the faculty via the college are released in a timely manner, as per regulations. The funds may be released in two or three instalments, upon submission of the complete project or progress reports or bills by the researchers.
- The college has adequate infrastructure and human resources to promote teaching learning and research. There is a Cluster Innovation Centre at LSR recognised by DU as well as a Learning, Research and Resource Centre (ASSK Centre for Peace) which is well equipped with reading rooms, classrooms, seminar room, and a small but significant collection of books and journals. Support staff is available to help the faculty. The Manju Bharat Ram Seminar hall in the Bharat Ram Academic Complex has state-of-the-art equipment for research seminars/conferences.
- All faculty members are encouraged to research and are allowed to proceed on doctoral and post-doctoral study leave as well, as per DU provisions. A list of faculty who have availed of such leave is given in **Table 3.1.3**. A third kind of leave, Extra-ordinary leave usually without pay, for academic/research purposes, is also made available to teachers.
- Teachers are also encouraged to apply for leave for participating in conferences/seminars/ workshops/ symposia. Many of the faculty members have attended state, national and international conferences and seminars in India and abroad.
- There is a Study Leave Committee (as per DU rules) consisting of 6 members and a convener under the Principal, which looks into Study Leave Rules and scans applications for leave and recommends the type of leave that can be given to the teachers to do research. The composition of this committee usually changes every two years.
- While there can be no reduction in the workload of individual teachers as per DU guidelines, teachers' time-tables are occasionally modified keeping in mind their research requirements.
- The LSR Library is one of the best equipped among the undergraduate colleges in Delhi. An Online Public Access Catalogue (OPAC) system ensures easy and efficient search of books available in the library for both students and faculty. The library also subscribes to INFLIBNET (fully automated online journals consortium which has over 1000 journals)

as well as JSTOR (online access to online national and international journals) and in turn provides access to students and faculty alike.

- For students and faculty with special needs, the college in collaboration with KPMG, has set up *Swavalamban*, a Centre for people who are visually challenged. This Centre has special technology to encourage visually challenged people to read and research.
- The college also facilitates the timely auditing and submission of utilisation certificates to the funding agencies as per DU norms.
- An active environment for learning and intellectual activities that is invaluable for research is the hallmark of the college.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?

The students are active participants and stakeholders in the creation of this academic and research oriented environment as the college makes several efforts to develop an analytical temper and research culture among students. The college facilitates the conduct of field trips and research methodology workshops. Students are actively encouraged to participate in Innovation Projects funded by DU. LSR has signed MOUs for student exchanges with international universities. This exposes students to international standards in research. Please refer to 2.3.4 for details.

3.1.5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.).

LSR is an undergraduate college affiliated to DU. While many of the faculty are engaged in active research and are associated with a number of research projects funded by DU as well as UGC as principal and co-investigators, few of our faculty members have been offered the opportunity to guide student research. Dr. Manjula Bhandari from the department of Sanskrit (3 Ph.D. and 4 M.Phil. students), Dr. S. Roy Chowdhury from the department of Statistics (1 student), Dr. K. Menon from the department of Political Science (4 Ph.D and 2 M.Phil students) and Dr. Shernaz Cama from the department of English (3 students and advisor to 4) have all guided student research. Please refer to the following for the list of faculty members involved in active research.

Faculty Members	Year-Duration	Name of Funding Agency and Grant received	Title of the Project	Nature of the project
Dr. Suman Sharma	2012-14	Rs. 4 lakhs	Human Security: Climate Change & South Asian Association for Regional Cooperation Initiatives	UGC Sponsored Major Project
	1983	Rs. 9900/-	South-South Cooperation & New World Order	UGC Minor Project
Dr. Priti Dhawan, Ms. Rukshana	2013-15	Rs. 3 Lakhs (Approved by DU)	<i>Vasudhaiva Kutumbakam</i> - Creating Sustainable	Interdisciplinary DU Innovation Project

Shroff, Ms. Kasturi Kanthan & Dr. Kanika K. Ahuja			Global Partnerships in Higher Education	
Dr. Sunaina Sardana, Ms. Jyoti Darbari, Mr. Yograj Singh & Ms. Deepika Srivastava	2013-15	Rs. 4 Lacs (Approved By DU)	Reverse logistics - an innovative approach to a sustainable green environment	Interdisciplinary DU Innovation Project
Ms. Anjani K Kochak, Dr. Maninder Duggal, Dr. Anjana Singh & Ms. Saswati Bhattacharya	2013-15	Rs.3 Lacs (Approved By DU)	The Successful Professional Woman: Work Life Balance & Well Being	Interdisciplinary DU Innovation Project
Dr. Arvind Kumar, Dr. Savita Gopal, Ms Jyotsna Arora, Mr Kailash Kumar	2012-13	Rs.10 Lacs (Approved by DU)	The study of Corporate Social Responsibility Practices in MNCs in India	Interdisciplinary DU Innovation Project
Dr. Kanika K. Ahuja, Dr. Kalyani A., Ms. Deepika Papneja, Dr. Megha Dhillon	2012-13	Rs.10 Lacs (Approved By DU)	The imprisoned dove: Transcending conflict and building cultures of peace	Interdisciplinary DU Innovation Project
Dr. Priti Dhawan and Dr. Kanika K. Ahuja	2011-12	LSR College research grant: Rs. 35000 (Received)	Factors influencing students' performance on mathematics. Does gender gap really exist?	Approved by LSR and DU National project
Dr. Smita Sahgal	2014	1. ICHR Rs. 2.5 lacs (Approved)	Masculinities in Early India: A Socio-Historical enquiry upto 600 CE, a two year ICHR funded Project- joined on 15th May 2014	ICHR project and approved by DU National Project

	2011	2. ICHR Rs. 1.5 lacs (Sanctioned)	Commissioned Procreation and Sexual regulation in Early India	ICHR National Project approved by DU
Dr. Krishna Menon (along with Dr. Rachna Johri)	2015	Ambedkar University. Rs. 2 Lacs (Received)	New Urban Spaces and the Negotiations of Women's Subjectivity	Ambedkar University National project
Ms. Smriti Sharma	2010-11	1. TARU, MHRD 1.2 Lacs (Received)	Good practices in Teacher Recruitment Training Practices	Sponsored by MHRD Major National Project
	2008	2. Aga Khan Foundation Rs. 70,000/- (Received)	Implementing Building as Learning Aids	Sponsored by the Aga Khan Foundation. Gave 25% of the Grant Received to the College (Rs. 17,500/-)
Dr. Jonaki Ghosh	2015	Casio, India. (To be reimbursed on actuals)	Integration of Graphic Calculators in Kendriya Vidyalaya Schools	Casio, India. Industry Sponsored project
Dr. Krishna Menon and Dr. Sumangala Damodaran	2005-06	V.V. Giri National Labour Institute Rs. 1.5 lacs (received)	Migrant Women and wage Employment: Exploring Issues of work and Identity among Health Care Professionals	Published as NLI research studies series 073/2007. National Project
Dr. Sanjoy Roy Chowdhury	1998- 2000	UGC Rs. 15000/- (Received)	Quality Improvement By Taguchi's Techniques	UGC Sponsored Minor Project
Dr. Madhu Bala Jain	1990	UGC Rs. 10,000/- (Sanctioned)	Tests For Life Testing And Reliability	UGC Sponsored Minor Research Project
Dr. Priti Dhawan & Dr. Megha Dhillon	2009-10	UGC Rs. 1lac (Received)	Body dissatisfaction in female adolescents and women: A Developmental Perspective of the origins and outcomes	UGC sponsored Minor Research Project
Ms. Sentisungla Longchar	2008	BBC World Service Trust (WST) Rs 40,000/-	Stigma and Discrimination towards people living with HIV/AIDS	A Media sponsored field and qualitative research project

Dr. Pankaja Ghai	2000-02	MHRD Rs. 72,000/- (Received)	' <i>Kautilya Arthashastra- Adhunik Pariprekshya mein</i> '	Department of Culture, MHRD
Dr. K. Kalyani	2008	Singapore University (No Honorarium received)	Comparative Analysis of Physics Curriculum of I.B., C.B.S.E., and I.C.S.E. Programmes	International Project
	2009	Only Transport allowance drawn	Using Portfolios as Assessment Strategy in Teacher Education Programme, 2008-09	Collaborative Project with DIET (District Institute of Educational Training)
Ms. Deepika Papneja	2009 (June to Aug)	UNICEF Funded Rs 20,000/-	Knowledge Community on Children in India Summer Internship Programme	UNICEF funded Major Project
Dr. Vasudha Pande	1996-98	SEPHIS Funded, USD 10,200 (Received)	Comparative study of Kumaun and Western Nepal, SEPHIS, Sephis Foundation, Rotterdam, 1996-1998	SEPHIS, Project funded by Sephis Foundation
Dr. Arvind Kumar	2009-10	UGC Rs. 70000/- (Received)	Employee Retention Practices in the Indian BPO Industry- A Critical Study	UGC Minor Project
Dr. Shikha Jhingan	2010 (Jan to Dec)	Habeeb Kidwai Research Fellowship; 15000/- month	Teenage Girls and Global Television	Minor Project sponsored by AJK Mass Communication Research Centre
Dr. Sushila Madan	2001	UGC sponsored Rs. 30,000/-	Security Risk management in e- commerce	UGC Minor Project

3.1.6 Give details of workshops/ training programmes/ sensitisation programmes conducted/ organised by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

Over the years numerous training and sensitisation programmes as well as workshops have been organised by various departments as well as the college to encourage staff and students to develop a culture for research.

- **Research methodology workshops** and lectures are conducted regularly by the college and individual departments (see list attached below).

Year	Research Methodology Workshops/Talks conducted by Various Departments	Comments
2013-2015	Journalism	Regular workshops conducted on documentary making, use of camera etc.
2013-2014	College	Workshop by Thelakat Jayadevan on how to develop, deliver and design an effective presentation
2013-2014	Elementary Education	Discussion on various aspects of conducting research, nature of research in social sciences and nuances of data collection and analysis coordinated by M.S. Meenakshi, JNU scholar
2012-2013	Psychology	Critical Thinking in Psychology: Ten week long lecture series in the Department of Psychology by Fulbright Scholar Mr. Matthew Whoolery that encouraged students to engage with the discipline critically and methodically
2012-2013	Sociology	Lecture on 'Doing Fieldwork' by Dr. Gopa Sabharwal, to provide an insight into the process of fieldwork that is so essential for sociology
2012-2013	History	Series of workshops on research methods to teach students how to interpret primary sources and write research papers
2006-2007	Sociology	Interdisciplinary seminar on research methods
2006-2007	REACH	Workshop cum training module on 'Exploring Abundance: Pathways and Integral Learning'
2006-2007	Elementary Education, History and English	'On Book Production' with Subhadra Sinha and Tapan Guha
2005-2006	Elementary Education	Interdisciplinary Seminar on 'Pedagogical Practices' that examined alternative teaching methods
2004-2005	LSR and La Trobe University, Australia	International Seminar on teaching and research in literary studies

List of research seminars and workshops conducted in the last 4 years (a sample only).

Workshops/Training Programmes and Academic Meets

- Since 2014 LSR has been organising Annual Academic Congresses on gender. These include: Academic Congress 2015 titled 'Breaking Barriers, Claiming Spaces - Women,

Leadership and Change’, and “Genderknowledge”: Understanding Gender - Questions of Freedom and Justice’, 2014. Please refer to **1.3.3.** for further details.

- A three-day round table, ‘Where Women Lead. Educating For Public Leadership: Strategic Roundtable and Institute on Women in Public Service in South Asia’ was organised. For further details please refer to **2.3.6.**
- A half day TEDxLSR event was organised bringing together six speakers covering a wide range of subjects. For further details, please refer to **1.2.6.**
- The Elementary Education department celebrates *Sehar*, the History department, *Antiquity*, the Commerce Department *Comquest*, the Economics department *Econovista*, the Psychology department *Zeitgiest*, the English department *Litmus*, the journalism department *Juxtapose*, the maths department *Horizon*, the BA Programme department *Samagam*, the Hindi department *Vagarth* and the Sanskrit department *Samskriti* as annual academic meets.

A list of selected workshops is given below.

Department of Commerce:

- A 3-day workshop on ‘Understanding Financial Markets’ was conducted in collaboration with the BSE Institute Ltd in 2014.
- KPMG conducted a workshop on ‘Careers and Employment Opportunities in Accounting’ in 2013.
- KPMG organised a workshop on ‘Personality Development and Training in Organisational Behaviour’ in 2012.

Department of Elementary Education:

- Since 2013, an annual workshop on Technology for Mathematics Teaching and Learning has been conducted by the department of Elementary Education for all colleges of DU.
- Since 2011, workshops on Storytelling as a pedagogic tool have been organised.
- Responding to concerns raised by fourth year students on issues of sexuality that they frequently face during their school internship, an interactive session was organised in 2014-15, where resource persons from TARSHI interacted with the students.
- Several Self-Development Workshops were conducted by Ms. Jayamala Iyer throughout the year in 2013-14.
- The B.El.Ed. Department in collaboration with the *Ahimsa* Trust organised a two day workshop on ‘Mindfulness and Applied Ethics in Education’ in 2012-2013.
- A workshop on ‘Scientific Toys’ was conducted in 2012-13 to design toys based on scientific principles to enhance students’ understanding and application of concepts.
- Workshops on ‘Classroom Management’ was conducted by Ms. Heemal Handoo Bhat, Head of Linguistics, SRDAV Public School in 2011-12 and 2012-2013.

Department of History:

- A workshop in association with INTACH was conducted to teach students Manuscript Conservation in 2012. This was followed by a Career Fair.

Department of Journalism:

- A Video Editing Workshop was conducted in 2015 by Mr. Shaz Syed to teach students how to use Final Cut Pro 10, an Editing software. Mr. Faraz Farooq, Assistant Professor, Department of Architecture, Jamia Milia Islamia and Mr. Bhriugu Kalia, an Architect and Graphics Designer conducted another two day Graphics Designing Workshop.

- A four-day workshop on camera and non-linear video editing was conducted in 2014 by Pallavi Paul.
- A two-day practice-based certificate course was offered by Chitra Subramaniam on 'Journalism as a Public Good' in 2014.
- A training interaction with the women journalists of *Khabar Lahariya*, Geeta and Guddi and Poorvi Bhatnagar from Nirantar, was held in 2014 which focused on communication for development and rural journalism.
- A film appreciation workshop was conducted by Prof. Suresh Chabria from FTII and organised by PSBT.
- Journalism students participated in the FICCI organised workshop on 'India's Position on Internet Governance in the UN' held in 2012.
- A two-day documentary film production and camera workshop was conducted by Ms. Laili Dutta, documentary film maker and cinematographer and Ms. Saumya Varma from JMI and an Editing Workshop was conducted by Mr. Imran in 2012-13.

Department of Mathematics:

- A 'Latex' workshop was held in 2015 to facilitate writing research papers.
- 'Technology and Innovations in the Mathematics Classroom', a two-day workshop for mathematics teachers and teacher-educators was organised by the departments of Elementary Education and Mathematics in 2013.
- 'Number Theory And Cryptography', 'Ramanujan Mathematical Society'– Under-Graduate Teachers Enrichment Programme was organised in 2013.
- A 2-day Lecture Workshop on 'Linear Algebra and its Applications' was organised by the Mathematics Department to commemorate the year 2012 being declared as the National year of Mathematics.
- A National Workshop and Training Programme, funded by the UGC, NBHM and CSIR was held in 2012.

Department of Political Science:

- A Research Methodology Workshop was conducted by Ms. Vinita Shah to help students embark upon their research project in *Zamrudpur* in 2014.
- A Theatre Workshop facilitated by the Space Theatre Ensemble was organised in 2013.
- CREA facilitated a workshop on Understanding Sexuality.

Department of Psychology:

- Dr. Vasanta Patri of the Indian Institute of Counselling held a Counselling Skill Training workshop for students in 2013.
- Dr. Nimmi Hutnik conducted a workshop on Cognitive Behavioural Therapy (CBT).
- Rashi Bijlani, a practising dance movement therapist, demonstrated and taught how DMP can be used for children with special needs.
- A workshop to enhance body satisfaction titled 'Mirror Mirror on the Wall: Am I the Loveliest of Them All?' was conducted by Dr. Kanika K. Ahuja.
- As part of the seminar, 'The Flight of the Dove: Building Culture of Peace in the Classroom' a series of workshops were organised, including 'Pedagogy of Peace' by Dr. Shweta Singh, 'Deconstructing the Other' by Ms. Jaya Iyer and 'Appreciating Diversity' by Ms. Shreya Jani in 2013.
- A workshop by Dr. Pulkit Sharma on 'Trauma Counselling' was held in 2011.

Department of Sanskrit:

- A workshop on Vedic Chanting was conducted by the department under the guidance of Dr. Subhadra Desai in 2014.

Department of Sociology:

- A workshop by Study in United Kingdom (SIUK) on requirements to secure admission abroad and a mock IELTS test was organised in 2014.

VAPP:

- VAPP conducted a two-day Bamboo and Cane making Workshop with artisans from Hanuman Mandir, Delhi in 2015.
- A workshop was conducted by *Pravah* on issues of social justice in 2015.
- A workshop was organised with Connecting Dreams Foundation on the empowerment of youth and women in rural India in 2014.
- A training session on ‘Natural Dyes and Fibres and Eco-friendly processes of Sustainable Development and Consumption Practices’ was organised in association with All India Artisans and Craftworkers’ Welfare Association.

WDC:

- A workshop facilitated by Dr. Masum Momaya, Museum curator at the Smithsonian Institution, Washington D.C. on ‘Indian Women in America through the eyes of artists’ was organised in 2014.
- A workshop in association with the RAHI Foundation organised on the theme of ‘Disclosure Training’ in 2013.

3.1.7 Provide details of prioritised research areas and the expertise available with the institution.

The prioritised research areas of LSR College are Women’s Education, Inequities Redressal through Sustainable Development, Gender Studies and Peace Studies. The college has prioritised these as they encourage an inter-disciplinary approach, while focussing attention on our main strength—the promotion of liberal arts and social sciences. LSR believes in creating awareness and generating social consciousness in these areas through the research conducted by faculty members and students. In fact, LSR stands for Leadership with Social Responsibility, a motto that has informed the research choices of our faculty and students. The college has set up the ASSK Centre for Peace to coordinate research in these core areas. Over the last two years the college has been organising Academic Congresses on Gender. Last year, in association with the Woodrow Wilson International Centre and Institute on Women in Public Service Project (WPSP), LSR organised a Roundtable bringing together South-Asian women leaders called ‘Where Women Lead: Educating For Public Leadership’. In collaboration with the Henrich Böll Foundation, the Economics Department organised a South Asia Regional Autumn School in 2011 for young professionals from different countries on the theme ‘Global Finance in South Asia; a Gendered Perspective’. Please refer to **2.3.6** for details. Please refer to the Evaluative Reports for areas of expertise of individual faculty members.

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students.

LSR encourages research for both faculty and students and goes out of its way to attract eminent scholars and researchers to interact with the former to stimulate intellectual activity. Please refer to **7.2.1** for details.

- A fully endowed Chair—the Manohar Shyam Joshi Chair – has been set up in the Journalism department.
- The Dr. S. M. Luthra Memorial Lecture is an endowed Lecture Series.
- The college organises and encourages departments as well to hold national and international seminars. The names of each of the departmental academic meets have been mentioned in section **3.1.6**.
- Visiting or outstation scholars are also invited to take up residence in the LSR Hostel. There are two well-appointed guest rooms for such visiting scholars who are invited to stay there with the permission of the Governing Body. Many eminent personalities have stayed in the Residence Hall and include Dr. Anuradha Dooney, Mr Anant Patwardhan, Dr. Rose Sackefiyo, Prof. Jens Christiansen, Dr. Jean Bacon (Welhams College, USA) and others. Sarah Stewart from SOAS will be the scholar in residence from Jan 2016 to March 2016.
- The college partners with scholarship bodies and trust to promote exchange of scholars and researchers. Several Fulbright scholars have visited and taught at LSR including Dr. Janis T. Henson (1991), Dr. David Lynn (1996 and 2001-2002), Dr. John Webb (2012-2013) and Dr. Matthew Wholery (2013).
- Several MOUs with foreign universities that not only promote the exchange of students but also of faculty have been put in place. Please see **3.7.5** for details.

3.1.9 What percentage of the faculty has utilised Sabbatical Leave for research activities?

Previously, as per the Leave Rules of DU, there was no provision for Sabbatical Leave for teachers in Under-Graduate Colleges of DU. Subsequently following the Sixth Pay Commission, permanent teachers of LSR who have completed seven years of service as Reader/Associate Professor can be granted Sabbatical Leave to research or study. This type of leave can be granted for one year at a time and two times in the entire career of the teacher, as per DU rules. The DU notification to grant this kind of leave came to LSR towards the end of 2013. As Sabbatical Leave has still not been deliberated upon exhaustively in the Staff Council, no teacher has availed of this leave. However, many teachers have availed of doctoral and post-doctoral study leave as well as extra-ordinary leave for study and research purposes. Please refer to **Table 3.1.3** for details.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land).

LSR has taken the following initiatives in creating awareness and transferring findings to students and community:

- Women in Public Service Project 2014 (Please refer to **7.2**)
- ENACTUS - Entrepreneurship Action and Us (Please refer to **7.2**)
- Connecting Dreams Foundation (Please refer to **7.2**)
- PARI 2015 (Please refer to **7.2**)
- Academic Congresses on Gender: In 2013-14 a gender survey was conducted and in 2014-15, a safety audit was conducted. The findings of both were disseminated in the seminar as also widely reported in the media. (Please refer to **3.6.6**)
- Zamrudpur Health project (Please refer to **3.6.6**)
- To disseminate the findings of the two innovation research projects funded by DU, national level seminars were organised on ‘Corporate Social Responsibility’ (2012) and ‘The Flight of the Dove: Building Cultures of Peace in the Classroom’ (2013).

- DU organises its annual cultural festival *Antardhwani* attracting 50,000 students from over 60 constituent colleges and laypublic. Innovation plaza in the festival showcases undergraduate research of colleges, an event in which LSR participates and advocates findings of the research of its innovation projects.
- Various journals and newsletters published by departments and societies of the college provide an opportunity to share findings with the academic community. (Please refer to 5.3.4)

3.2 Resource Mobilization for Research

3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

LSR is an under-graduate college affiliated to DU. Almost the entire grant that comes to the college from the UGC is utilised for Salaries and Allowances for the teaching and non-teaching staff and Maintenance. There is no separate provision for research in the budget as per the provisions of DU and UGC. However, the college actively encourages teachers to apply to various funding agencies for research/travel for research grants. Among the leading funding agencies one may mention UGC, DU, Ford Foundation, ICHR, Ambedkar University, Labour Institute, IGIPESS and NBHM. Please refer to 3.1.5 and 3.2.7.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research?

As of now there is no provision in the college to provide seed money to the faculty for research, as whatever grant comes to the college is disbursed according to the guidelines of DU and UGC. The college is however actively looking to provide or make available some funds to promote research among faculty within DU guidelines.

3.2.3 What are the financial provisions made available to support research projects of students?

- DU does not make any special financial grant to support student research in colleges but since 2012, students are encouraged to be part of inter-disciplinary Innovation Projects. LSR has been awarded 5 Innovation Projects so far.
- Every year, the Sociology Department undertakes a field research trip to different parts of India with students and a faculty member. The college provides approximately Rs 10,000 each year to meet the cost partially.
- From 2013, DU started the *Gyanodaya* Express, an educational train journey. The college encouraged its students to be part of this research trip initiated by DU. LSR students have been thrice on the Gyanodaya Express, fully funded by DU. In December 2014, they went on a research and learning trip to the North East.
- The department of Elementary Education carries out regular field visits and assigns project work to the students to do research, which forms an integral part of the teaching learning process. Students are required to do internships in various schools as part of their coursework and apply their classroom knowledge in the field.

3.2.4 How do various departments and staff interact in undertaking interdisciplinary research? Cite examples of successful endeavours and challenges faced in organising interdisciplinary research.

There are two formal channels that promote interaction between departments and between faculty and students in the conduct of inter-disciplinary research.

- The Faculty Research Forum, discussed in **3.1.2**, actively promotes inter-disciplinarity in research.
- Since 2012 faculty members from several departments have been working together as part on Innovation Projects sponsored by DU. A list of such projects has been provided before in **3.1.5**. Through both these forums, faculty and students become acquainted with the strengths and necessity of collaborative and inter-disciplinary research work.
- Inter-disciplinary research is particularly important in a Liberal Arts Institution like LSR. However many challenges remain. There is always scope for improvement in the financial, library and e-resources that are available.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

- LSR believes in giving to faculty and to the students, equal and constant access to all its resources and its infrastructure. For instance, all second year students were provided with laptops under the FYUP programme. Please refer to **Criterion 4** for further details.

3.2.6 Has the Institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

LSR has received two grants, one from industry and the other from the UGC for the development of research facilities.

- To promote research, the college sought to set up a dedicated Learning, Research and Resource Centre and applied for financial assistance in 2005 to UGC towards this end. The objectives of the Centre are research and encouragement to learning. The UGC sanctioned an amount of Rs 3 crores.
- In collaboration with the KPMG Foundation, REACH in 2013 started the process of setting up a state-of-the-art Resource Centre for students with disabilities. It was designed to have the latest and most appropriate assistive technology (including a Braille Embrosser, Screen Reading Software, Lex-Cam Scanner, Book Scanner, DAISY Recorders and Players and ten computer systems with OCR Software both in English and Hindi) and equipment to ensure accessible study material and provide a proper research environment. This technology would ensure that students with disability reach their full potential and become self-reliant, independent and productive members of society. It was named *Swavalamban* and inaugurated in 2014. The KPMG Foundation funded this effort in its entirety.

3.2.7. Enumerate the support provided to faculty in securing research funds from various agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years.

Faculty members are encouraged to apply to UGC and other funding agencies like UNICEF, UNIFEM, ICHR, DU and the Ministries of Culture or Human Resource Development for grants to conduct research. Over the last four years several teachers have secured such grants and

conducted research. Refer to 3.1.5 for a comprehensive list of faculty members who have availed of grants from different agencies. Further, a list of faculty members who have received grants for participating in conferences/travelling for research during the last four years is provided below.

2014-15

Name of Faculty Member	Amount Granted & Received	Funding Agency	Purpose
Mr. Mahesh Kumar	70,000 (INR)	NBHM- Dept. of Atomic Energy (GOI)	Travel
Dr. Jonaki Ghosh	66,000 (INR)	NBHM- Dept. of Atomic Energy (GOI)	Travel
Dr. Kanika K. Ahuja	1,63,395 (INR)	UGC	Travel & Conference Registration
Dr. Krishna Menon	1800 (USD) + 260 (USD)	Association for Asian Studies, Chicago	Travel & Conference Registration
Ms. Rina Kashyap	1,20,936 (INR)	UGC	Travel
Ms. Arti Minocha	1400 Pounds	BCL	Travel for Research

2013-14

Name of Faculty Member	Amount Granted & Received	Funding Agency	Purpose
Dr. Anjali Bhatia	1,52,943 (INR)	UGC	Travel
Dr. Krishna Menon	8000 (NOK)	Arctic University, Norway	Travel
Dr. Arvind Kumar	1,18,2729 (INR)	UGC	Fellowship Grant

2012-13

Name of Faculty Member	Amount Granted & Received	Funding Agency	Purpose
Dr. Kanika K. Ahuja	57,994 (INR) + 495 (USD)	LSR College	Travel and Conference Registration
Dr. Kalyani Akalamkam	10,884 (INR)	UGC	Travel
Ms. Arunima Ray	1,00,484 (INR)	UGC	Travel
Dr. Madhuri Subodh	74,190 (INR)	UGC	Travel
Dr. Krishna Menon	1,09,235 (INR)	UGC	Travel
Dr. Veena Ravikumar	94,170 (INR)	UGC	Travel

2011-12

Name of Faculty Member	Amount Granted & Received	Funding Agency	Purpose
Dr. Kalyani Akalamkam	77,831 (INR)	UGC	Travel
Dr. Bindu Menon	83,460 (INR)	UGC	Travel
Dr. Kanika K. Ahuja	1500 (USD)	Smith College, US	Travel
Dr. Krishna Menon	1,10,000 (INR)	DU	Travel
Dr. Madhu Grover	45,236 (INR)	DU	Travel
Dr. Sushila Madan	1,24,744 (INR)	UGC	Travel

3.3 Research Facilities

3.3.1 What are the research facilities available to the students and research scholars within the campus?

The policy of the Institution for creation and enhancement of research facilities and infrastructure has been guided by the principle of need, utility, maximum reach and access. Central to the infrastructural planning in LSR is the need to facilitate, support and enhance both the teaching-learning process and research activities. Please refer to **4.2** and **4.3.6**.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

As part of the institutional strategy for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research, the college sought the help and assistance of UGC to establish the Learning, Resource and Research Centre. This centre has been envisaged as a meeting place for scholars of the South Asian region especially to meet and work together, exchange ideas and pioneer research that would centre around the core research themes that the institution has specifically chosen to target- that of development, gender and peace. As an institution with an avowed feminist disposition, these issues are studied from a gendered lens.

The Dr. Bharat Ram Academic Complex equipped with well-lit classrooms, common rooms, faculty lounges, media lab and two state-of-the-art conference rooms, exhibition halls and an amphitheatre has been the result of the institution's strategy to upgrade its infrastructure. Non-teaching staff is also continuously involved in the planning and execution of the research activities that the college undertakes.

Wi-Fi connectivity, the availability of laptops, special aids for visually challenge members and provision of access to wheelchair bound persons is part of the institution's strategy to make the research climate of LSR inclusive and diverse.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments/facilities created during the last four years.

The college received a grant of Rs 3 Crores from the UGC to build a Learning Research and Resource Centre- the ASSK Centre for Peace is a result of this grant. The Dr. Bharat Ram Academic Complex is also a result of the grant from the UGC. Many well-wishers of the

institution, including some members of the Governing Body, have also made individual donations to the building fund.

3.3.4 What are the research facilities made available to the students and research scholars outside the campus/ other research laboratories?

LSR believes firmly in the spirit of sharing knowledge and spreading the light of learning. This calls for intellectual and academic partnerships across the length and the breadth of the country as well as across borders. Students and faculty members use the LSR library as well as other leading libraries in Delhi.

3.3.5 Provide details on the library/ information resource centre or any other facilities available specifically for the researchers?

LSR has access to N-list and through this access to a wide array of web based data. The existence of Wi-Fi services as per the DU specifications ensures that scholars can access a variety of websites in their quest for greater knowledge and information.

The faculty of the college has membership of a wide variety of libraries and resource centres across Delhi. Archival source material and old records etc. are also made available to our faculty by the National Archives, Election Commission, Indian Statistical Institute and many others.

3.3.6 What are the collaborative research facilities developed/created by the research institutes in the college? For ex. Laboratories, library, instruments, computers, new technology etc.

The Office of International Programmes instituted by the college and the ASSK Centre for Peace are the two primary wings of the college that have been set up specifically to forge links with research institutes. The ASSK centre has conducted various collaborative activities with scholars and students from Pakistan, Australia, and South Africa. The Centre has invited leading scholars and activists and writers and journalists to visit and present their work. The library of ASSK Centre has invaluable resource material on peace, gender and sustainable development. The OIP has organised Skype sessions with universities abroad. For details, please see 4.3.5.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

- **Patents obtained and filed (process and product)**

No patents were obtained or filed because being primarily a liberal arts college it is currently beyond the scope of our academic activities.

- **Original Research contributing to product improvement-**

Cleaning Liquid project (2014-15) undertaken by the LSR chapter of ENACTUS, involved the production of liquid dish washing soap by underprivileged communities and then selling it in reused or recycled PET waste bottles. The efforts of ENACTUS have been widely acclaimed and received media attention. ENACTUS, LSR has been the recipient of KPMG Business

Ethics Grant 2013, TATA chemicals competition grant 2014-15 and Walmart Women Economic Empowerment 2014 Grant.

• **Research studies or surveys benefiting the community or improving the services**

The teachers and students of the departments of Sociology, Economics and B.A. Programme worked on a DU funded innovation project titled ‘The Successful Professional Woman: Work-Life Balance and Well-Being’ (2013-15). The findings can benefit the community by giving recommendations towards achieving greater work-life balance for women professionals.

The teachers and students of the departments of Commerce and Statistics worked on a DU funded innovation project titled ‘The study of corporate social responsibility practices of MNCs in India’ (2012-13). Using the HILLS index, the study gave concrete recommendations to the corporate towards making their CSR initiatives more sustainable and beneficial to larger numbers.

The teachers and students of the departments of Psychology, Elementary Education and Political Science worked on a DU funded innovation project titled ‘The Imprisoned Dove: Transcending Conflict and Building Cultures of Peace’ (2012-13). Findings of the study were used to create and conduct workshops for students and teachers of schools to enable them to understand their respective roles in the creation of peaceful communities. The project received appreciation and acclaim all around and was shortlisted by the University to be showcased in Antradhvani-2014 in a special area of display based on its success and high rating from amongst those awarded in the first phase.

• **Research inputs contributing to new initiatives and social development**

The teachers and students of the departments of Mathematics and Commerce worked on a DU funded innovation project titled ‘Reverse Logistics-An Innovative Approach to a Sustainable Green Environment’ (2013-15). The findings helped in developing a mathematical model on how reverse logistics can be efficiently implemented within the activities of colleges to control the problem of E-waste. The project has contributed towards social development by creating awareness about the harmful impact of irresponsible handling of electronics on the environment and the community. It also resulted in a tie-up with an NGO called *Chintan* to help in collecting e-waste in college towards reducing environmental degradation.

The teachers and students of the departments of Psychology and English worked on a DU funded innovation project titled ‘*Vasudhaiv Kutumbkam*: Creating Sustainable Global Partnerships in Higher Education’ (2013-15). The research suggested that both teachers and students were open towards the presence of foreigners in their classrooms and perceived several benefits from global partnerships, such as the knowledge of other cultures and a more stimulating learning environment. Such a study suggests that the international collaborations should be taken seriously enough to merit a detailed report on the experience.

3.4.2 Does the institute publish or partner in publication of research journal(s)? If ‘yes’, indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

Faculty and students from LSR in collaboration with Smith College produce an online journal titled *Voices & Visions*. Centred at the Kahn Liberal Arts Institute at Smith College, *Voices & Visions* is a journal of creative work by students from women’s colleges and universities around the globe. The journal originally grew out of a 2013 meeting of Women’s Education Worldwide, an organisation of 60 member institutions representing women’s colleges in 15 countries. The goal of this journal is to provide a forum for young women to express themselves in a range of creative formats, and to offer insight into the lives of young women around the

world. It accepts fiction and non-fiction prose, poetry, photography, video, and visual artwork in any medium.

Voices and Visions Journal is published yearly. The deadline for submission is April 1. New issues are published online on the journal's Web site on September 30 (Available at <http://voicesandvisionsjournal.com/>). All submissions are reviewed by student editors at Smith College and LSR. Each submission is edited for accuracy, consistency, spelling, grammar, and punctuation conventions.

The department of Psychology publishes a journal 'The Learning Curve' which has been accredited with an online ISSN number (ISSN: 2321-7057). The journal printed regularly since 2011, publishes empirical and review papers. Inter-disciplinary research work is prioritised for publication. Papers from professors teaching in foreign universities have also been received and published in the journal. All manuscripts undergo an extensive three-tier review, encompassing internal reviews by the Department editorial board, a double-blind peer review, and reviews by experts. The department's editorial board consists of 15 students (2 chief editors, 2 assistant editors and 11 correspondents), guided regularly by the teachers.

3.4.3 Give details of publications by the faculty and students:

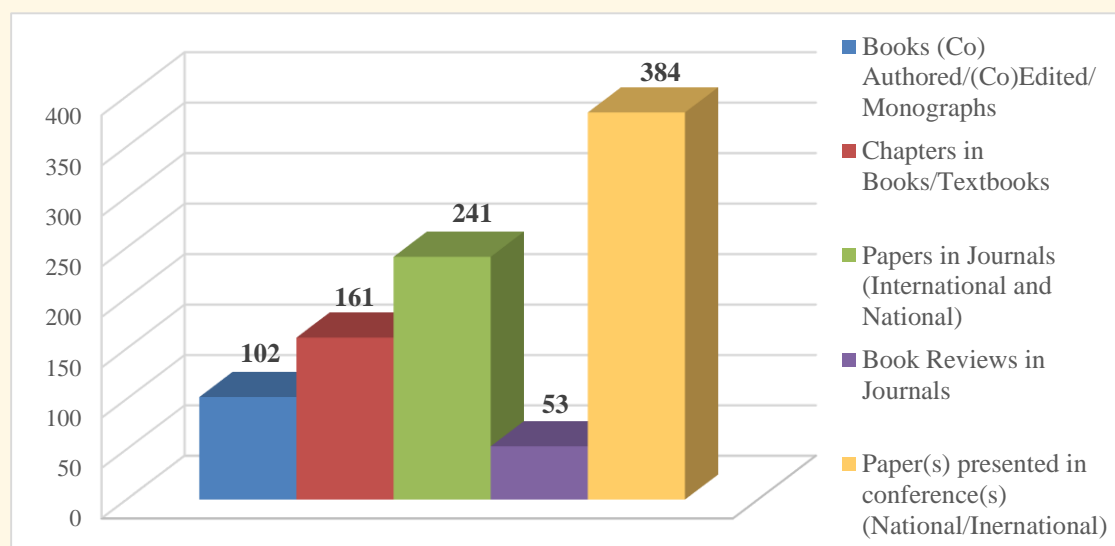
Please refer to the following for department-wise faculty publications. For details of individual faculty, please refer to **Table 3.4.3** as well as the Department Evaluative Reports.

S.no.	Department	No. of Faculty	Books (Co)Authored/ (Co)Edited/ Monographs	Chapters in Books/ Textbooks	Papers in Journals (International and National)	Book Reviews in Journals	Paper(s) presented in conference(s) (National/ Internationals)
1	Principal	-	4	4	8	-	14
2	Commerce	6	3	4	3	-	6
3	Computer Application	1	14	8	11	-	15
4	Economics	10	-	10	10	1	11
5	Elementary Education	10	11	38	15	3	42
6	English	17	15	19	15	10	52
7	Journalism	4	7	8	9	5	22
8	Hindi	7	12	11	17	1	9
9	History	12	9	17	26	13	39
10	Mathematics	10	-	7	17	-	25
11	Philosophy	4	3	-	7	1	-
12	Physical Education	1	-	1	1	-	5
13	Political Science	12	5	22	20	14	59

14	Psychology	9	14	5	34	2	39
15	Sanskrit	3	-	5	-	-	16
16	Sociology	4	3	-	1	3	15
17	Statistics	7	2	2	47	-	15

Figure 3.4.3 presents the academic output by the current faculty of LSR at a glance.

Figure 3.4.3: Academic Output of Current Faculty



Publications by students

Several students have contributed articles and poems to **departmental Journals** like *Ijtihad* of the department of History, *Nahar*, Annual Magazine Sociology, The Sociologists' Manifesto, Bulletin of department of Sociology, *Eclat*, Journal of Mathematics, *Sandrishri*, National Service Scheme Journal, *Noesis*, Journal of Philosophy department, *Quantum*, Mathematics newsletter, Mathematical Spectrum, Mathematics magazine, *Zeitgeist*, Journal of Psychology department, *Ankur*, Journal of Prakriti society, *The Political Gazette*, Journal of the department of Political Science, *Baal Rang Samvaad*, the Hindi department Journal, and The LSR College Magazine. Several students also contribute to **blogs maintained by various departments:** Psychology (Lsrpsychology.WordPress.com), Philosophy (nomatternevermindphilo.WordPress.com), History (<https://lsrhistory.wordpress.com>), English (<http://lsrenglish.weebly.com/>), Mathematics (Lsrmathematics.wordpress.com) and Journalism (lsrcollegejournalism.org). Many students write their own blogs too.

Some other selected students publications outside of college in the last few years are as follows:

Yamini (Psychology) along with Bir, P. and Sharma, S. (2014) presented her **paper** 'The effect of physical activity on psychological wellbeing' at International Congress on Sports Psychology at Indira Gandhi Institute of Physical Education and Sports Science. Their paper was published in the Conference Proceedings book titled *'Exercise and Sports Psychology in 21st century: Research and Application Perceptive*, New Delhi. Pg. 313-318 (ISBN 978-811-7873-077-6). Narula, S., Chari, P., Humtsoe, K. (2014) from the department of Psychology published 'Love and Attachment: A Correlational Study between love styles and attachment patterns' in *The Learning Curve, Vol. 3*, pg 34-43 (On-line ISSN: 2321-7057).

Sukhmani Gandhi (Philosophy) wrote a **novel** ‘*The Shadow of the Dark Soul*’ (2015), Cypher Publishers, ASIN No.-B010N7SA5Q <http://www.amazon.in/dp/B010N7SA5Q>. Her story was also selected for an **anthology** ‘*We are not alone*’ published by Cypher Publishers, pg. no. 112-113 (ASIN no-B00SOR0LYX)(Available at We Are Not Alone; Cypher Publishers; ASIN No.-B00SOR0LYX www.amazon.in/Are-Not-Alone-Second-Edition/dp/B00SOR0LYX)

Urvashi Kindo (Elementary Education) wrote a story ‘I Wish I was Never A Child’ that was published in Chas, An Anthology of Literary pieces, A Lituminati Publication (20-4-2014).

The students of Journalism department from all years have been actively contributing their articles to prominent **national and local newspapers**. Shaina Ahluwalia contributed ‘Let the trials begin in DU’ to HT City, Delhi Edition (11/06/2015); ‘Let’s Break The Myth’ (12/06/2015) and ‘Not from Delhi?’ on 13/06/2015 under Campus Calling Section for Hindustan Times, HT City. Her other articles published were titled ‘Meme Sensation’ on 17/06/2015; ‘Twitterati goes into a Tizzy over St. Stephen’s cut-offs’ for the front page on 18/06/2015; Interview called ‘Right from the Geek’s mouth’ on 18/06/2015; ‘Non-Dilli Aspirants share home hunt worries’ on 27/06/2015; ‘Great expectations’ on 28/06/2015 and ‘It’s all about easy commute’ on 07/07/2015; all of which can be viewed at (<http://www.htsyndication.com/htsportal/articles/byline/Shaina%20Ahluwalia>). Her article for college students titled ‘An Open to a College Fresher’ was published on the India Today website and can be viewed at (<http://goo.gl/iBJKa>). Azra Qaisar has contributed articles for Hindustan Times in December 2014 titled ‘In Srinagar, women who want a say will vote’, ‘Acid attack case: Police fail to nab culprits even after five days’ which can be viewed at (<http://goo.gl/gNYGU9>). Tarana Farooqi wrote for The Education supplement in Hindustan Times when she interned there for a period of two months from June 2013 to July 2013. She contributed an article per week which can be viewed at (<http://goo.gl/BDC5aC>).

Anushka Prasad (Journalism) and Anahita Sagar (Journalism) have written for Times of India, Education Times throughout June 2015 and June 2014 respectively. Anushka has had 8 of her articles in print, which are titled ‘Clear your doubts’, ‘Trial and tribulation’, ‘A classical move’, ‘My day lasts 12 hours’, ‘Keval Arora dramatic society’, ‘House hunting in Delhi’, ‘High cut-offs’, ‘Countdown begins at DU’ and can be viewed at (www.educationtimes.com). Anahita has contributed 6 articles titled ‘University Painted a rosy picture but first year was a mess’, ‘Badaun girls' killing: Brother on hunger strike’, ‘Old Delhi neither clean nor safe’, ‘Hurdle of additional criteria’, ‘With just 8 guards for 90 acres, park security is a joke’ and ‘Subject secured, outsiders finally head for hometown’ throughout June and July 2014. Bhanvi Satija (Journalism) has written extensively for The Hindu, Metroplus throughout July 2015. Her articles can be viewed at (<http://www.thehindu.com/profile/author/bhanvi-satija/>). The ones which came in print are titled ‘A life of Indignity’ (6/7/15), ‘Enjoying the run’ (6/7/15), ‘New posting for Chautala!’ (9/7/15), ‘In search of freedom’ (10/7/15), 13th July – ‘The inflated pride’ (13/7/15), ‘Once upon a time’ (16/7/15), 17th July - ‘Saqib Saleem : In no hurry’ (17/7/15), ‘A practising dancer!’ (23/7/15), ‘A life for dance’ (25/7/15), ‘the real through the imagined’ (27/7/15) and ‘Not a cake walk’ (30/7/15). A.R. Rakshita (Journalism) interned for the month of June 2014 and contributed about 21 articles for The Hindu main newspaper (Delhi edition) all of which can be viewed at (<http://www.thehindu.com/profile/author/a.-r.-rakshitha/>).

Students from other departments too contribute to **newspapers**. For instance, Esha Chandel (Commerce) contributed ‘Lesser known Army Stations’ to *Times of India* (students edition), NIE in 2012. Anushna Jha (Political Science) contributed ‘Ode to Inspiration’ to *The Telegraph*, Patna Edition on 25/04/2014. She also contributed ‘One Last Dance’ to the same paper on 27/11/2013; Wake Up or Sleep Forever on 08-12-2013; and ‘Of Floating Souls and

Fleeting Conscience’ on 07-01-2013. Shruti Sinha (Political Science) contributed ‘A Long Walk to Freedom’ to the *Millennium Post* on 13/6/2015. She also wrote ‘On her Maiden Journey’ for *Northern India Patrika* on 02-07-2015. Dakshata Sahni (Economics) contributed ‘Are friends the new family?’ to *Times of India* (students edition), NIE on 11-1-2011

Ekta Rawat (History) also writes extensively for **newspapers**, such as ‘Where Tibet and India Meet’ *Times of India*, June 2015; ‘U'khand's women defy gender laws’ (TOI, 22-6-2015), ‘State capital a blend of modernity and nature’ (TOI, 29-6-2015), ‘Indian Medical golf towers coming in Noida’, ‘Caustic truth, Get well soon Delhi Police’, ‘AAP makes a song and dance about democracy’, Yule have lots to sing about’ in *Pioneer* (December, 2014), ‘Hindu Marriage: Celebration of Patriarchy’ (The Indian Economist, 11-01-2014), ‘The Wall’ (Dainik Uttarakhand (06-01-2014). She also published five articles each in *DU Khabar* and *Fuccha*, online magazines between 2014 and 2015. Malvika Sharad (History) contributed ‘Down Memory Lane this X-mas’ to *Hindustan Times* Lucknow edition, on 23-12-2014. She also published ‘Bonding over Paan, a way of life in Banaras’ for the same paper on 01-12-2015. She also contributed ‘America k ek opera mein bandit queen’ to Amar Ujala, Shabdita, Platform’ on 06-08-2014.

Many students have written for **local newspapers** as well. For instance Shuchi Jain (Journalism) interned with Alwar Times (A local Sunday supplement of Times of India) from June to July 2014 and submitted articles titled ‘Mission Holidays’, ‘My Dad My Hero’, ‘Back to School’, ‘The lost love for books’, ‘Keep yourself cool this summer’, ‘The easy life with E-shopping’, ‘Follow your heart’ and ‘Creative Strokes’. Akanksha Varshney (Journalism) interned with the local rural print publication *Khabar Lehariya* and contributed articles. Nazia Naheed Husain (English) wrote ‘Ramadan: It is not only about fasting’ for The Lucknow Observer on 1-5-15.

Students have contributed to **magazines** as well. For instance, Chandni Ahuja (Journalism) contributed ‘Forgotten IPL Heroes’ to the magazine Sports Line India, June 2015 issue and Naila Grewal (Journalism) contributed her articles to magazines like ‘Open Magazine’ and ‘Harper Bazaar Bride, India’ for the June 2014 and August 2014 issues respectively. Many have also written for reputed Digital Magazines, like Ashna Bajaj (Journalism) has contributed 3 articles to Outlook India (June 2014 issue) which can be viewed at (<http://www.outlookindia.com/people/2/ashna-bajaj/15819>).

Poorva (Economics) has published extensively in *The Indian Economist*, an **online magazine**: ‘The start of startups in India’ (2/26/2015), ‘An average Indian ‘Voter's Psyche’ (02-11-2015), ‘CBFC: Messenger of God and Beyond’ (02-08-2015), ‘Furthering Financial Inclusion’ (2-1-2015), ‘Ghettoization: A Separate World’ (2-1-2015), ‘Whose India is it anyway?’ (2-9-2015), ‘Rise of the Social Entrepreneur’ (01-08-2015), ‘Are we using our resources right?: The Subsidisation Policy’ (12/31/2014), ‘Uber Rape Case: Who is responsible? A narrow and a broad perspective’ (12/29/2014).

Simran Khanna (English) contributed ‘PDP- BJP A coalition of compromise’ to The Indian Economist, an online magazine, on 1-2-2015 (available at <http://theindianeconomist.com/pdp-bjp-a-coalition-of-compromise/>). Zehra Kazmi (English) published a column series- “Ramzan with Zehra” and seven other articles for *Youth Ki Awaaz*, an online magazine (Dec 2014-July 2015). Baswapoor Srihitha (Economics) contributed ‘Sheep Penning-Need to sustain this unique practice’ to *Leisa India*, a magazine in March, 2015.

Mishika Jain (Economics) has contributed a number of articles in *Vskills*, a **blog** that is a Co-Initiative of Govt. of India and Govt. of NCT Delhi: 'Skill India: Namo's Dream Project' (30-6-2015) (<http://vskills.in/certification/blog/skill-india-namos-dream-project/>), 'The Role of HR in an Organisation' (14-6-2015) (<http://vskills.in/certification/blog/the-role-of-hr-in-the-organisation/>), 'The Child Labour and Recent Amendments made' (21-6-2015) (<http://vskills.in/certification/blog/child-labour-and-recent-amendments-made/>), 'The Swaraj Budget and the Education sector' (29-6-2015) (<http://vskills.in/certification/blog/the-swaraj-budget-and-the-education-sector/>), 'IIM Bill 2015- A threat to autonomy' (30-6-2015) (<http://vskills.in/certification/blog/iim-bill-2015-a-threat-to-autonomy/>). She also wrote 'Digital India: Digitizing the economy' for *The Campus Connect* (<http://thecampusconnect.com/digi-india/>). Krishna Priya and Mishika Jain (Economics) have also written for blogs such as Global Youth India and Youth Forum On Foreign Policy respectively in 2015.

Bhavya (History) and Sakshi Jain (Journalism) have contributed to **websites** such as Youth Ki Awaz. Sakschi Verma (English) has published in websites such as Readers Club Of Delhi and Listaka in 2015.

Students also contribute regularly to **publications (websites etc.) that cover DU**. For instance, Radhika Chugh (Journalism) and Swastika Jajoo (English) intern as correspondents with University Express from April 2015- present day and publish extensively. Alankrita Anand (Journalism) previously worked as a core team member of DU Beat and contributed about 20 articles from April 2014-March 2015 which can be viewed at (www.dubeat.com). In addition, Nazia Naheed Husain (English) contributed 'The Pressure Cooker that needs to be Escaped' (The Campus Connect, 07-06-2015) (available at <http://thecampusconnect.com/the-pressure-cooker-that-needs-to-be-escaped/>). Parmeet Kaur (English) contributed 'Corrective Rape: The 'Cure' for the LGBT 'Disease' is here and how?' (The Campus Connect, 04-07-2015) (<http://thecampusconnect.com/corrective-rape-the-cure-for-the-lgbt-disease-is-here-and-how/>). Deepika Agrawal wrote 'The LSR for Women' (<http://www.dutimes.com/lady-shri-ram-college-women/>) and 'Things we learn about college life from Bollywood' (<http://www.dutimes.com/things-learn-college-life-bollywood/>) for DU Times (05-07-2015). Asmita Nagpal (English) contributed 'Famous alumna of LSR' (The Campus Connect, 11-04-2015) (<http://thecampusconnect.com/famous-alumna-of-lsr/>), 'Types of girls you find in the LSR hostel' (The Campus Connect, 18-04-2015) (<http://thecampusconnect.com/types-of-girls-you-find-in-the-lsr-hostel/>), '10 things that go on in the mind of every fresher while he/she takes the first step into college' (The Campus Connect, 12-06-2015). Tanya Dhingra (English) wrote 'Things to keep in mind while approaching a girl from LSR' for Campus Connect (03-04-2015) (<http://thecampusconnect.com/things-to-keep-in-mind-while-approaching-a-girl-from-lsr/>), '5 places where LSR girls shop from' (Campus Connect, 12-04-2015) (<http://thecampusconnect.com/5-places-where-lsr-girls-shop-from/>), and '10 things to do in your first year' (Campus Connect, 20-6-2015) (<http://thecampusconnect.com/10-things-to-do-in-your-first-year/>). Pratibha Dahiya (English) contributed 'The White Battle: How fair is your skin' (DU Times, 07-01-2015) (<http://www.dutimes.com/white-battle-fair-skin-tone/>) and 'Her First Day at Work' (DU Times, 07-01-2015) (<http://www.dutimes.com/first-day-work-tale-prostitute/> -).

3.4.4 Provide details (if any) of

- Research awards and recognition received by faculty from reputed, professional bodies and agencies, nationally and internationally

Dr. Suman Sharma (Principal):

- UGC Research Project – South South Co-operation and the New World Order, 1983
- Nominated by the Indian Council for Social Science Research for an Indo-Sri Lankan Cultural Exchange Programme, 1998

Dr. Arvind Kumar (Commerce):

- Raman Fellowship for Post-Doctoral research, Ohio Wesleyan University, 2013-14
- UGC Minor Grant, 2009-2010
- Certified Entrepreneur Educator, Stanford University, 2010

Dr. Sushila Madan (Computer Science):

- UGC Minor Research Grant, 2001
- ‘*Stree Udhyami Award*’, Gandhi Smriti Darshan Samiti, Satyagrah Mandap, Delhi, 2015

Dr. Neelam Singh (Economics): Ford Foundation Scholarship for post-doctoral research, at Boston University, 1993

Ms. Kakali Barua (Economics): Young Labour Economist Award for the best paper presented at the Indian Society of Labour Economics, Punjab University, Patiala, 2009

Dr. Jonaki Ghosh (Elementary Education): CASTME (Commonwealth Association of Science Technology and Mathematics Educators) award in January 2002 for her project titled ‘*Mathematics Laboratory: A Means to Enrich School Mathematics*’. This was accorded the second prize in an international competition for innovations in Mathematics and Science Education.

Ms. Deepika Papneja (Elementary Education): Fulbright Scholar-in-Residence Fellowship for 2013-14 for teaching at the Department of Education, Thomas College, Maine, USA.

Dr Rita Joshi (English):

- British Council scholarship, at Girton College Cambridge 1981-1982
- British Council Short term grant under Visitorship scheme at Cambridge, 1981-82
- Charles Wallace India Trust Grant, at Cambridge 1992
- Associate-in-Residence, Indian Institute of Advanced Study, Simla, 2001-2004

Dr. Madhu Grover (English): British Council Short Term Research Grant, UK, 1999

Ms. Arti Minocha (English): Charles Wallace India Trust Grant, UK, 2014

Dr. Maya Joshi (English):

- LSR-Kenyon College Fulbright Faculty Exchange Programme Grant, 2002
- Associate-in-Residence Grant, Indian Institute of Advanced Study, Simla, 2004
- Charles Wallace India Trust Grant, UK, 2005

Dr. Shernaz Cama (English):

- UNESCO Seal of Excellence Award for Revival in Craft, 2008 and 2012
- Mancherji Edalji Joshi Memorial Trust 'Outstanding Contribution Award for Services to the Zoroastrian Community', 2004
- The Federation of Zoroastrian Anjumans of India, 'Mazda Education Foundation Award' for Education, Research, Science & Technology, 2004

Ms. Dipti Nath (English): Raj Kumar Kohli Prize for Best M.Phil paper in English, DU, 1999

Ms. Wafa Hamid (English): South Asian Undergraduate Student Leader Institute (SAUSLI) Grant, Dickinson College, Carlisle, Pennsylvania, 2005

Dr. Priti Prajapati (Hindi): Fellowship, Research Project in Literature – Niralake Kavyamein Vastuaur Roop Ka Dwandwa from MHRD, GOI, 1999-2000

Dr. Smita Sahgal (History):

- Research grant, Indian Council for Historical Research, 2014
- Research Grant, Indian Council for Historical Research, 2011
- Felicitated by the Romanian Embassy, Promotion of Indo- European Cultural ties, 2007
- Best Paper, Indian History Congress, 2006

Dr. Vasudha Pande (History):

- Research Fellow Nehru Memorial Museum and Library, Teen Murti, Delhi, 2013-14
- Fellow ILL, DU, 2010-2012
- Fellowship SEPHIS South Exchange Programme for Research on the History of Development, Erasmus University Rotterdam the Netherlands, 1996-1998
- Srikant Dutt Memorial Fellow, Nehru Memorial Museum and Library, Teen Murti, Delhi, 1984-1986

Dr. Ujjayini Ray (History): Felix Scholarship for Doctoral studies at SOAS, University of London, 1994

Dr. Pankaj Jha (History): Fulbright-Nehru Doctoral Research Fellowship, University of Texas at Austin, Tx, USA, 2013-2014

Dr. Bindu Menon (Journalism):

- Harold Coward India Research Fellowship at Centre for Studies in Religion and Society, University of Victoria, Canada from July 2015-December 2015
- Charles Wallace Archival Grant to work in various British archives and Libraries (2007)
- SPEAR Grant for archival work, Ratan Tata Trust, 2009

Dr. Shikha Jhingan (Journalism):

- Habib Kidwai Research Fellowship from the Media Resource Centre, AJK Mass Communication Research Centre, JMI, from January to December 2010
- SPEAR Grant for archival work, Ratan Tata Trust, 2009
- Fokus/IAWRT (International Association of Women in Radio and Television) to study 'History of the Female Voice in Hindi Film Songs' from August 2006 to July 2007

Dr. Vartika Nanda (Journalism):

- Laadli Media and Advertising Award for Gender Sensitivity, 2015 for her public service film – *Nanakpura Kuch Nahi Bhoolta*. This film was selected as the Best issue based Documentary in Hindi for the Northern Region.
- Mention in the Limca Book of Records (2015) for her book, *Tinka Tinka Tihar* (Co-authored with Vimala Mehra, IPS, DG, Tihar) as the first book of collection of poems written by selected women inmates of Tihar Jail
- Bharatendu Harishchandra Award (2005) for the book *Television aur Apradh Patraakarita*, 2007

Dr. Uma Versha Kakar (Mathematics): CSIR Fellowship, 1982**Ms. Jyoti Darbari (Mathematics):**

- Best Track Paper award, Fifth International Conference on Industrial Engineering & Operations Management (IEOM), Dubai, United Arab Emirates, 2015
- Best Track Paper award, International symposium, Indian Institute of Science, Bangalore, 2015
- Best Paper Application award, International Conference on Operations Research for Data Analytics & Decision Analysis (ICORDADA 2013), University of Kashmir, Srinagar, 2013

Mr. Yograj Singh (Mathematics): ISI M.Tech. Fellowship, 2009-11**Dr. Sangeetha K.S. (Philosophy):**

- Academic visitor, University of Cambridge, UK, 2011-2012.
- Commonwealth Academic Staff Fellowship to the UK, 2008-2009
- Charles Wallace India Trust Award for Post-Doctoral Research, UK, 2006-2007

Ms. Meenakshi Pahuja (Physical Education):

- Successfully swam the Robben Island, Cape Town, South Africa, 2014
- Ranked third at the annual 28.5 mile Manhattan Island Marathon Swim, New York City, 2014
- Swam 25 miles of the Great English Channel, 2014 after attempting it first in 2008 (first person from Delhi to do so)
- Nominated by the Delhi Government for Tenzin Norgay National Adventure Award, 2013
- Bronze Medal at the Labuan Sea Cross Channel event organised by the Malaysian Government, 2012
- Successfully swam the Ederle (17.5 miles), NYC SWIM-2012, Gangway One, Battery Park at North Cove Marina to Sandy Hook, New Jersey, 2012
- Featured in the Limca Book of Records for becoming the First Indian woman to successfully swim five lakes in five days during the Fourth Annual Tex Robertson High Land Lakes Challenge, 2010 (Lake Buchanan, Inks Lake, Lake LBJ, Lake Marble Falls and Lake Travis) held in Austin, Texas. She also featured in the Limca Book of Records for being the first to successfully swim around Key West, Florida (12.5 Miles) in 2011 in 7 hours, 10 minutes and 24 seconds
- First to swim Lake Travis Solo, Austin, Texas, USA, (12 Miles), 2011
- Participated in 20th International Marathon Swim and successfully completed the distance of 26.4 kms held at lake Zurich, Switzerland, 2007

- Bronze Medal in the 400 meters Individual Medley Women section, 10th Asia Pacific Aquatic Meet held at Pusan, South Korea, 1996

Dr. Krishna Menon (Political Science): Research grant (along with Dr. Rachna Johri), Ambedkar University, Delhi, 2015

Dr. Veena Ravikumar (Political Science): Article selected for a special edition, *The Best of TEL*, published by *The Equator Line*, April-June 2014

Dr. Anita Bagai (Political Science): T.N. Chaturvedi Award for Best Article in Indian Journal of Public Administration, 2014

Ms. Rina Kashyap (Political Science): Fullbright Scholarship for M.A. in Conflict Transformation and Peacebuilding, Eastern Mennonite University, Harrisonburg, Virginia, USA, 2005-2007

Dr. Shweta Singh (Political Science):

- Fulbright Scholarship for M.A. in Conflict Transformation and Peacebuilding, 2005-2007
- The United States, Department of State, International Visitor Leadership Award, 2010
- International Visitor Leadership Programme by United States (Department of State), 2010
- The Mahbub-Ul-Haq Award, Regional Centre for Strategic Studies, Colombo, Sri Lanka, 2013

Dr. Sunalini Kumar (Political Science):

- Oxford University Prize for the Best Paper, 2014, organised at the Radcliffe Centre for the Humanities, Oxford University
- CSDS Visiting Fellowship, 2015-16

Dr. Priti Dhawan (Psychology):

- LSR Research Grant (along with Dr. Ahuja), 2010-12
- UGC Minor Research grant (along with Dr. Dhillon), 2009-10
- Second prize for paper (along with Raina. A.), National conference on Mental Health Challenges 2020- A vision for the Future, held at Amity Institute of Behavioural and Allied Sciences, New Delhi, 2006

Dr. Kanika K. Ahuja (Psychology): LSR Research Grant (along with Dr. Dhawan), 2010-12

Dr. Megha Dhillon (Psychology): UGC Minor Research grant (along with Dr. Dhawan), 2009-10

Dr. Pankaja Ghai (Sanskrit): Research Grant, Department of Culture, MHRD, 2000-02

Dr. Sanjoy Roy Chowdhury (Statistics): UGC Minor Research Grant, 1998-2000

Dr. Madhu Bala Jain (Statistics): UGC Minor Research Grant (along with Prof. Sen), 1990

- **Incentives to faculty for receiving state, national and international recognitions for research contributions**

The names of the faculty members who receive any state, national or international recognition for their contributions as per information, are recorded in the College Annual Report and shared with the entire college community.

3.5 Consultancy

3.5.1: Give details of systems and strategies for establishing industry-institute interface.

LSR is a liberal arts Institution. Faculty may act as consultants to NGOs or other grass root level organisations or think tanks. Such consultancy is largely on an honorary basis. So consultancy is understood in a very academic context in LSR. While faculty are encouraged to take up consultancies there are no specific strategies or systems in place to encourage industry institute interface. However the students and faculty of the departments of Commerce and Economics are encouraged to interact with Industry through the organisation of Conferences, Seminars and Internships for students. In addition there is an active Placement Cell to encourage industry placement while NSS and other volunteers work with NGOs. Please refer to **1.3.4** for details.

3.5.2 What is the stated policy of the institution to promote consultancy? How is the available expertise advocated and publicised?

While LSR is in the process of evolving a clearly stated policy on faculty consultancy or think of ways to actively publicise and advocate the expertise that is available, the college does not act as an impediment to teachers wishing to offer their services as consultants. In fact teachers are encouraged to offer their expertise to Industry and NGOs individually and inform the college about such links.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

LSR encourages its faculty members to interact with NGOs and industry whenever possible. In case of large lump sum payments it encourages faculty to deposit 25% with the college. Faculty members locate opportunities for consultancy independently. However, LSR does provide leave, if required, as per DU leave rules.

3.5.4: List the broad areas and major consultancy services provided by the institution and the revenues generated in the last 4 years.

At an individual level faculty have been consultants for various kinds of institutions, like NGOs, Ministries, other National and International Educational institutions, Selection Committees, Administrative Staff Colleges and Research Committees as well as Industry for several years.

Following are the details of such consultancies provided over the last few years.

Many faculty members have been part of **Selection Committees in Schools and Universities or for GOI** (K. Kalyani, Tripti Bassi, Pooja Singh from B.El.Ed.), Sunita Gupta, Madhubala Jain, Renu Kaul and Anuradha Sarkar (Statistics), Kanika K. Ahuja (Psychology) and Krishna Menon (Political Science) as well as **Resource persons** in Administrative Staff Colleges like in JNU, CPDHE, and Jamia Milia Islamia. Among the latter are Meenakshi Pahuja, (Physical

Education), Krishna Menon (Political Science), Vasudha Pande (History), and Sanjoy Roy Chowdhury (Statistics). They were invited as resource persons due to their expertise in their areas of study.

Syllabus making and **departmental research committees** are other areas where LSR teachers are very active. Ujjayini Ray (History), Krishna Menon (Political Science), Anjali Bhatia (Sociology), Majula Bhandari (Sanskrit), Parul Bansal (Psychology), Vasudha Pande (History) are, and have been members of departmental research councils of DU and other universities (Kumaon University). The faculty has contributed extensively in curriculum development of DU as well as other universities like AUD, LBS, AA, Sikkim University, Kashmir University, NCERT, ILL, ISCE, SCERT, Jamia Milia Islamia, NIOS, IGNOU, CBSE, Vishakhapatnam University, GGSIPU. Meenakshi Pahuja (Physical Education) was consulted by the NCERT to review health and physical education material and by the DU Sports Council Executive Committee as well as the Physical Education Foundation of India and the Rope Skipping Federation of India. For details, please refer to **1.1.6**.

The MHRD, various ministries and other governmental institutions like the UGC, DD etc. have often sought advice from the faculty of LSR on a variety of matters as have **editorial boards** of various Universities and Publishing Houses. Maya Joshi (English) has been an editorial consultant for the Tibet House Bulletin and SPACE, Journal of SPA, Parul Bansal (Psychology) has been an Editorial Consultant for Tata McGraw Hill, Ujjayini Ray (History) was Series Editorial Consultant to Macmillan for class 9 and 10 textbooks.

Nayana Dasgupta (History) is advisor to Oxford University Press on history textbook content, Kanika K. Ahuja (Psychology) has been a **reviewer** for Sage publishers, Sunalini Kumar (Political Science) is part of the editorial board of New Text Publishing and a peer reviewer of EPW, Nidhi Sinha (Political Science) is an associate editor of the Eurasian Report, Krishna Menon (Political science) is a peer reviewer of the Journal of Creative Communications and the Global Health Review, Bhavneet Kaur (Mathematics) is part of the review board of The International Journal of Astronomy and Astrophysics and Advances in Space Research. Sushila Madan (Computer Science) has been contributing as a member, editorial board to the International Journal of Information Communication Technologies and Human Development and the Cyber Times (International Journal of Technology and Management) while Smriti Sharma and (Elementary Education) is a **mentor** with the MHRD on Teacher Education in Jharkhand as well as good practices in teacher recruitment, training and management, and Priti Dhawan (Psychology) is a consultant to GAIL on various matters.

Vartika Nanda (Journalism) was an **advisor** to the Delhi Police **on media matters** (CAW cell), media advisor to Ministry of WCD and consultant to Prasaar Bharati for the selection of programmes, Rina Kashyap (Political Science) was consulted by Prasaar Bharati for the programme 'Heart of the Matter'. Krishna Menon (Political Science) was a researcher for Doordarshan's longest running talk show 'In Conversation' with Rajiv Mehrotra. Sunalini Kumar (Political Science) was a consultant to Star Plus for the programme *Satyamev Jayate*. Rukshana Shroff (English) was the subject expert for a UGC sponsored and funded film on the Renaissance and Madhu Grover (English) was the subject expert for the film 'The City in T.S. Eliot', both films produced at JMI and broadcast on DD national television for the UGC Distance Education Programme.

Veena Ravi Kumar (Political Science) is an advisor to Manipal University and Christ College of Bangalore, while Sushila Madan (Computer Science) was Director of the Vivekananda Institute of Professional Studies (GGSIP University), helped in the recruitment of Computer Science PGTs for the Kendriya Vidyalaya Sangathan, and was adjunct faculty at Banasthali

University. Jonaki Ghosh (Elementary Education) was consulted by the MHRD as part of the Rashtriya Aavishkar Abhyan Scheme, Pooja Singh (Elementary Education) was called as an expert to the department of Teacher Training and Non-Formal Education, Jamia Milia, Sarika Kalra (Hindi) evaluated manuscripts for publication for the Central Hindi Directorate (MHRD).

Vasudha Pande (History) worked on several **projects** under the Ministry of Culture and Ministry of Textiles along with Ashis Banerjee and Shalini Saran and has been a fellow at the ILL and at Nehru Memorial Library and has been consulted by both institutions in numerous capacities. Pankaj Jha (History) was regarded as an expert for book selection by the Nehru Memorial Library. Savita Gopal of the Department of Commerce was consulted by the UPSC Commerce Panel, and by UGC for NET examinations content and for the UGC Special Assistance Programme in Commerce.

Many faculty members have been **consultants to NGOs** or similar bodies. For example, Smriti Sharma (Elementary Education) is a consultant to *Aarohi* (Uttarakhand) and a mentor for their School, Jonaki Ghosh (Elementary Education) is an advisor to the Ramanujan Mathematical Society, National Initiative on Mathematics, NIME, Commonwealth Association of Science, Technology and Mathematics Educators and Ramanujan Foundation for Initiatives in Mathematics Education.

Yograj Singh (Mathematics) is associated with Cryptology Research Society of India and Soft Computing Society of India and Neelam Singh (Economics) with the Indian Econometric Society and The Forum for Global Knowledge Sharing; Sushila Madan (Computer Science) is consultant for the Ekaal Foundation that runs Ekaal Vidyalayas in 52000 villages) and Shatarupa Bhattacharya (History) is advisor to Internet Economic Development Research Centre. Shweta Singh (Political science) is an active member and advisor of and to the European Association for South Asian Studies.

Some teachers have been consulted on an honorary basis by **industry or private foundations** (often as part of their corporate social responsibility programmes) or Institutions/Trusts. Udayan Rathore (Economics) is consulting with the Federation of Indian Micro, Small and Medium Enterprises (FIMSE). Smriti Sharma (Elementary Education) has been frequently consulted by the ICICI for their workshops in Rajasthan (2011-2013), and by the Aga Khan Foundation for implementing building as learning aid in 2008. Jonaki Ghosh (Elementary Education) is a consultant to Casio Industries on their recent corporate social responsibility project, Dipti Nath (English) advises the Anglian Medal Hunt, an organisation that trains and encourages Olympic athletes. Shruti Chopra (Elementary Education) is a consultant to the DAV Educational Board. Kanika K. Ahuja (Psychology) served an honorary research consultant with JIVA Educational Institute. She serves as a consultant to various private schools on classroom management and life skills and conducts soft skill training workshops for corporates.

Maya Joshi (English) is a **trustee and advisor** to the World Buddhist Culture Trust, Shernaz Cama (English) is a director of the UNESCO Parzor Project, the Ancient India and Iran Trust of Cambridge and member of the Board of Governors of the Indian Spinal Injury Centre. Krishna Menon (Political Science) and Ujjayini Ray (History) are members of the **Ethics committees** in the Sama surrogacy centre and the Translational Health Studies Institute (THSTI) respectively while Sushila Madan (Computer Science) has consulted with Oracle Academy for Database design and programming, Educomp for K-12 Series and Information Security Services and Institute of Information Technology and Management of Janakpuri. In addition she has conducted training at Sumeru Software on how to generate funds for the Art of Living Foundation.

3.5.5. Policy of the institution in sharing the income generated by consultancy.

In most cases there is no institutional backup for teachers doing consultancy nor are institutional services utilised. Very often faculty are consultants on a private basis. In most cases it is honorary with the occasional payment of TA or DA. In case there are large payments involved faculty members are encouraged to give 25% of the amount to the college.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

LSR is often seen as an acronym for Leadership with Social Responsibility. Long lists of LSR alumnae, starting with the Nobel Prize winner Aung San Suu Kyi, have followed the tradition of commitment to engaged citizenship. Many have given up lucrative careers in the corporate world to lead movements of social transformation, whether in the field of rural education, empowerment of dalit women or to work with landmark social legislations like the RTI act.

3.6.1 How does the institution promote institution-neighbourhood-community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

LSR has established its reputation as a centre for academic excellence and extracurricular endeavour as well as for its outreach initiatives. Students are given the option to choose from a wide range of extension activities that provide them with valuable lessons on leadership, civic engagement and empathy for the lesser privileged. Please refer to **5.1.6** for details.

Certain extension activities are part of the curriculum and it is mandatory for all students to opt for:

- NSS – National Service Scheme
- NCC – National Cadet Corps
- NSO – National Sports Organisation

In addition, the college seeks to inculcate social responsibility through four pillars of conscientisation at LSR- WDC, VAPP, REACH and *Dhyana*, that students can voluntarily opt for. These initiatives reinforce the link between learning and community and sensitize students to issues of gender equity, sustainable development and environmental concerns.

Academic departments also organise activities that reinforce the link between the classroom and the larger community outside.

- The students of the B.El.Ed. Department regularly teach in government schools as part of their training. These classes are closely monitored by faculty.
- A field trip is a mandatory requirement for all students of the Sociology department. These trips to different parts of the country are an important learning experience for students to research and understand the ways of life and traditions of diverse groups and reinforce the link between learning and doing.
- The Political Science department works closely with women and children of the nearby urban village on health issues in collaboration with the local Anganwadi personnel.
- Student societies are encouraged to create awareness about responsible citizenship.
- The Dramatic Society through its street plays and flash mobs in the neighbourhood addresses concerns like violence against women, communal violence, female foeticide and intolerance towards those who are different.

Two recent initiatives that have built up an important connection between students of the

college and the larger community outside are the ENACTUS project and Connecting Dreams project. Another important initiative in this direction is the organising of the Annual Academic Congress which brings together academicians, grassroots workers and people from the community to discuss and debate issues like gender. (Please refer to 7.2.1 for details)

3.6.2 What is the institutional mechanism to track students' involvement in social movements/activities which promote citizenship roles?

Each project is monitored closely by a Staff Advisor.

- At the beginning of each academic year, Staff Advisors are appointed for each project. Student office bearers are selected through a rigorous process to ensure that only committed students take up positions of leadership.
- Each time a project or new activity is initiated a detailed project proposal is prepared by the student office bearers and Staff Advisor. This is approved by the Principal. All expenses too are carefully monitored and audited. Sanctions need to be taken before any expenditure is made and money is released only after due permission has been given.
- For the mandatory co-curricular activities, NSS, NSO, NCC students have to complete a certain number of minimum hours before they are allowed to appear for the University Examination. The work done by students is monitored by the student project head and the Faculty Advisor. In addition, the feedback for NSS students is also sought from the NGOs with which they work. NCC students have to appear for the B and C certificate examinations conducted by the NCC directorate. NCC instructors ensure that students fulfil their duties at the camps they attend.
- For college initiatives like VAPP, WDC, REACH and *Dhyana*, the Faculty Advisors monitor the performance of students and recommends certificates only for those only for those who have participated satisfactorily.
- Department related projects are monitored by the faculty of the concerned departments. B.El.Ed. students are graded on their classroom teaching. Similarly, Sociology students have to submit a research project on their field trip, which is graded.
- Students of projects like ENACTUS and Connecting Dreams are not only monitored at the college level but have to present their work to an outside committee for review. They make a presentation on what they have done as part of a national level competition where their quality of work is assessed.
- In addition, at the end of the year, each group presents a record of all the events organised or participated in for the College Annual Report. Deserving students are also given awards on the College Day.

3.6.3. How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

The college regularly invites feedback from all stakeholders.

- A detailed web-based Feedback Form is administered to the student body annually. In addition, complaint boxes are available in various locations of the college for students to put in suggestions or complaints.
- The Staff Council of LSR is an important forum for faculty to discuss and deliberate on all activities organised by the college and to present observations and suggestions.
- The college NSS and NSO Faculty Advisors maintain close contact with the parent body in the University and the NCC unit in the college receives feedback from the NCC Directorate.
- Representatives of the NGOs and voluntary organisations, who are stakeholders in

extension activities, meet Staff Advisors and student office bearers on a regular basis and present their observations about the quality of work done by the volunteers.

- Officials from the neighbourhood Police Station regularly interact with the college authorities to monitor the safety of the LSR community and to address areas of concern.
- The IQAC recently organised an interaction with all stakeholders- alumnae, parents, neighbours and employers to invite their feedback and perception on the overall performance and quality of the institution.

3.6.4 How does the institution plan and organise its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

Planning and organisation of extension activities

A number of extension activities and outreach programmes are organised each academic year. These include programmes organised by the NSS, NCC, VAPP, REACH, WDC, activities carried out by academic departments and activities organised under ENACTUS and the Connecting Dreams Foundation.

- At the beginning of the academic year, the Staff advisors and the student office bearers plan the activities and slot them into the calendar. As far as possible outstation trips are organised during the mid- semester break.
- Students are invited to volunteer for different projects and their applications are scrutinised before being approved.
- If there is a proposal to start a new project, or a new NGO wishes to collaborate with a project, a project proposal is presented to the Principal for consideration and approval.
- The budget for each activity is worked out and approvals taken from the relevant college authorities.

Budgetary Allocation

NSS- Fees for NSS are prescribed by DU. These are collected by the college and remitted to the University. Financial assistance is provided from this collection. The budget for the last four years is as follows:

2014-15 – Rs. 54,520/-
 2013-14 - Rs. 53,460/-
 2012-13 - Rs. 54,320/-
 2011-12 - Rs. 51,800/-

NCC- These funds are provided by the NCC Directorate as per requirement.

ENACTUS- This receives a grant every year from the KPMG Foundation.

2013-14 - Rs. 15,000/-
 2012-13 - Rs. 20,000/-
 2011-12 - Rs. 20,000/-

The budgetary allocation for department field trips is made from the fees collected under this head each year. All other societies receive financial aid from the Student's Activity Fund.

Major extension activities of the last 4 years

The major extension and outreach programmes of the last four years include awareness building talks and seminars, field trips, interaction with NGOs working at the grassroots level, and self-help groups. For further details please refer to the following:

Details of major extension activities of the last 4 years

2014-15	
NSS	<ul style="list-style-type: none"> • NSS organised a national conference – NEXUS 2015 on the theme ‘The Dynamics of Inclusive Development in Contemporary India’. The conference witnessed participation from NSS chapters of colleges across the country. • The Annual Diwali Mela focussed on the theme ‘Inclusivity’ and was a great success with foot fall of hundreds of students from different colleges of DU. • Students of NSS organised a Cleanliness Drive Week across the campus to sensitise students to the environment around them and the necessity to keeping the campus clean. • NSS in collaboration with BloodCollect organised a street play performance by Asmita Theatre Group to raise awareness about the benefits of Blood donation. • Ms. Alisha and Ms. Charvi spoke to volunteers about their concept of ‘Gift a Pension’, an initiative of the Not for Profit Micro Pension Foundation which is linked with the National Pension Scheme. • A session on Special Needs was organised to discuss the physical and social challenges of the hearing impaired. Volunteers were trained in the basics of sign language. • A talk on breast cancer was organised in association with the Cancer Patients Aid Association to create awareness and dispel myths about the disease. • The Connecting Dreams Foundation Project ‘adopted’ a village and worked towards educating the children and providing pedagogical support. Educational tools were designed for the children and volunteers kept in constant touch through the community radio.
NCC	<ul style="list-style-type: none"> • NCC cadets participated in the <i>Swachh Bharat Abhiyaan</i> and cleaned the surroundings of the college and spread awareness about sanitation and cleanliness. • SUO Pallavi Seth represented India at Sri Lanka while SUO Deboleena Dutta represented India at Singapore under the Youth Exchange Programme. • Three cadets were selected for the Republic Day Camp 2015.
VAPP	<ul style="list-style-type: none"> • VAPP collaborated with <i>Jan Jagaran Shakti Sangathan</i> (JJSS) Bihar, a registered trade union of unorganised sector workers for a session on ‘Social Audits, MNREGA in India’. Students participated in a JJSS rally. • VAPP organised a field trip to Barefoot College, Tilonia, an NGO that has provided basic services and solutions to problems in rural communities for more than forty years. • Mr. Harsh Mander spoke on the ‘India Exclusion Report 2013-14’ that studies the exclusion of certain groups in Indian society. • Mr. Manu Joseph, author and journalist was invited to discuss the development sector in India and motivate students. • VAPP students volunteered with <i>Pravah</i>, an NGO working on social justice. • An interaction with Students for Free Tibet (SFT) led to a number of students joining SFT as volunteers
WDC	<ul style="list-style-type: none"> • The ASSK centre invited two researchers from South Africa, Ms. Vivienne, Mentor, Lalu and Ms. Joy Watson to discuss issues of gender related violence. • Dr. Nivedita Menon focused on the definition of the feminism and engaged with issues of prostitution, marriage and forms of violence. • An interactive session with Dr. Masum Momaya, curator at the Smithsonian Institute, Washington DC on Indian women artist in the US.

	<ul style="list-style-type: none"> An interactive session on the theme 'Insecurities' was organised under the 'Let's Talk' banner and focused on body image issues and socially constructed roles ingrained in women.
REACH	<ul style="list-style-type: none"> REACH organised a wide range of competitions during its annual meet <i>Parwaaz</i> to ensure inclusive participation of students with disability. The events included a talent hunt competition, theatre competition and creative writing.

2013-14

NSS	<ul style="list-style-type: none"> Students of LSR participated in the national level NSS Youth Conference organised by BITS, Pilani. The team made a comprehensive presentation on the activities undertaken by NSS-LSR. They also participated in a competition to find a feasible solution to a given social problem. The LSR team was judged the best contingent. During the Academic Congress, NSS organised a Gender Mela which promoted entrepreneurship among women and other discriminated communities. It saw the participation of many women led initiatives. NSS organised an anaemia camp in collaboration with GTB hospital. Students who were found to be anaemic were advised about the nutrition they needed. In order to help the homeless during the harsh winter, NSS organised a cloths collection drive. The clothes were distributed not only in Delhi but in Muzaffarnagar and Jalpaiguri as well. NSS made a presentation on the importance and impact of volunteerism on college students to a delegation of visiting faculty from Winston Salem State University, USA. NSS began a new initiative in collaboration with the Connecting Dreams Foundation to bridge the social gap between urban and rural areas through technology. An ideation camp was held in collaboration with Intel in which LSR students performed very well. This was followed by a rural internship programme for a week in which students conducted surveys to understand the needs of the villagers.
NCC	<ul style="list-style-type: none"> NSS students represented the college at the state as well as the national level in camps. Four cadets were selected to attend the Republic day camp. Cadet Deepika Sharma was chosen to represent India in the Youth Cultural Exchange Programme at Singapore.
VAPP	<ul style="list-style-type: none"> In collaboration with the Environment Club of the College, VAPP organised a session on 'Natural Dyes and Fibres and Eco-friendly Processes of Sustainable Production and Consumption Practices' which was conducted by the All India Artisans and Craft workers Welfare Associations. VAPP organised an orientation with the Gandhi fellowship for students to spend time working in rural and urban areas on education in government run schools. The documentary <i>Goonga Pehelwan</i>, about India's most successful deaf athlete was screened. One of the directors joined the students for an engaging discussion. Volunteers from <i>Koshish</i>, a field action project of TISS visited the college to discuss the legal, social, psychological and criminal aspects of beggary. During <i>Tarang</i>, VAPP organised a cane and bamboo workshop by talented artisans from rural areas. VAPP facilitated a number of internships for students in the social and development sector with organisations like <i>Satark Nagrik Sangathan</i>, Centre for Equity Studies, <i>Narmada Bachao Andolan</i>, <i>Aman Biradari</i> and Students

	for Free Tibet.
WDC	<ul style="list-style-type: none"> WDC in collaboration with the Self Employed Women's Association (SEWA) organised a special session on the 'Economic Freedom of the Women in the Country.' This was followed by a Bazaar where products made by SEWA members were sold. WDC in association with the RAHI Foundation organised a 'Disclosure Training' workshop to teach volunteers how to sensitively handle victims of child sexual abuse and incidents of incest. Dr. Ashley Tellis was invited for a session titled 'Becoming a Woman' which discussed the implications of article 377 on women. The discussion enables students to understand social constructs of gender and sexuality more closely. WDC in association with Campaign Rebirth organised a movie screening of <i>It's A Girl</i> to generate awareness about selective sex abortion and female foeticide. A series of interactive discussions titled 'Let's Talk' were initiated to provide a forum for students to open up and talk about issues affecting them in their daily lives. These included issues of sexual abuse and depiction of women in popular culture
REACH	<ul style="list-style-type: none"> An English improvement course was started for students to improve their written and spoken English skills. As part of the festival <i>Parwaaz</i>, REACH invited a band of differently-abled to perform. This was followed by a theatre workshop, a Yoga workshop and a resume writing workshop.

2012-13

NSS	<ul style="list-style-type: none"> The broad theme for the year was Literacy and the importance of education. The theme of the Diwali Mela was <i>Saaksharta</i>. A workshop on learning disorders was conducted by Ms Bipasa Mukerjee. A two day event in collaboration with the Indian Cancer Society was organised to create awareness about breast and cervical cancer. The Annual Debate 'Volunteerism has become a matter of Peer Pressure rather than Altruism' provided a space for introspection by the volunteers.
NCC	<ul style="list-style-type: none"> SUO Mahima Chaurasia was chosen to represent India at the Youth Cultural Exchange Programme in Bhutan while Cadet Udita Makhija was selected to represent the Delhi Directorate at the National Integration Camp at Meerut.
NSO	<ul style="list-style-type: none"> NSO organised its Annual Cross Country Run, in the neighbourhood, to express solidarity with the people of the North East and bring to focus the indignities experienced by people from that region of the country.
VAPP	<ul style="list-style-type: none"> VAPP provided a plethora of opportunities for students to intern with MGNREGA social audit units in Chattisgarh, Jharkhand, Bihar and Rajasthan, and work with groups like <i>Janaagraha</i>, the YUVA Foundation and the Centre for Civil Society. VAAP organised an eight day field trip to the Central Himalayan Rural Action Group (CHIRAG) in Nainital District. Students were briefed about ways to create a self sustained economy and conserve bio-diversity as a model of sustainable development. Students were placed in the village communities so that they could teach village school children, interact with women of self-help groups and assist area managers of <i>Chirag</i> in health surveys. VAPP volunteers also visited villages in Madhya Pradesh to learn about the <i>Narmada Bachao Andolan</i>. They helped in filing RTI applications and

	<p>conducting meetings in the village.</p> <ul style="list-style-type: none"> • VAPP held an interactive session with Mr. Madhuresh Kumar, National Convener of the National Alliance of People's Movement (NAPM) about the changing nature of protest movements in India. Volunteers were invited to help NAPM with field work and research for land rights, forest rights, water rights and campaign for electoral reforms. • Representatives from the Society for Rural, Urban and Tribal Initiative (SRUTI), a not for profit organisation working at the grass-roots level were invited to discuss their sustainable initiatives for empowering marginalised people. • VAPP volunteers worked with BASIX Academy for Building Lifelong Employability limited (B-ABLE) a pioneering social enterprise by providing training and support to young entrepreneurs from disadvantaged section of society. • <i>Swechha</i> conducted a workshop on environmental leadership, active citizenship and volunteering. As a result students from LSR interned during the December vacations with organisations in Orissa, Madhya Pradesh and Bihar. • Ms. Anjali Bhardwaj from the <i>Satark Nagarik Sangathan</i> (SNS) conducted a workshop on 'How to File an RTI' and linked the student community with SNS for internships.
WDC	<ul style="list-style-type: none"> • WDC organised a session on the blatant discriminations faced by women in being unable to relieve themselves without harassment. This was followed by the screening of <i>Q2P</i>, a documentary on <i>Toilets and the City</i> which highlighted the lack of gender sensitivity in the way public spaces are planned. • WDC facilitated the celebration of One Billion Rising (OBR), a global movement to inform and stir women to act against violence directed against them and to share stories of resistance. A series of events were held in which other educational institutions, including schools in the neighbourhood, were invited to participate. A large contingent of faculty and students later joined the OBR celebrations at Parliament Street along with numerous women's organisations. • During the Annual Festival <i>Tarang</i>, WDC facilitated the sale of pepper sprays and organised an 'Open Adda' session with eminent social activist Ms. Kamla Bhasin, to demystify gender stereotypes. • Justice Verma was invited for a discussion on his path breaking report in the aftermath of the December 16th rape case. This report has been hailed as extremely sensitive to the problems faced by women and has made landmark recommendations for women's rights. • Ms. Supriya Madangarli and Ms. Jigna Kothari discussed the 'Portrayal of Women in Hindi Cinema' through six decades of history. • An interactive session on 'Sexist Advertisements' was followed by the screening of <i>Killing us Softly</i> which uncovered the stream of sexist and misogynistic images that work to undermine women in the world. • WDC organised a discussion with film maker Mr. Amar Kanwar which was followed by the screening of his powerful documentary <i>Lightening Testimonies</i>, which reflected upon the history of conflict in the Indian sub-continent through experiences of sexual violence.
REACH	<ul style="list-style-type: none"> • REACH set up a state-of-the-art resource centre for students, particularly those with visual disability, to ensure accessible study material and provide a proper research environment with appropriate technology to cater to the needs of students. • A one day workshop cum meet was held to foster an inclusive environment for students with disability. The workshop provided career specific training

	<p>for differently-abled students.</p> <ul style="list-style-type: none"> • A skill training workshop was organised in collaboration with Lok Bharti Skilling Solutions aimed at enhancing self-esteem and self-confidence and included sessions on communication skills, personality development and resume writing and interview skills.
ENACTUS	<ul style="list-style-type: none"> • An organic farming project was initiated by students of LSR in a village in Punjab to encourage the use of natural seeds and fertilisers for sustainable farming. The produce was marketed by students in Delhi. To help the women of the village, students placed orders for garments made by the women and organised the sale of these in college.

2011-12	
NSS	<ul style="list-style-type: none"> • Workshop on breast cancer awareness was organised in conjunction with the Cancer Patients Aid Association. • A workshop on effective teaching for volunteers was organised to help students working in the 11 teaching projects. The workshop including training in teaching life skills. • NSS facilitated a two session interaction of children from the neighbourhood urban village under the Child Development Programme with visiting faculty and students from Ohio Wesleyan University, USA. • The Annual Diwali Mela was dedicated to the rights of the differently-abled. • NSS in collaboration with the Dramatics society put up a street play on 'Homosexuality' followed by a talk on 'The Gendered Nature of Public Spaces' which highlighted the harassment faced by women in Delhi. • A blood donation camp was organised in collaboration with GTB Hospital. • NSS organised a clothes collection drive and these were given to the NGO <i>Goonj</i> for distribution to the homeless. • Two movie screenings were organised which included <i>Sadgati</i>, about the injustices of the caste system and <i>Rain Man</i> which questioned stereotypes about autism. • NSS held an inter college debate on the topic 'DU should have a B.A. in Social Work in more mainstream colleges'.
NCC	<ul style="list-style-type: none"> • Cadets participated in a Tree Plantation Drive led by the Chief Minister, Mrs. Sheila Dixit as part of raising awareness about environmental issues. • 12 cadets participated in a Disaster Management workshop at the National Disaster Management Association, Delhi. • Cadet Meghavarshani was selected for the NCC Youth Exchange Programme as part of a four member delegation to Nepal to represent India at the Army Day Celebrations there.
VAPP	<ul style="list-style-type: none"> • VAPP organised discussions with Ms. Anjali Bhardwaj and Mr. Nikhil Dey on 'The Role of Civil Society and the Alternative Lokpal Bill' which provided a nuanced perspective on the contentious issue of the Lokpal. Students were made aware of the alternative Lokpal bill drafted by the National Council for People's Right to Information (NCPRI) and provided with opportunities to volunteer with the NCPRI. • A field trip was organised to Barefoot College, Tilonia to understand problems faced by rural communities and study local innovative solutions for these. • Students were given a chance to intern with Satark Nagrik Sangathan to deliberate upon and draft a bill for Grievance Redressal. • A special assembly was organised in collaboration with Students for Free Tibet, Delhi chapter.

	<ul style="list-style-type: none"> • <i>Swechha</i>, an NGO dealing with environmental and social development issues interacted with VAPP volunteers and provided them with an opportunity to work with them. • <i>Kath Katha</i> was invited to give a talk on the dying art of puppetry. • VAPP organised a film screening with <i>Mustbol</i>, in partnership with United Nations Women, to help students understand developmental issues.
WDC	<ul style="list-style-type: none"> • Ms. Madhu Kishwar was invited for a talk on ‘Why I do Not Call Myself a Feminist’. • Dr. Nivedita Menon in her lecture on ‘Would You Pass the Gender Test’ deconstructed stereotypes associated with gender. • Ms. Jyotsna Govil and Ms. Sunita Gupta from the Indian Cancer society conducted an interactive session on ‘Hookah, Sheesha and Cancer’ with a specific focus on women’s cancers. • A series of documentary films were screened including <i>I Am</i>, on LGBT relationships, <i>Miss Representation</i>, a negative portrayal of women in influential positions and <i>Izzat Nagri ki Asabhya Betiyaan</i>, on ‘Honour Killing’.
REACH	<ul style="list-style-type: none"> • REACH organised a workshop on communication skills and personality development to build self-confidence and creative thinking skills. • In collaboration with the Equal Opportunities Cell, REACH organised a workshop to train differently-abled students in JAWS. • The Annual inter college Meet <i>Parwaaz</i> was organised in March.
PRAKRITI	<ul style="list-style-type: none"> • <i>Prakriti</i> collaborated with Green Karbon- a joint initiative of <i>Sanctuary Asia</i> and Duetsche Bank in their Bio- diversity climate change initiative. • An energy audit was conducted of the college and the carbon footprint measured.

Impact on Overall Development of Students

These activities are crucial in contributing to a holistic education. Students get a chance to interact with people from all walks of life and all sections of society. They are sensitised to socio political issues and get a nuanced perspective on social reality. For students from privileged backgrounds these experiences become change agents in the way they perceive things around them. Students involved in the projects develop skills of leadership, team building and the ability to interact with people from diverse backgrounds. They realise the limitations of text book solutions to problems and the need to act locally even as they learn to think globally.

3.6.5 Methods to promote participation of students and faculty in extension activities

Extension activities are an integral part of the teaching learning experience at LSR and the institution provides every possible opportunity to facilitate and encourage the participation of all members of the college community in such activities.

- Three periods each week are set aside within the timetable for planning and carrying out of co-curricular and extracurricular activities. This ensures that both faculty and students are free from classes at that time and students and faculty across departments can get together for these activities.
- Certain extension activities are mandatory and students have to put in a specified number of hours in the NSS, NCC or NSO before they are allowed to appear for their examinations.
- Faculty members work closely with students in extension activities and guide and monitor these on a regular basis.

- To attract students to participate in non-mandatory extension activities, orientations are organised at the beginning of each academic year to familiarise students with the work being carried out.
- In addition, the college invites eminent people, including alumnae such as Madhvi Kukreja, Rashmi Mishra, Chhavi Rajawat who are associated with NGOs and the voluntary sector to inspire students about the impact of social initiatives. Films are screened and debates and discussions organised on social issues to encourage students to engage with alternative ways of acting and thinking.
- The classroom is another important space where students are encouraged to move beyond a theoretical understanding of issues of inequity, class, gender and lopsided development to participate in movements of social transformation and take up projects in the community.
- Field work is compulsory for students of the B.El.Ed. and Sociology Departments.
- Students participating in extension work on behalf of the college may be given attendance waivers.
- Students who demonstrate extraordinary commitment or leadership in extension activities are given prizes and certificates on College Day.
- The Distinguished Alumna Award that is given on College Day each year recognises those alumnae who have made a significant contribution to community activities. This highlights the fact that for LSR, the criterion for success is the ability to give back to society. These alumnae become role models for the students and foster an ethos of social responsibility.

3.6.6 Details on social surveys, research or extension work undertaken by the college to ensure social justice and empower students from vulnerable sections of society.

LSR as a leader in women's higher education is aware of the special responsibility that it has of not merely 'educating' women but of providing them with that education that truly liberates- '*Sa vidya ya vimuktaye*' being the motto of the college. This motivates the college community to strengthen in its students the quest for autonomy, agency and social justice. A number of surveys have been carried out to understand the context in which groups are marginalised and made to feel vulnerable so that solutions can be found and socially disadvantaged groups empowered both from within the college and in the larger community.

- Faculty and students of the departments of History, Statistics and Sociology carried out a survey titled '**Gender Perceptions among College Students**' in 2014. The survey, carried out by administering an online questionnaire, consisted of thirty-five questions on the themes of identity, meaning of freedom, gender-based violence, role of college in gender sensitisation, career choices of students, experiences of sexual harassment and role of social networking sites. The questionnaire, responded to by students of the first, second, third and fourth years across departments, yielded a healthy data set of 1024 responses, The respondents belonged to diverse caste, class, regional and religious identities. The survey, focused on two issues, the contribution of a women's college in raising consciousness and critical awareness about oppression and discrimination and the life experiences of young women which provoked young women to think about themselves, their lives and their experiences through the gender lens.
- Despite its many sterling achievements, India's glory remains uncertain in large part because of the limited and dismal access to public health. Social inequalities along the matrices of caste, gender, ethnic identity for instance further widen the gap between those citizens that have access to public health and those that do not have. Students of the department of Political Science engaged with the issues of access and equity in the public health system from a gendered perspective. Their field of research was the neighbouring

urban village of Zamrudpur to explore the issue of **unequal access to public health systems** for the denizens of this urban village. Three groups of students focused on three different age groups of women, adolescent women, expectant mother and older women. A research methodology workshop preceded their actual conduct of research, and the students learnt a great deal about the reality of Indian society and the challenges faced by women who are very different and yet strangely similar. They went into the field expecting to ‘teach and give’ but have come back having ‘learnt and feeling humbled’. A short film, photographs, and friendships have already resulted from this project. This project linked a theoretical understanding of Feminist Theory with its application at the ground level.

- Students of the department of Political Science also collaborated with People’s Archive of Rural India (**PARI**), **an initiative by Mr. P. Sainath** to document and archive the everyday lives of everyday people in rural India. At least one assignment per semester was dedicated to the PARI project. The broad topic was ‘City in the Margins’ and the girls were divided into groups of 20 and asked to document the marginalized in the city. Each sub group had a specific focus area e.g. Saturday Market workers, Sanitation workers in Kailash Colony, Migrant domestic help etc. The project was conducted under the guidelines provided by PARI and the videos made were submitted to the PARI editorial team.
- A group of students accompanied by a faculty member visited the North East under the **Gyanodaya Project** of DU. LSR students worked on a research project titled ‘**Study of Traditional Gender Roles and Changing Practices in the state of Meghalaya**’. The aim was to understand the impact of modern day city life, immigration and inter cultural interaction on the unique matrilineal society of Meghalaya, with reference to the Khasi tribe. The students conducted a detailed survey that examined the political, social, domestic and economic aspects of life and found that although there had been some changes, the cultural milieu was largely intact and women enjoyed an important status in society.
- One of the important barriers holding back women is the fear of violence. The focus on women’s safety often turns into an obsessive concern for the protection of women. It is important to steer clear of this protectionist discourse and to empower women with the confidence to travel and walk, stroll and stand on the streets of Delhi with dignity and assurance. It is with this in mind that the Internal Complaints Committee (Committee against Sexual Harassment), ASSK Centre for Peace and the department of Political Science) with the active help and assistance from the NGO *Jagori* embarked upon a **safety audit of the neighbourhood** of the college (2014). This audit was conducted by the free to download mobile phone app called **safetipin**. A group of students along with faculty and representatives from *Jagori* have already mapped the stretch from LSR to the Moolchand Metro Station. The next phase will attempt to map the entire neighbourhood of the college and in the coming months, this audit and its findings would be very useful to prospective students who seek to rent paying guest accommodation in the neighbourhood of the college. This audit will help the police too in creating a safe campus.
- A representative from the National association from the Blind (NAB), was invited to **map the campus for the visually challenged students** so that they could become independent.
- The Department of Statistics carried out a **survey** that examined the role of the college in shaping **career aspirations of students**. Students were questioned about what career they had intended to take up at the time they joined their undergraduate programme and how it had changed over their years in college.

- The volunteers of the **Connecting Dreams Project** spent a few days in the village they 'adopted' and carried out surveys to understand the needs of the villagers. It was after the survey that it was decided to work on health and education.
- The students of the Sociology department conduct surveys as part of their compulsory **field work** each year. They live within the community and use surveys to understand different aspects of life. For e.g. During the Sociology department's field trip to Bhuj they conducted surveys on the 'Changing Food patterns', 'The impact of SEZs on livelihood of the people' and 'Disaster Management in post 2001 Bhuj'.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organised by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

Extension activities are an important adjunct to the academic activities of LSR. The mission of the college states that the objective is to provide a context of learning that enhances Professionalism, Humanism and Social Responsibility and to develop both critical thinkers and concerned citizens. Students are constantly reminded that the privilege of higher education carries with it a responsibility to the larger society. It is as important to afflict the comfortable as it is to comfort the afflicted. Both in academics and in outreach programmes, there is a celebration of diversity, a space for experimentation and an interrogation of stereotypes.

Extension activities link the class with the community and thus combine theory with praxis. Discussions on Justice and Equity in the classroom take on an added significance if students have been made aware, through their personal interactions, of the inequities and injustices that exist in society. Students participating in extension activities also learn very quickly, that rather than them teaching the lesser privileged, there is so much they learn from the so called marginalized in society. Students are also exposed to the power of people's movements and recognise how much difference one can make in society by joining such initiatives. Students find new role models and are inspired by them to turn challenges into opportunities and to engage with possibilities rather than limits.

Outreach programmes and extension activities are invaluable in changing mind sets, helping students break out of the cocoon of privilege while at the same time providing them with skill sets that will remain with them for life. These activities hone leadership qualities and improve inter personal communication and people skills. There is a research component for many of the outreach initiatives which teach students how to conduct surveys and tabulate and interpret data. Students learn the importance of team work and tolerance for others viewpoints. Most importantly they learn to be compassionate and sensitive towards others.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

LSR insists on its student's responsibility toward the larger community, many segments of which are not fortunate in their material and cultural privileges. Holding that LSR stands for Leadership with Social Responsibility, the students are urged to convert the privilege of higher education into a resource for the community through outreach initiatives and civic engagement. Please refer to **1.3.3** for details.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

The college works very closely with the local police station on issues of safety and access. The college engages with the Lajpat Bhawan in its self-help programmes. The children in the neighbourhood urban village of Zamrudpur are a constant part of the college landscape, sitting regularly with NSS student volunteers under the CDP programme. The young children often perform on the occasion on NSS Annual Day, amidst much cheer. The faculty is very often invited to the Bluebells School to be part of their selection boards or to deliver talks. The college invites senior students and teachers from the neighbouring school for certain workshops and seminars that hold special interest to them.

During the Academic Congress conducted by the college in the year 2015, students from the far flung areas of Bawana and Najafgarh came to attend the various sessions of the congress.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

- LSR was given a Certificate of Participation for Green Revolution Global Certification Programme, an initiative by International Centre for Culture & Education (ICCE) to Educate, Inspire & Act Against Climate Change, a cause supported by United Nations Framework. 2015.
- Tanushree Roy was awarded the prestigious LEADearthSHIP Fellowship by TERI and TetraPack and selected to participate in the international Delhi Sustainable Development Summit in February 2015.
- LSR- NSS was declared Best Contingent at the National NSS Youth Conference held at BITS, Pilani in February 2014.
- LSR was given a Certificate of Appreciation by The Young India Fellowship Programme, which aims to develop committed change agents for India. 2013 and 2014.
- Cadet Deepika Sharma was chosen to represent India in the NCC Youth Cultural Exchange Programme at Singapore in 2013-14.
- SUO Mahima Chaurasia was chosen to represent India at the NCC Youth Cultural Exchange Programme at Bhutan in 2012-13.
- Preeti Venkatram was selected by the British Council and TERI as International Climate Champion 2010 and received a grant for her campaign 'Green Your Campus'.
- Apoorva Gupta was selected by the Ministry of Youth Affairs to lead a seven member delegation to represent India in MY SUMMIT 2010, the official International Youth Summit held along with the G8 and G20 summit in Canada.
- Riyanka Basu was selected by the Ministry of Youth Affairs and Sports, Government of India as part of a five member Indian delegation to represent India at an International Youth Conference on the theme 'Crime free Generation- Focusing on Street Crime' at Kuala Lumpur, Malaysia in 2010.

3.7 Collaboration

3.7.1. Collaborations and interactions with research laboratories, institutes and industry for research activities with examples and benefits accrued of the initiatives.

LSR has collaborations with a number of groups, organisations and other educational institutions to enhance the academic ethos of the college. These include collaborations at the department level as well as the college level.

Departmental collaborations

- The B.El.Ed. department collaborates with NDMC and MCD government schools for teaching internships for students as well as with private schools such as Bluebells, the British School, the KR Mangalam world school, the Sri Ram School and Akshay Prathishtan. As part of the curriculum, third year students visit innovative schools outside Delhi, with whom the college has a collaboration. The B.El.Ed. department has collaborated with the Aga Khan Foundation to fund a project to examine the role of the performing arts, such as puppetry, theatre and music as a pedagogical tool at the elementary school level.
- The Journalism department has collaboration with the Public Services Broadcasting Trust (PSBT) whereby they share resources and students have the opportunity to participate in events organised by PSBT.
- The departments of History and English regularly collaborate with the American Centre to observe Black History Month. The American Centre provides movies for screening and in collaboration with the college, sends resource persons to discuss themes and issues. LSR invites neighbouring women's colleges to join the movie screenings and discussions.
- As part of the 'Beyond the Classroom' initiative, students of the Economics department regularly interacted with economists from the World Bank, the Planning Commission and the United Nations Information Centre.
- Under the Fulbright Alumna Award Initiative, 2001- 2003 LSR faculty of the English department participated in a collaborative teaching programme with Kenyon College, Ohio, USA.

College Level Collaboration

The college has agreements with a host of international organisations and universities for student and faculty exchanges, short term courses and faculty development programmes.

- LSR has international collaborations with La Trobe University Australia, National University of Singapore, The Brown In India programme, USA, Fukuoka University, Japan, Middlebury College, USA, Science Pos and American Graduate School, Paris, Ivey Business Canada and Trinity College Dublin for student and faculty exchange and collaborative research.
- LSR collaborated with Hong Kong University and Trinity College, Dublin for faculty seminar on the challenges and possibilities of the four year under graduate programme.
- King's College London and LSR have signed an MOU whereby King's College organises summer courses at LSR for students from this region. Two such sets of courses have been held so far.
- LSR was invited by Winston Salem State University to help develop their curriculum by hosting a faculty seminar on Indian Literature, culture, History, Art and religion.
- Gandhi- King Peace Initiative of LSR and Ohio Wesleyan University (OWU). This unique collaboration included skype sessions and tele conference discussions, culminating in a week long course at LSR for students of both institutions.
- South-Asian Regional Autumn School. Please refer to **7.2.1** for details.
- WPSP. Please refer to **7.2.1** for details.
- LSR has on-going collaborations with the Institute of International Education (IIE) for enhancing academic programmes. Under this initiative students from LSR regularly participate in the Goldman Sachs Young Leaders Programme in New York. IIE, in partnership with the US Department of Education, facilitated the visit of faculty delegations from leading universities of US to LSR to enhance academic partnerships.
- LSR is part of three global educational networks that have created a host of collaborative opportunities.

- The **Golden Key network** for high academic achievers provides scholarships and networking opportunities for students across the globe. LSR has been part of this network since the last three years and students have received prestigious scholarships.
- The **Women's Education Worldwide (WEW)**, a consortium of women's colleges provides space for faculty and students across the globe to carry out joint research and share resources. LSR students and faculty have participated in WEW conferences at Smith College and Bryn Mawr, USA, China, Pavia, Italy and Dubai. As a result of this network, LSR students regularly collaborate with students from Smith College to bring out an e-journal *Visions and Voices* with articles from students from various countries. Students also regularly participate in the 'Insight Dubai' Conference held at Dubai Women's College.
- The **Universitas 21** network of universities of which LSR is a partner enables participation in joint programmes across the network. Students and faculty have participated in U21 conferences.

3.7.2 Details on MOUs/ collaborations with institutions of national importance/universities/ industries/ corporate entities that have contributed to the development of the institution.

LSR has a variety of collaborative ventures which build up the academic ethos of the college, enhance skill sets of the students and enable students to explore a range of career options. Broadly speaking the collaborations are of three types:

Skill building collaborative ventures: These include an ongoing collaboration with the KPMG Foundation to help students with personality development and prepare them for the job market and collaboration with the Lok Bharati Skilling Institute.

Collaborations for developing short term courses: LSR has organised short term courses on entrepreneurship with the National Entrepreneurship Network and DHRITI. CII collaborated with LSR to organise a course on publishing which enabled students to interact with experts from different areas in this field and provided internship opportunities for those wishing to specialise in this field. An MOU has been signed with Mundo Latino to run Spanish language classes in the college.

Academic Collaborations: Please refer to **Criterion 7** and section **3.7.5**.

3.7.3 Details of industry – institution- community interactions that have contributed to the establishment/ creation/ up-gradation of academic facilities and infrastructure facilities

The KPMG Foundation has set up a state-of-the-art resource centre, *Swawlamban* for differently-abled students with the latest assistive technology to enable the students to achieve their full potential and become independent and productive members of society.

With the help of the UGC grant, LSR has established the ASSK Centre for Peace, a dedicated learning, research and resource centre with fully equipped seminar rooms, a well-stocked library and spaces for deliberations and discussions. The centre facilitates research, teaching and publication activities in the college and builds networks with scholars and peace activists. It also conducts the post- graduate diploma programme in Conflict Transformation and Peacebuilding.

LSR alumnae and friends of the college augmented the resources provided by the UGC, under the OBC expansion plan, to help set up the new Dr. Bharat Ram Academic Complex with a media lab, fully equipped conference room, lecture halls, exhibition areas, an amphitheatre,

faculty lounge and students common room.

3.7.4 Details of national and international conferences and eminent participants during the last four years.

Please refer to **Table 2.3.6**.

3.7.5 Linkages/ Collaborations that have resulted in Formal MOUs and agreements with details of activities and the beneficiary of the linkages.

Please refer to the following for a list of MOUs and agreements:

S. No	Name of the Foreign University and date of MOU	Details of Collaboration	Activities and Beneficiaries
1	Brown University, USA Initiated in 1999-2000 and Renewed June 30, 2015	One way exchange for students from Brown University to LSR	On an average 2 students come to LSR from colleges in the US who are part of this initiative. The presence of international students provides different perspectives in the class and their interactions with students both in and outside the class has helped challenge stereotypes about other countries.
2	La Trobe University, Australia Started in 1996-1997 and MoU signed In May 2011	1. Exchange Programme for 3 rd year graduates of LSR 2. Faculty collaborations	21 students from LSR and 22 students from La Trobe have been exchange students so far. La Trobe and English Department, LSR jointly organised a seminar on Jane Austen. La Trobe faculty and the Hindi Department have an on-going collaboration.
3	National University of Singapore, Singapore Started in 2008 and Renewed in 2011	1. Exchange Programme for 2 nd year students either for a full semester or for special summer term. 2. LSR students were allowed to also participate in the Asia Now Summer Courses as partners of NUS.	29 Students from LSR and 16 students from NUS have been exchange students. In addition 8 students over 4 years participated in the Asia Now summer school.
4	Middlebury College, USA December 2012	1. Exchange Programme for graduates of LSR with a 20% discount in tuition fees. 2. Collaborative Faculty teaching	6 students from Middlebury have come to LSR as exchange students. Faculty from LSR and Middlebury have been invited to give lectures at each other's campuses.
5	Fukuoka Women's University, Japan August 2013	Exchange Programme for 3 rd year LSR Students and students from Fukuoka. Agreement for collaborative research and teaching.	2 students from LSR have gone on a one year exchange with all expenses paid.

6	King's College London May 2014	1. Short Term Summer courses for students 2. Faculty exchanges 3. Scholarships	Approximately 125 students each year have participated in the King's College summer courses at LSR. 7 students from LSR were given scholarships to attend the summer courses in London. In addition, 1 faculty member from LSR in 2014 and 2 faculty in 2015 have been invited to audit the summer courses in London
7	Trinity College Dublin November 2012	Cultural Exchange Programme and agreement for collaborative research and faculty exchange. Curriculum Development	4 students invited for the inter-college Debate at Dublin and students from Trinity participated in the Debate at LSR. 2 faculty from LSR invited to Trinity and Trinity faculty regularly visit LSR for lectures. Trinity and Hong Kong University provided resource persons for a seminar on the 4 year undergraduate programme at LSR
8	Sciences Po Signed 2014	Graduate exchange programme	1 student selected for exchange.
9	The American Graduate School - President's Scholarship, Paris signed 2013	3 rd year Graduate Exchange Programme with full scholarship	1 student from LSR has been at AGS in 2014-15 and 1 was chosen in 2015-16 on a President' scholarship awarded by AGS
10.	UCD Michael Smurfit Graduate Business School, Dublin, Ireland signed 2014	3 rd year Graduate Exchange Programme	1 student from LSR has availed of this exchange
11	Ohio Wesleyan University October 2011	Gandhi King Peace Initiative for collaborative discussions on Skype and short term courses (Curriculum developed by LSR for the courses) Faculty exchanges and Research	9 students and faculty from OWU visited LSR for intensive course on Gandhi. 30 students from LSR participated in the course. 1 year faculty exchange whereby one faculty from LSR taught and researched at OWU. At least 3 faculty

			from LSR have taught for short periods at OWU.
12	Winston Salem State University	Consultancy for Curriculum Development for new course on India	LSR organised a Faculty seminar for about 25 visiting faculty from WSSU to help them develop their new curriculum on India for which they had received a grant from the US Department of Education.
13	KPMG Foundation	Extension activities and environment friendly Infrastructure. KPMG signed an MOU to provide a Resource Centre for students with disability and provide medical expenses for surgery for visually challenged students	KPMG helped set up a resource centre with the latest assistive technology. Every year the Foundation organises medical check- ups for about 10-12 students with disability and pays for any medical expenses incurred including for one major surgery. KPMG has also provided about 20 solar lights and solar heating in the Residence Hall.
14	Lok Bharti Skilling Centre	Skill development course for student enrichment	A skill development course was organised to help students with personality development and job skills. About 50 students joined the course.
15	Mundo Latino	Spanish Classes for student enrichment	An average of 35-40 students each year learn basic Spanish through an interactive method.

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations.

Collaborations need careful planning and negotiation to be beneficial. Both institutions need to share a similar philosophy and vision and have a dedicated team of people to take the process of collaboration further.

OIP at LSR has played an instrumental role in building linkages with institutions across the globe by taking a proactive stand in meeting with representatives of foreign Universities. On an average, approximately 25 such meetings take place every year. At these meetings, representatives from both institutions explore possibilities for collaboration and discuss expectations from such linkages. In case, there is an interest in collaboration, emails and Skype conversations facilitate the discussions.

LSR has collaborated with the Institute of International Education to host two large delegations of representatives from several Universities of the US in the last five years. These visits have led to an interest in collaborating with LSR and to give a couple of examples, the linkages with the Ohio Wesleyan University and Winston Salem State University were built up after their initial visit to LSR as part of the delegation.

Individual departments too have worked out beneficial collaborations for their students and faculty. The Economics department has built up linkages with the World Bank, the IMF and

Planning Commission. The History department has collaborated with INTACH for short courses for their students. The B.El. Ed. department has a formal agreement with government schools for teaching practice for their final year students.

NSS and VAPP reach out to NGOs so that student volunteers can find suitable choices for their outreach programmes. Placement Cell too makes systematic efforts to build linkages by way of internships and fellowship opportunities, besides recruitment.

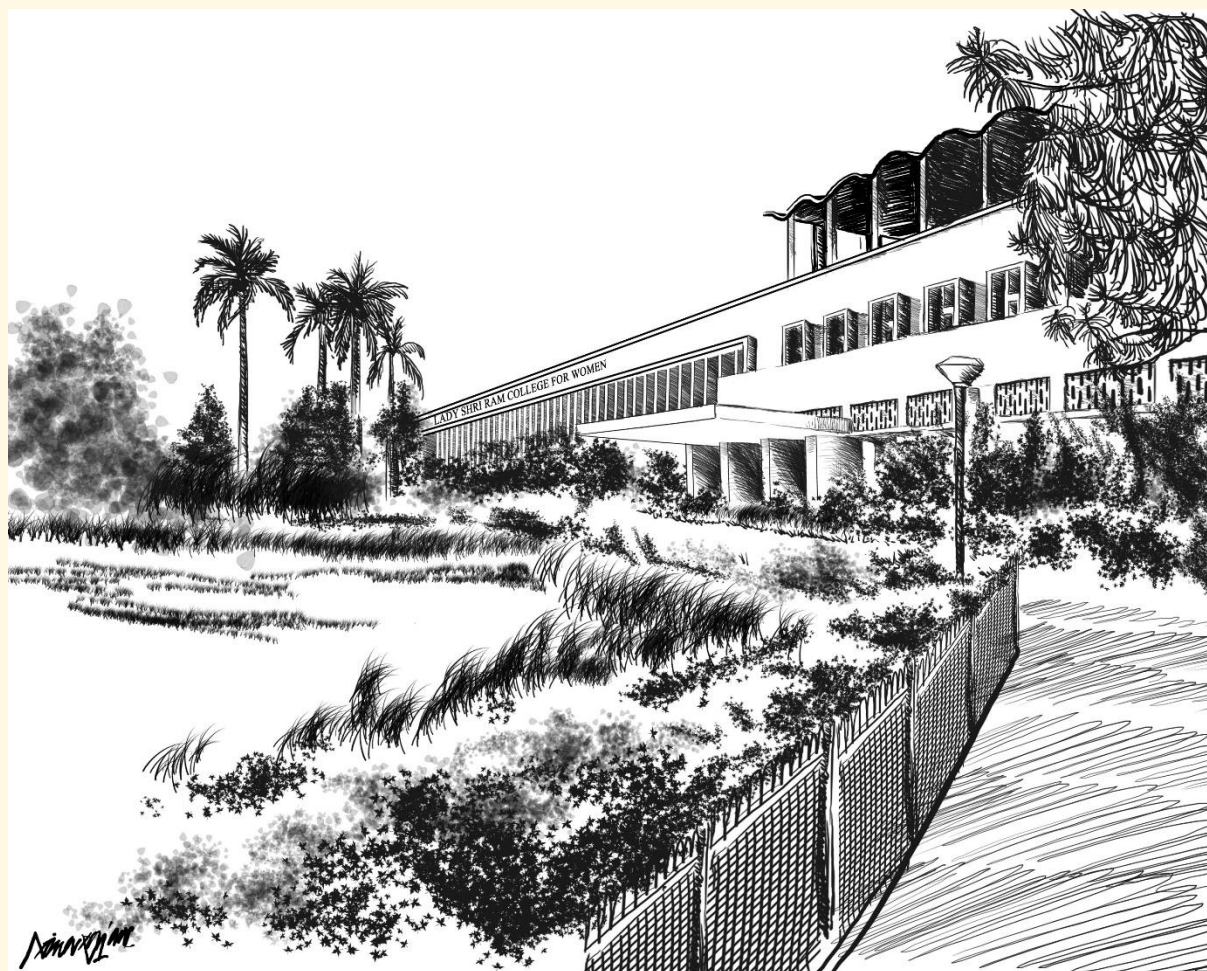
Any other relevant information regarding Research, Consultancy and Extension which the college would like to include.

LSR has been engaged in building ties with universities and scholars across the length and breadth of the country as well as overseas. International collaborations of varied nature have benefited the college greatly. A group of students and faculty members under the Innovation Project Research Programme of DU studied the impact of exchange programmes on the student body in LSR in the context of internationalisation in higher education. The impact of international students on Indian students and faculty and the experiences of Indian students who have studied abroad were assessed. Findings suggest a largely positive feedback on the presence of international students, including benefits such as knowledge of other cultures and a more stimulating learning environment. However, some barriers that prevent the presence of foreign students from being more impactful were identified. These included language and differences in learning style. Experiences of Indian students who have studied abroad and those who have participated in courses conducted by foreign universities here illuminated various practises that may be incorporated within the higher education systems of India. The findings of the present study can be used to inform discussions on the internationalisation of Indian universities and bring improvements where needed.

The list of MOUs with various international universities has been provided in this section. The college has a set up a separate Office of the International Programmes and designated faculty and non-teaching staff look after the running of the office. The Residence Hall provides rooms to two exchange students every semester. An international students' day is celebrated with great fanfare to enable foreign students both exchange and others to showcase their talent. A special prize has been instituted to encourage and acknowledge the efforts made by foreign students while engaging with a different education system. The first recipient of this award was Linda Oicknick from Germany.

To promote research culture in the institution, faculty members are encouraged to be part of larger research and survey projects as are students. The college library has dedicated a separate facility to display and publications by faculty members. The Principal shares the highlights of faculty research on the occasion of the annual College Day.

CRITERION IV INFRASTRUCTURE AND LEARNING RESOURCES



4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

The policy of the Institution for creation and enhancement of infrastructure has been guided by the principle of need, durability, utility, financial prudence and of course aesthetics. Central to the infrastructural planning in LSR is the need to facilitate, support and enhance the teaching-learning process. The purpose of the infrastructural resources is to maximise the efficiency, comfort and special needs of students and teachers. Modern and up-to-date technology that is long lasting and value for money is the underlying principle for creation and enhancement of infrastructure.

Till the 1990s, LSR had very few ICT enabled venues; today many of the classrooms are ICT enabled and students and teachers use this technology effectively for communicating new ideas and initiating new discussions in the class room. The quaint black boards have been supplemented with the more contemporary white boards. The college provides the teachers and students with the special stationery required to be employed on this board.

Classroom furniture is practical and long lasting. Variety of classroom furniture exists to fulfil varying kinds of needs. Single chairs with attached writing blocks exist in the tutorial rooms; this enables each student to write assignments and tutorial submissions unhindered by her classmates. Long benches with drawers that can seat more than two students are ideal for the big lecture rooms, where shared seating creates a sense of camaraderie. Old fashioned single desks and chairs are also to be found in mid-size class rooms. Thus varying needs are an important parameter while planning the infrastructure needs of the college. Many classrooms are also equipped with a microphone and a podium for the faculty member or student who is addressing the class. Dusters are also placed in the classroom.

Round table seating is provided in the seminar and conference rooms; the student common rooms and faculty lounges, tea rooms and study rooms have infrastructure that is specific to the location. The medical room has infrastructure that is appropriate for the location. This kind of infrastructure reinforces the teaching learning process by providing a suitable infrastructural base.

The recently inaugurated Dr. Bharat Ram Academic Complex and the ASSK Centre for Peace in response to the growing needs of the faculty and students have resulted in considerable expansion of the infrastructure. Class rooms, furniture, boards, display boards, mobile boards, dust bins, water filters and coolers, white boards, mirrors, cupboards, lockers and many other minute details fulfil the infrastructural requirements of the college.

4.1.2 Detail the facilities available for

(a) Curricular and co-curricular activities- classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden Animal house, specialised facilities and equipment for teaching, learning and research etc.

LSR is primarily a liberal arts college that also has a few B.Sc. and B. Com courses. The B.Sc. courses are non-Biological; hence there is no need for a botanical garden or an Animal house.

Most class rooms are technology enabled. Designated members of the support staff are in-charge of the upkeep and functioning of the equipment and teachers and students make use of the ICT to make presentations and share important points for discussion.

The college has two well-equipped seminar rooms that have a round table seating arrangement, ICT provisions, air conditioning, and carpeting and laminate flooring respectively. The view from both the seminar halls is beautiful, as it opens to trees and greenery. The college also has four discussion rooms, two of which are air conditioned. One discussion room is attached to the administrative and accounts office, while another is used for faculty meetings etc. The discussion rooms in the Aung San Suu Kyi Centre are of a modest size and help in conducting short and intense meetings of a focused group.

The college is privileged to have two state-of-the-art conference rooms with excellent acoustics and smart seating arrangements. These conference halls overlook the lush grounds of the college. Needless to add that these conference halls too are ICT equipped.

LSR is fortunate to have a separate tutorial block that has been designated specifically for tutorial classes. The tutorial building is three storied and has compact rooms with furniture, boards and in some cases even ICT.

(b) Extra-curricular activities-sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, public speaking, communication skills development, yoga, health and hygiene etc.

LSR has facilities for sports ranging from basketball and table tennis to yoga and shooting. In fact, LSR is one of the few colleges which boast of its own shooting range within the campus itself. The college has fourteen sports teams and the college participates in the following disciplines: Athletics, Archery, Badminton, Basketball, Chess, Air rifle shooting, Air pistol shooting, Swimming, Volleyball, Squash, Judo, Lawn tennis, Table Tennis, Artistic gymnastics, Rhythmic gymnastics, Golf and Equestrian events.

The college has a well-equipped gym to cater to the needs of students looking for cardiovascular workouts. It has a good athletic track, a tennis court, a badminton court, a volleyball and basketball court, table-tennis facilities, chess tables, gymnastics mattresses and other apparatus. The gymnasium also provides the faculty and students with facilities for a workout and relaxation. The grounds are spacious enough to hold regular yoga, self-defence classes, and aerobics classes.

The auditorium that can seat around seven hundred members of the audience has been witness to many historic occasions. The auditorium was built with money raised by a public concert by Bharat Ratna Pandit Ravi Shankar. The auditorium has hosted dignitaries and artists, scholars and writers and of course provided a platform for students to explore their creative potential. Mrs. Indira Gandhi, Dr. Man Mohan Singh, His Holiness The Dalai Lama and Daw Aung San Suu Kyi, Madame Christine Lagarde are some of the distinguished luminaries who have graced the auditorium.

NSS and NCC have separate rooms designated as their office space that they use to conduct meetings and store their records and files in. It is here that the students and faculty members sit together and plan for the future. These rooms have typical office furnishing with drawers, and filing cabinets, etc. Rooms also have a board and some chairs for visitors to sit on.

The college has ramps, railings along stairs and elevators to make it accessible for all members of the community.

Apart from many class rooms having ICT and microphones, the various conference and seminar and discussion rooms also have microphones. The auditorium of course has a very good public address system. There is a designated member of the support staff whose job it is to maintain and organise the sound system for any big function or event. The college auditorium has a very advanced sound and light system that is managed by specially designated members of the support staff along with student participation. The college also has a television screen in the reception area to display current activities in college. It has numerous notice boards as well, apart from segregated waste bins.

As far as health and hygiene is concerned, the college has washrooms for men and women at regular intervals on the campus. Washrooms for visitors are also available; a special washroom for persons with disabilities is also part of the college infrastructure. The latter has grab rails and is spacious enough to facilitate wheel chair manoeuvrability. This is most certainly in keeping with the college's policy of inclusivity. All washrooms are cleaned throughout the day and provided with water supply, mirrors, waste bins, and liquid soap. Charts displaying the cleaning routine are maintained in all the washrooms.

The medical room in college has a comfortable bed, an oxygen cylinder, stretcher, wheel chair, inhalers, BP apparatus, weighing machine, first aid kit and over the counter drugs. Prescription drugs are not kept in the medical room.

4. 1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilised? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan for the Institution/campus and indicate the existing physical infrastructure and the future planned expansions if any)

The college decides in the staff council meetings, proposals for initiating new programmes or activities. These recommendations are then taken to the Governing Body for approval. The work allocation and time-table committee along with the academic affairs committee evaluate the possibilities of rational and optimal use of the time and space available. They make recommendations periodically about the need for expanding the existing space, remodelling or re using the existing space, and make suggestions for the most efficient use of the time frame, keeping in mind the need to balance academics, co-curricular and extra-curricular activities. It is with this in mind, that the college has built a big and spacious student's common room, two large exhibition areas overlooking a beautiful lily pond for practices, workshops and exhibitions, apart from smaller open areas and a breath-taking amphitheatre. All these features have been added as a result of a massive expansion programme envisaged for the fulfilment of the needs of expanding numbers and the nature of activities. For Master Plan of the institution, please refer to **Figure 4.1.3**.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

Being committed to the idea of excellence and equity, access and affirmation, LSR has always been sensitive to the needs of those persons that might have different requirements. All stairways and steps have railings. The college is wheel chair friendly. The special washroom

with space to turn a wheel chair around and grab bars is a very important feature of the college. Notice boards that display notices in Braille and software that enable visually challenged students and faculty to read books and journals are part of the facilities in college. But the most important aspect of this is the awareness, sensitivity and the willingness of the LSR community to take on board the requirements of those whose bodies might not be able to keep pace. Rooms are allocated to departments keeping in mind the needs of differently-abled students, and time-tables often changed to factor this. The college has an especially dedicated resource centre called *Swavalamban* that houses state-of-the-art assistance for students and teachers who need help with reading.

4.1.5 Give details on the residential facility and various provisions available within them:

Hostel Facility- Accommodation Available

Yes, LSR has a sprawling double storey Residence Hall that provides accommodation to 290 students. There are 200 rooms including the infirmary, computer room, two guest rooms, two rooms for visiting exchange students, suites for the superintendent and deputy warden, Director's office, library and the store. Of these, 90 rooms are single-seaters while the rest of the rooms are shared by two students each. There are three three-seaters as well. However the Residence Hall firmly believes that not more than two students should ideally share a room. Four seaters or six-seaters are almost like dormitories and while they are perhaps adequate for schools, they do not serve the purpose of undergraduate education which requires more independent study. A revamp of some of the rooms was undertaken just prior to the Commonwealth Games. The furniture is regularly repaired or replaced and the establishment bears the cost of this. There are several bathrooms on each floor including separate bathrooms for the injured and students with disabilities. All bathrooms have hot water sourced from the solar heaters or geysers which are turned on as soon as winter arrives. The bathrooms are kept clean and hygienic.

Recreational Facilities, gymnasium and Yoga centre, etc.

The air conditioned common room with AV facilities is a favourite room of the students. This is where they watch television, celebrate festivals and birthdays, hold GBMs and have fun activities like zumba classes. There is also a large air conditioned visitor's room on the ground floor with a TV, for visitors of the residents. This is open to residents at all times and especially during the visiting hours. The Residence Hall organises Yoga classes periodically, and the college gymnasium is accessible on all days except Sunday. Hostel residents interested in sports facilities of the college are welcome to avail of them.

Computer facility including access to internet in hostel

There is a computer room with four computers, and access to the college Wi-Fi is available to all students from 9.30 in the morning to 6.00 pm.

Facilities for medical emergencies

There is a small infirmary which keeps a stock of some basic medicines. To cater to medical emergencies there is a tie up with nearby hospitals.

Library Facility in the hostels

There is a large hut in the inner quadrangle which is used as a reading room by students. It is particularly useful to those residents who wish to study away from the hustle and bustle of the Residence hall. It is kept open till 10.30 at night. During exams students use the common room

for studying. Arrangements have been made for a Xerox machine along with a printer for the convenience of the Residents.

Residential facility for staff and occupancy, constant supply of safe drinking water

Residential facility is available for the Director of the Residence Hall, the Warden and Superintendent. There is constant supply of safe drinking water.

Security

24 hour security is provided by a professional security agency which also provides female security guards. There is constant CCTV monitoring.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus.

The campus has a huge number of trees, shrubs, plants, gardens, creepers, hedges, potted plants and lush lawns. The greenery in the campus soothes the nerves and creates vast reserves of oxygen on campus. The building is so designed as to let fresh air and plenty of ventilation comes into it. Rooms have windows and doors that open out into the gardens and thus no part of the building is cramped or dingy.

The campus is maintained scrupulously clean throughout the day, garbage is systematically removed, and segregated. There is an organic compost pit, as well as rain water harvesting arrangement; all this ensures that garbage does not accumulate. Class rooms and all other spaces are cleaned, mopped and dusted routinely. Corridors and other thoroughfares are cleaned round the day. The campus is white washed and cobwebs etc. removed periodically.

Washrooms are cleaned throughout the day, liquid soap is provided and so also an air dryer. Jet spray to clean up ensures that hands remain clean as far as is possible. Washrooms are cleaned according to a roster of duties assigned to staff designated for this purpose. Cleaning agents are used to clean the washrooms, and bathroom fresheners are placed as well.

Drinking water arrangements are placed at various points, water supply is connected to a filtering system.

The Café is periodically scrutinised and the food is inspected by faculty and students of the café committee, and any complaints are brought to the notice of the café owner. Clean cutlery and crockery is used by the café. Oil and ingredients used are of a safe quality.

The college makes arrangements for faculty and students to be part of the World University Services (WUS), and many members have benefited from this membership. The college provides its faculty with a health card which enables faculty members to avail of all the facilities as allowed by DU. Within the college there is a medical room with a qualified attendant. She is on call throughout the working hours of the college. The facilities of the medical room have been described above. Besides, the college organises in partnership with Red Cross, blood donation camps. It also organises talks and presentations by leading physicians on life style disease like cancer, diabetes and so on. Bone health camps are also organised periodically. Presentations have been held on nutrition and dietary requirements. Yoga camps, fitness equipment in the gym and a huge campus to walk and run are some additional features. The college has worked out arrangements to rush any emergencies to the neighbouring hospitals

that are all very well equipped. The phone numbers of all the neighbouring hospitals are displayed prominently across the college campus.

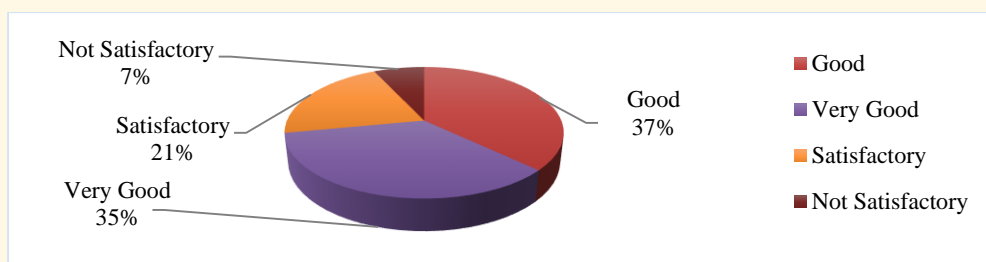
LSR understands health to be a holistic experience, and it is in this spirit that the college organises mental health awareness week, which draws attention to the shadowy subject of mental health and forces the community to take note of this aspect of health as well. Workshops and intervention programmes on issues such as body image, suicide prevention, stigma around mental illness are conducted periodically by the department of Psychology. The college has a counsellor whose services the students avail of from time to time.

The college believes that a healthy body houses a healthy mind, but the quality of this mind can of course be deepened and be made more reflective and ruminative. It is for this that the college has initiated *Dhyana* which addresses not just concrete physical concerns about well-being, but deeper concerns and questions about the purpose of life itself and the nature of interconnectedness.

4.1.7 Give details of the Common Facilities available on the campus – spaces for special units IQAC, Grievance Redressal Unit, Women’s Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff, students, safe drinking water facility, auditorium etc.

The multipurpose student centre has specially designated areas for Grievance Redressal Unit, Women’s Development Cell, Counselling and Career Guidance Unit, the Placement Cell. All the areas are marked and students make use of these facilities routinely. The health centre is located within the college and is well equipped with stretcher, wheel chair, bed, table and chair and a weighing machine, BP apparatus, inhalers and all over the counter medicines as well as muscle relaxants and first aid kits. The café is located within a specially designated building and has a cheerful ambience apart from maintaining hygiene and safety standards; the café also serves delicacies that the students enjoy. The faculty lounge has a small pantry attached to it and hot and cold beverages are stored in a refrigerator. A microwave and water filter also exists in this pantry. The tea room and a faculty lounge, gardens, and other open spaces provide recreational spaces for the staff. Safe drinking water facility is present all over the campus. The auditorium can seat over 700 people and is equipped with a good stage, two green rooms, sound and light installations, comfortable chairs, carpeting, wall panelling for acoustic effects, air-conditioners, wash rooms, lockers and a podium.

In the Jot-Form Feedback Survey mentioned at **1.1.8**, students were also asked to assess the infrastructural facilities available at LSR like classroom space and furniture, audio visual facility, campus cleanliness, open and green spaces, washroom, drinking water, book store, common room, auditorium, seminar rooms, photocopier, telephone booth, display boards, dustbins, safety and security, sports facilities, bank, coffee/tea kiosk, sanitary napkins dispenser, record room, signage and laptops for audio visual projections. 35% of the students consider the infrastructural facilities to be very good and 37% consider them good. On the other hand, only 21% find them satisfactory and a mere 7% consider them to be not satisfactory.

Figure 4.1.7: Assessment of Infrastructural Facility

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student / user friendly?

The LSR Library recognises the importance of functioning in a thoroughly professional as also democratic way, such that the interests of all departments are taken into account. To that end, LSR has a Library Committee comprising of the Principal as Chairperson aided by a Convenor, usually a senior faculty member with experience of some years being on the committee as member, and the Librarian serves as Secretary of the committee. Each department is represented by one member being on this committee for an academic term or more. Given such a constitution, the Library Committee works on a rotational basis of faculty involvement and the faculty representatives report back to their respective departments on all the issues discussed, funds allocated annually, new journals subscribed to and they also encourage members to suggest names of books to be bought.

The faculty members on the Committee also play an important role in coordinating the Library Orientation for the new entrants. This enables the Librarian and the Library Staff to meet student batches and introduce them to the easiest means of accessing the books on the shelves as well as the on-line resources provided by the college library.

The Library Committee takes the lead in setting strategic directions for all aspects of the Library's services and operations. It meets regularly to engage with all the issues related to student requirements from the library as resource, and endeavours to prioritise funds judiciously in order to make the process and operations of the library most student- friendly. Members not only make suggestions to achieve that goal but also act as a conduit for carrying the students' views that are garnered through Student General Body Meetings that are held within individual departments. The Library Committee pays very close attention to the needs and intellectual aspirations of the students who are enabled by this valuable resource towards maintaining world class academic standards.

4.2.2 Provide details of the following:

S. No.	Query	Details
1	Total area of the library (in Sq. Mts.)	807.9 Sq. Mts.
2	Total seating capacity	200

3	Working hours (on working days, on holiday, before examination days, during examination days, during vacation)	Main Section: 9 am-5 pm Reference Section: 8 am- 8 pm (9 am – 4:30 pm on Saturdays)
3	Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)	Please refer to Figure 4.2.2

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The Library has a well-oiled procedure for ensuring that its resources are kept up-to-date with all that the scholars and authors the world over produce. The logic of the purchase of books, journals, and e-journals is their academic currency as well as the more specific needs of the curriculum, to finally help faculty and students accomplish their goals of research and the enhancement of their information and knowledge base. Books are procured on demand as well as new titles are purchased in compliance with the specific requirements articulated by the students and the faculty.

Books

The Library receives new titles and places the list of recommended books before the Library Committee for its review. These titles are approved by the Library Committee faculty member of the department in question and subsequently the books are purchased and processed for the readers. Students too are allowed to recommend books and other publications for purchase, provided that the demand is approved of and routed through the proper faculty channel, viz., the Member of the Library Committee. Any new and urgent requirement of certain books forwarded by the faculty of respective departments may also be purchased at any time with the approval of the Principal. Multiple copies of books high in demand are also procured from time to time, although not more than five copies each.

For informing the faculty about the new titles added to the Library, the Librarian periodically generates a 'List of Additions' which is e-mailed to the entire faculty. The book jackets of new books are displayed on the Information Board. Copies of some book reviews published in the newspapers are also displayed to make students aware of the latest and most exciting reads.

Journals:

Journals and Magazines are procured and maintained in the Library for the students and faculty. New titles can be added on the recommendation of the Faculty approved by the Principal.

E-resources:

The Library has access to advanced web activity with its subscription to E-resources through DU Network that links students and faculty researchers with 63 high quality electronic databases. In addition to this, 21 more databases are accessible through UGC-INFONET Digital Library Consortium. Every faculty member and student has N-List password to access the journals listed in the consortia. To keep up with the latest in e-scholarship the LSR College Library regularly conducts innovative Information Literacy Programmes (ILP) for the benefit

of students and faculty members. Tutorials are also offered to orient them and make the community proficient in the use of the World Wide Web. Efforts at strengthening, improving and updating the Library are constantly made to facilitate providing accurate and timely information.

Amount spent on procuring new books, journals and e-resources during the last 4 years

Library holdings	2013 - 2014		2012 – 2013		2011 - 2012		2010 - 2011	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total cost
Text books plus Reference Books	1474	12,32,792.00	1402 includes 3 CD	10,45,162.00	1874 includes 14 CD	12,73,627.00	1045	7,82,231.00
Journals/ Periodicals	109	6,87,707.00	118	6,47,261.00	122	6,65,738.000	134	5,86,018.00
E-Resources	NLIST	5000.0	NLIST	5000.00	NLIST	5000.00	NIL	NIL
Any Other (Specify)	-	-	-	-	-	-	-	-

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the Library Collection:

S. No.	Query	Details
1	OPAC	Three systems for reader access
2	Electronic Resource Management Package for E journals	Subscribes Nlist
3	Federated searching tools to search articles in multiple database	DU Network
4	Library Website	Merged in College Website

5	In house/ remote access to e publications	DU Network and Nlist
6	Library Automation	Fully automated
7	Total Number of computers for public access	Three for OPAC and DU Computers
8	Total Number of printers for public access	NIL
9	Internet band width/Speed	40 MBPS
10	Institutional Repository	No
11	Content Management System for e-learning	Access those which are on Public Domain
12	Participation in Resource sharing networks/consortia (like INFLIBNET)	DU Network and Nlist

4.2.5 Provide details on the following items:

S. No.	Query	Details
1	Average number of walks- ins	800 approx per day during session 100 – 200 approx per day during vacations and examinations
2	Average number of books issued/returned	500 - 700 approx per day during session 100 – 200 approx per day during vacations and examinations
3	Ratio of Library books to students enrolled	30 – 35 Books
4	Average number of books added during last three years	See 4.2.3
5	Average number of login to opac (OPAC)	We have a multi user platform by single log in many users can access the data
6	Average number of Login to E-Resources	300 – 400 approx per day during session
7	Average number of e-resources downloaded / printed	300 – 350 approx per day during session
8	Number of information literacy trainings organised	Library Orientation every year

9	Details of “weeding out” of books and other materials	2014-15: 104 books, 65 journals 2012-13: 896 books 2011-12: 255 books, 335 journals
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4.2.6 Give details of the specialised services provided by the Library:

S. No.	Query	Details
1	Manuscripts	NIL
2	Reference	On demand
3	Reprography	Library discourages the practice of Photocopying and has no specialised system for reprography
4	IIL (Inter Library Loan Service)	Very restricted
5	Information deployment and notification	Time to Time
6	Download	On demand
7	Printing	NIL
8	Reading list / Bibliography compilation	On demand
9	In- house / remote access to e-resources	DU Network and Nlist
10	User Orientation and awareness	Every year
11	Assistance in searching Databases	100 percent
12	INFLIBNET / IUC facilities	DU Network and Nlist

4.2.7 Enumerate on the support provided by the Library Staff to the students and teachers of the college.

Although most of the functions and services of the LSR Library are computerised, the human touch is evident in the active help that its technically trained staff renders to all its users, faculty and students alike.

There is an Information Desk located on the ground floor near the entrance to the Library. It is the public service point of the library for students of LSR, where they may ask from basic to more involved research related questions and would be helped by a Senior Staff member of the library. The following services are provided by the Information Desk:

- Directional assistance on site and over the telephone
- Referral service for readers with queries beyond the directional or holdings verification stage to the interlibrary loan desk or service points

- Queries about the organisation of the library resources, the use of the OPAC (Online Public Access Catalogue), accessing electronic resources and technology in the library, as well as locating alternative sources (in case of non-availability of these), are answered by the library staff.

Other services:

- Reference service is provided for each collection on the respective floor where it is housed.
- Centralised membership and circulation services are located on the ground floor as well as in the Reference Library on the first floor.
- Recommended textbooks for all disciplines are centrally managed and kept in the Reference library to facilitate students.
- The Library provides faculty members cubicles within the Reference Library.
- The students are advised to record the details of untraceable books in the tracing files kept on the different floors of the library.
- Students can read their personal books in the Reading Hall of the Reference Library. This hall is open from 8:00am to 8:00pm throughout the year.
- All bonafide members of the College Library can access electronic resources through the campus network. However, bulk copying, systematic downloading or use of electronic materials for commercial purposes is strictly prohibited.

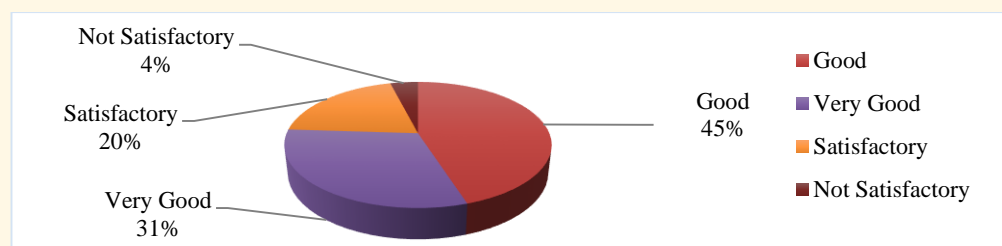
4.2.8 What are the special facilities offered by the library to the visually/physically challenged person? Give details.

LSR has a separate unit, *Swavalamban* for visually challenged persons. Please refer to **2.2.1** for details. Besides, the Library also has a collection of books in the Braille Script. The Library also provides head phones and audio cassettes to visually challenged students.

4.2.9 Does the library get the feedback from its users? If yes, how is it analysed and used for improving the library services. (What strategies are deployed by the library to collect feedback from users? How is the feedback analysed and used for further improvement of the library services?)

Readers are the most prestigious asset of any Library. Their views and feedback are always a topmost priority for the Library.

The LSR Library also reaches out to its readers from time to time through open sessions and person to person interaction. The regular Library Committee meetings where the College Principal and the Librarian meet representative faculty members of all departments act as feedback obtaining and brainstorming sessions for the improvement of library services and operations. The views, suggestions and requirements of all department teachers and students are brought to these meetings. In follow-up measures the views obtained through these media are discussed among the senior staff of the library and policy is formulated to make the Library more user-friendly. At times new policies are framed and at other times existing ones are modified. The faculty also puts down their considered opinion in the feedback and fact sheet that they fill up periodically. The annual web-based survey conducted by the college elicits responses and feedback from students regarding the efficacy of the library system in college. In this survey, students were asked to assess the LSR library in relation to support extended by the library staff; access to latest reading material; range of books; E-Resources; newspapers, journals and periodicals; archival material and infrastructure. Their responses are depicted in **Figure 4.2.9** provided below:

Figure 4.2.9: Assessment of LSR Library

4.3 IT Infrastructure

4.3.1 Give details on the computing facility available (hardware and software) at the institution.

Number of computers with configuration (provide actual number with exact configuration of each available system)

LSR has over 195 Computers (Configuration Core i5, AMD Processor, RAM 4GB, HDD 500 GB)

Computer-student ratio

At a remarkable ratio of 1:20, it is evident that LSR is committed to ensuring access to the latest technology and means of communication.

Stand-alone facility

Stand-alone facility is available in the LSR campus.

LAN facility

LAN facility is available in the computer lab, library – reading and research section and all the administrative and accounts offices.

Wi-Fi facility

The entire college, the Residence Hall and the hostel and the ASSK Centre for Peace are covered by Wi-Fi.

Licensed software

LSR uses the licensed software provided by DU, downloadable from download.du.ac.in

Numbers of nodes/computers with Internet facility:

The college has 195 nodes/computers with internet facility

Any other:

LSR is connected with the National Knowledge Network (NKN) provided by the NIC of India.

4.3.2 Details on the computer and internet facility made available to faculty and students on the campus and off campus?

The college provides 30 Desktop that are available for faculty regularly with internet facility. 42 laptops are available at all times for teachers and students to use while in class. In addition to these, there are 140 computers in the library, reference Section, and the labs, with internet facility that the students might access.

4.3.3 What are the institutional plans and strategies for deploying and upgrading IT infrastructure and associated facilities?

The institution is planning to deploy:

- Blade Servers
- Cloud Computing
- Web Conferences
- Inter and Intra University Conference
- 4G network to enable online lecture broadcasting

4.3.4 Provide details on the provision made in the annual budget for procurement, up gradation, deployment and maintenance of the computer and their accessories in the institution (Year wise for the last four years)

Year	Budgeted			Actual		
	Grant	Internal Fund	Total	Grant	Internal Fund	Total
2011-12	700000	2000000	2700000	532031	1552499	2084530
2012-13	700000	500000	1200000	495332	339572	834904
2013-14	700000	500000	1200000	397360	409337	806697
2014-15	3700000	1200000	4900000	1871726	1016603	2888329

Funds are procured from either of the following sources:

- a. Grants from UGC/University
- b. Internal Funds from Fee and income from investments

The college follows the process defined in General Financial Rules for procurement and for maintenance enters into contract with service providers. DU has provided computers and laptops to the college with are being maintained by the college from its internal funds.

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/learning materials by its staff and students?

ICT and Innovative Teaching-Learning Pedagogies

LSR understands and appreciates the profound impact which modern technology, when combined and complemented with a socially responsible value system, can have in bettering the human condition. Use of ICT has brought about a revolutionary transformation in the teaching-learning engagement.

To begin with, the ICT technology is being taken advantage of to integrate the varied media for teaching-learning including power point presentations and films within the classroom itself. An innovative use of modern technology in pedagogical practices and additional teaching-aids also helps students and teachers access the expansive global pool of knowledge now available. To facilitate this process, the college has adopted a provision which allows for laptops to be issued for use in the classroom and then returned thereafter. Furthermore possibilities of learning beyond the classroom, with technology and human intermediation mutually complementing one another are also being increasingly explored.

For instance the Department of Philosophy, in 2013, organised a web lecture by Prof. A. C. Grayling of Oxford University on ‘Atheism, Secularism, and Humanism: Three Zones of

Argument'. Similarly the Psychology Department took up a six week course on 'Understanding Violence' offered by Ohio Wesleyan University on Coursera for collective learning during September–October 2014. Another such course on 'Social Psychology' was offered in 2013. Each week, sessions facilitated by faculty moderators were organised, in which the course videos were screened and the content discussed and debated. In 2015, the department of Elementary Education participated in a webinar organised by the Arts Education Programme, British Council, and India. The webinar was a cross cultural exchange between participants from the Lyceum theatre and the University of Strathclyde, Scotland and students and faculty members of LSR, to share best practices. The college has successfully also been using Skype technology for discussions with universities abroad.

For greater interaction among students a Blog 'No Matter Never Mind' has been set up by the department of Philosophy. Encouraged by this new technology, the Department of Hindi too has begun with a Web Page *Junoon Hindavi* to give students a platform to explore their creative potential and share their thoughts on literary issues. It does not come as any surprise that *Prakriti*, society for inculcating environmental consciousness has gone on line with its Newsletter *Ankur*. The department of Journalism has actually produced a new online magazine 'Counter talk' with a print version as well. The department of English has also initiated a lighter-hearted digital incarnation *Jabberwock Online* to its academic Journal *Jabberwock* and the department of Sociology now publishes its online weekly, 'The Beacon'. 'Voices and Visions' is an online student journal of the Women's Education Worldwide Network, initiated by Smith College, Bryn Mawr and LSR.

Please refer to **1.3.3** for details.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deploys (access to on-line teaching-learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning and render the role of a facilitator for the teacher.

- Laptops were distributed to FYUP students as per university guidelines and all classrooms have been equipped with ICT. Computer Lab and Library are other learning spaces through which faculty facilitates student-centered learning.
- In addition to the lecture mode, audio-visual aids are used regularly in classroom teaching. Faculty is well versed in the use of ICT, and makes very effective use of the resources available on the internet.
- Teachers provide various web links to online lectures, presentations, films and other e-resources to students for their independent learning.
- Most faculty members also encourage students to use e-resources for research and reading. For example, students have used web based sites to participate in projects that have an international reach such as journalist P. Sainath's PARI.
- Power point and Prezi presentations have become the norm in many student and faculty presentations. Often assignments and reports are submitted to faculty via email.
- Coursera open online courses were accessed by Psychology department students through the enabling facilities of the internet provided them in college. In addition, TEDxLSRCollege event was organised by the Psychology department faculty to enhance the intellectual grasp of the subject for young learners in a technologically advanced environment.
- DU has often posted course material for some UG papers. ILLL has also developed course readings for different courses that are available to students free of cost through the website. Faculty facilitates use of such materials.

- The college is also extremely mindful of the deleterious consequences of reckless use of the internet, and has conducted workshops on this aspect to protect students from possible abuse and exploitation. At the same time, students are warned of the ethics of avoiding plagiarism and efforts are made to create a culture of intellectual honesty amongst students and faculty.

4.3.7 Does the Institution avail of the National Knowledge Network Connectivity directly or through the affiliating university? If so, what are the services availed of?

LSR avails of the National Knowledge Network Connectivity through the affiliating university, that is DU.

NKN network is designed with the aim of providing:

- Highest level of availability
- Robust and reliable connectivity
- Highest level of Scalability (specifically planned to match the unknown future demands which cannot be envisaged currently)
- Best Bandwidth Capacity: For NKN, various National Long Distance Carriers (NLDs) have provided 1Gbps / 2.5Gbps capacity links which can be self-healed. Further, the NLDs are in process of upgrading (using DWDM) to 10 Gbps or more connectivity.

The main services of NKN can be broadly categorised under the following heads:

- Generic Services: Internet, Intranet, Network Management Views, e-Mail, Messaging Gateways, Caching Gateways, Domain Name System, Web Hosting, Voice over IP, Multipoint Control Unit (MCU) Services, Video Portals, SMS Gateway, Co- Location Services, Video Streaming etc.
- Community Services: Shared Storage, e-Mail List Software Application (LISTSERV), Authentication Service, EVO, Session Initiation Protocol (SIP), Collaboration Service, Content Delivery Service, International Collaborations with EU-India Grid, Global Ring Network for Advanced Applications Development (GLORIAD) etc.
- Special Services: Virtual Private Network Stitching Services [VPN@L2 (Virtual Private Wire Service / Virtual Private LAN Service), VPN@L3] etc.
- Establishing connectivity for knowledge and information sharing.
- Enabling collaborative research in emerging areas.
- Facilitating distance education in specialised fields.
- Facilitating an ultra-high speed e-governance backbone for information sharing.

The usage of NKN connectivity is still limited and is restricted to internet connectivity, video conferencing and virtual classrooms. Faculty members also use some of the provisional features like video lectures, and learning management system courses.

4.4 Maintenance of Campus Facilities

4.4.1. How does the institution ensure optimal allocation and utilisation of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)

Budgetary allocations for the last 4 years for maintenance and upkeep:

The maintenance of buildings is largely from the grant received from the UGC. In addition, approximately 5 % of the expenditure on the buildings and furniture etc. is met by the Trust of the Governing Body of the college. Besides, student fees include a small component called the College Development Fund which includes an amount that is set aside for maintenance of infrastructure.

- a. **Building:** The budget allocated for upkeep of Buildings by the UGC is Rs. 6.5 Lakhs per annum and has been the same since 2011-12.
- b. **Furniture, Fixtures and Equipment:** The UGC has approved a budget of Rs. 13,000 per annum under this head since 2011-12. However, the college has budgeted an additional amount for these expenses in the college fees. Each student paid Rs. 600 as infrastructure fees in 2011-12, Rs.1000 in 2012-13, Rs. 1200 in 2013-14 and Rs. 1500 in 2014-15. The approximate expenses incurred on upkeep and maintenance of Furniture and equipment has been Rs. 2.5 Lakhs in 2011-12 and 2012-13 and Rs. 3 Lakhs in 2013-14 and 2014-15.
- c. **Equipment:** Please see above
- d. **Computers:** There is no Government grant for upkeep of these although a large number of computers in the Library were provided by DU. The upkeep is managed internally, largely from the fees paid by students for amenities. These fees were Rs. 800 in 2011-12, Rs. 1000 in 2012-13 and 2013-14 and Rs. 1500 in 2014-15.
- e. **Vehicles:** The only vehicle maintained by the college is a car that was donated by the Students' Union in 2011-12. The car is used for official work related to students. The basic maintenance is the insurance of Rs. 4000 per annum which is paid from the Students Activity Fund.

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

Institutional Mechanisms for maintenance and upkeep of infrastructure, facilities and equipment:

- For equipment that is no longer in the warranty period, the college signs an Annual Maintenance contract with the company that has supplied the equipment. For instance, all the water-coolers, photocopiers and batteries are under an AMC.
- The college has deputed qualified officials to look after maintenance and upkeep of equipment and infrastructure. A qualified electrician looks after routine maintenance work of all electrical installations and a systems administrator is in charge of all IT related equipment and infrastructure. One person is delegated to look after basic infrastructure and furniture.
- Any minor repairs that need to be carried out are reported and the expenses for these are sanctioned by the Principal and Bursar as per the norms. In case, the repairs are major then quotations are called for before the sanction is given.
- The TIC of each department every year provides a list of infrastructural needs as well as equipment that is required or that needs to be updated for the smooth functioning of the department. These requirements are analysed before the start of the academic session and permission granted wherever it is feasible.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/instruments?

Calibration and Care of Equipment and Instruments:

In all the laboratories an annual stock taking and stock verification exercise is carried out. If there is a requirement for up gradation or change, a request is made and action taken. In addition, during the Plan period, an analysis is carried out for enhancement of quality. If newer and better quality instruments are available and there is financial provision for these, the more obsolete instruments are replaced.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

Major steps for maintenance and upkeep of sensitive equipment through provision of stable electricity and constant supply of water:

- LSR is fortunate that the electricity service provider BSES has a hub which is located on the campus, to provide electricity for the college and areas located in the vicinity. The service provider ensures that there is regular maintenance of the system. Besides, the college ensures that electricity bills are paid promptly so that there is no fear of disruption of service on that ground.
- In addition, the college has a back-up generator to ensure uninterrupted power supply.
- To protect sensitive equipment from voltage fluctuation, voltage stabilizers and UPS systems have been installed. There is also a shunt capacitor to regulate the power factor.
- Water is provided from two sources. Water provided by the civic authorities is first filtered at the college level and then used for drinking and cooking purposes both in the college and the Residence Hall. There are storage tanks to ensure uninterrupted supply of water. In addition, there is a tube well to supply the water required for other purposes, including for maintaining a green campus.
- Cleaning services have been outsourced to ensure a constant monitoring of cleanliness levels in the college.
- The lift that has been recently installed is maintained by the company that provided it. In addition, two people in college have been trained to handle the lift equipment.

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CRITERION V STUDENT SUPPORT AND PROGRESSION



5.1 Student Mentoring and Support

Student development and progression is the foremost objective of all activities carried out at LSR. Guidance in academic as well as personal matters is provided to students through systems of mentoring offered at various levels in college. This includes faculty and student mentoring, both at the college and departmental level.

An extensive orientation programme is organised to welcome new students and introduce them to the ethos and values of the college. A distinct tradition at LSR is to have the first year students plant saplings around the college campus, symbolic of the beginning of a critical phase in the lives of these young women. In addition, each department conducts an orientation for its first year students.

5.1.1 Does the institution publish its updated prospectus/handbook annually? What is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

LSR publishes its prospectus annually. The first part of the prospectus informs interested students about the mission of the college, its history and the facilities offered. It also provides comprehensive information on the courses offered by the college and the guidelines for admission. The basic requirements for admission, the admission process and the eligibility criteria for SC/ST/OBC/PwD and other categories are clearly delineated. In addition, the procedure of applying to the Residence Hall is also explained in the prospectus.

The college publishes its handbook at the beginning of every academic year, which provides information related to disciplinary rules including those pertaining to ragging and sexual harassment, information on course structures, attendance rules, university examinations, internal assessment and transcripts. In order to ensure easy mobility for new students, the handbook contains a map of the college building. Various departments of the college publish separate handbooks for their students summarising the department's rules, structure, association activities etc.

LSR ensures strict adherence to all the rules and guidelines presented in the above documents. Several committees have been constituted for instance, the Attendance Committee and the Internal Assessment Committee, to look into any matter of concern brought in by the students. All measures are taken to ensure that stated rules are duly followed. In case of any grievance, students may approach the Advisor, Students' Welfare or the Principal.

5.1.2 Specify the type, number and amount of institutional scholarships/freeships given to the students during the last four years and whether this aid was disbursed on time.

A large number of freeships as well as scholarships are awarded to students at LSR every year. Interviews are held to ensure that the money is disbursed to candidates genuinely in need of financial aid. Students who meet certain criteria of academic merit are awarded scholarships while others are awarded freeships. Most importantly, a sincere effort is made to ensure that each genuine student who requires financial assistance is provided it. In addition, the college funds the department trip of any student who may be unable to afford the same. It is ensured that all financial aid is made available and given to students on time. Please refer to the following table for details of scholarships and freeships disbursed over the last four years.

LIST OF FREESHIPS AND SCHOLARSHIPS			
YEAR	TYPE	NUMBER	AMOUNT (Rs.)
2011-2012	College Freeships	107	6,91,000
	College Scholarships	48	5,60,000
	DU Scholarships	5	15,000
	Scholarships for differently-abled	8	1,36,000
	FAEA Scholarships	1	30,000
	College Ward Welfare Scheme	3	19,500
	Total	172	14,51,500
2012-13	College Freeships	128	12,80,000
	College Scholarships	72	8,23,750
	DU Scholarships	30	90,000
	Scholarships for differently-abled	9	1,50,000
	FAEA Scholarships	2	60,000
	College Ward Welfare Scheme	4	49,021
	Total	245	24,52,771
2013-14	College Freeships	132	1,05,600
	College Scholarships	66	8,30,105
	DU Scholarships	15	45,000
	Scholarships for differently-abled	3	36,000
	Government Scholarships	65	6,50,000
	FAEA Scholarships	3	90,000
	College Ward Welfare Scheme	3	36,906
	Rashtriya Sanskrit Sansthan Merit Scholarship	10	40,000
	Total	297	18,33,611
2014-15	College Freeships	171	19,66,500
	College Scholarships	51	8,46,355
	DU Scholarships	18	54,000
	Scholarships for differently-abled	9	1,50,000
	Government Scholarships	142	14,20,000
	FAEA Scholarships	3	90,000
	College Ward Welfare Scheme	4	62,110
	Rashtriya Sanskrit Sansthan Merit Scholarship	10	40,000
	Total	408	46,28,965

5.1.3 What percentage of students received financial assistance from State Government, Central Government and other National Agencies?

Approximately 10-12 per cent of the students at LSR have been receiving financial assistance from State/Central governments and other national agencies.

5.1.4 What are the specific support services and facilities available for students from SC/ST, OBC, economically weaker sections, students with physical disabilities, overseas students and provisions to help students with skill development, coaching classes, medical assistance, etc.?

Students from SC/ST, OBC and Economically Weaker sections

The college extends several kinds of support services and facilities to students from SC/ST, OBC and EW sections. In addition to providing various kinds of scholarships and freships, the college endeavours to create learning spaces that encourage inclusivity, egalitarianism and democratic participation by each student.

The Residence Hall strictly follows the regulations of the Constitution on reservation and has constituted an anti-discrimination committee to eliminate all kinds of discrimination, based on region, caste, class, religion or language.

An important body in LSR that seeks to empower students who face social and economic disadvantages by creating access to opportunities through the foundational principles of equity and capacity-building is REACH. Please refer to 2.2.1 for details.

Differently-abled Students

Please refer to 2.2.1 for details about facilities for differently-abled students

Overseas Students

In this era of globalisation, LSR has taken the lead in developing international linkages and global networks in education with on-going exchange programmes with La Trobe University, Australia, Brown University and Smith College in the US and NUS, Singapore. More recently, LSR has started collaborations with Middlebury College, U.S.A, Fukuoka University, Japan, American Graduate School, Paris, University College of Dublin and Sciences Po, Paris.

In order to facilitate the adjustment of students from overseas, LSR provides them with a detailed reference book containing information on the college, options for course work, evaluation processes, the Residence Hall and the academic calendar. Many exchange students are also given accommodation in the Residence Hall and a special prize for 'Engagement with the Indian education system' is given every year to the most outstanding foreign student. Student volunteers are assigned to help foreign students and support staff is available at the OIP.

Encouragement to Students to participate in various Competitions - National and International

Participation in competitive events is strongly encouraged at LSR and is seen as critical for building students' self-confidence and drive for achievement. Information about forthcoming events and competitions at the college, university, state and national level are displayed on the college notice boards. The Annual College Festival *Tarang* also provides students opportunities to participate in competitions for activities such as Dance, Photography and Debating at a national level. Students also participate enthusiastically in annual cultural festivals of other institutions both in Delhi and outside and bag top prizes.

Students are encouraged to participate in international events and meets with an aim of fostering their global competencies. LSR students have participated in the Women's Education Worldwide Student Leadership Conferences and the Insight Dubai Conference regularly. A cultural exchange has been initiated between Trinity College, Dublin and LSR whereby students of the Debating societies of each college participate in debates in each partner college. LSR students have participated in Model United Nations Competitions in Harvard, USA,

Australia and Rome. NCC cadets have excelled at youth exchange programmes, NCC Camps and the Republic Day Parade.

Medical Assistance to Students

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 student's minor health related issues. In case of any emergency, the student is either rushed to a nearby hospital/medical centre (such as Moolchand Healthcare, Lajpat Nagar and Nova Kailash Medical Centre, Kailash Colony) or a doctor is called immediately. Students who face chronic medical problems are asked to submit a record of their health issues to the medical room so that these can be consulted if and when the need arises. In addition, the Residence Hall has a small infirmary which keeps a stock of some basic medicines for use by hostellers.

The college organises regular health camps for students. The World University Service provides information to students on healthy lifestyle choices and the ways to prevent diseases.

Organising Coaching Classes for Competitive Exams

The faculty provides guidance to students desiring to sit for various types of competitive examinations. Sessions with former students who have cleared such examinations are also organised so that current students can benefit from their experiences. The Placement Cell of the college arranges sessions with education service providers such as Career Launchers and T.I.M.E. to hone the group discussion and interview skills of students which are often a component of competitive examinations. Information related to examinations such as GRE and GMAT are provided in sessions with reputed organisations such as the Princeton Review.

Skill Development

The college continually assists students in developing the skills they require in order to attain career related success by organising workshops regularly. These include workshops by Lok Bharti Skilling Solution and KPMG. In addition, language proficiency courses in Spanish by Mundo Latino and English by ILLL, DU have also been organised. Technological and mathematical skills are also promoted by holding workshops on modelling and organisation with spread sheets.

LSR also organises a number of short-term certificate courses. For details, please refer to the following.

List of short-term certificate courses

Year	Department	Short term/Certificate Course
2015	By LSR and Oxford Centre for Hindu Studies	Partly taught and partly online course on 'Hinduism: the Perennial Philosophy'
2014-15	Psychology	6 week course on Understanding Violence on Coursera
2014	LSR	Spanish. On learning Spanish Language
2013-2014	LSR Mathematics LSR	Spanish. On learning Spanish Language Mathematical Modelling with Spread Sheets Certificate Course in Publishing
2012-2013	LSR Journalism LSR LSR	Spanish. On learning Spanish Language Short Term course on Photography by Vandana Kohli Creative Writing Course by Aditi Rao Special Skill Enhancement Workshop By Lok Bharati Skilling Solutions

	LSR and NSO History Mathematics Commerce Journalism ILLL and REACH Economics	Introduction to Sports Journalism and Commenting Appreciating Indian art Modelling and Optimisation with Spread Sheets Entrepreneurial Skill Development OBSCURA: Film Appreciation Course English Proficiency Course Politics and Culture in a Globalising World
2010-2011	LSR LSR LSR Mathematics Commerce Journalism ILLL and REACH LSR Elementary education	Spanish. On learning Spanish Language Creative Writing Course Special Skill Enhancement Works Modelling with Spread Sheets Entrepreneurial Skill Development OBSCURA: Film Appreciation Course English Proficiency Course Salsa Dance Enhancing Teaching and Learning of Maths Through Technology
2006-2009	Economics History Political Science WDC Psychology	Mathematical tools in Decision Making for Managers. Appreciating Indian Art Women in the Political Process Rights of women Under the Law Indian Approaches to Psychology and Consciousness Studies

Support for ‘Slow Learners’

Additional academic help is offered by teachers to students with learning disabilities, whenever required. This is mainly done through remedial and tutorial classes. If needed, topics are revised with the student individually. Teachers also provide guidance and counselling in case the student finds it difficult to adjust to the pressures of college life. Emphasis is placed on building the confidence of students with learning disabilities. For example, they are encouraged to participate in sports and ECA as well as in group presentations. Writers and extra time for writing are provided to students with special needs during their examinations. Most importantly, an atmosphere of inclusivity is maintained in all the activities of college.

Exposure to Institutions of Higher Learning/ Corporate/ Business House etc.

LSR promotes the pursuit of excellence and the development of global competencies in its students. The college therefore provides its students with exposure to several reputed institutions of higher learning within and outside India. The college regularly hosts faculty members from various educational institutions under the Fulbright and other programmes. In recent years, the Department of Psychology hosted Fulbright scholar Dr. Matthew Whoolery from Brigham Young University, Idaho, USA in 2013. In 2011, the Economics Department hosted Prof. Jens Christiansen from Mount Holyoke University, Massachusetts. The year before, Dr. Kenneth Jones from the University of Southern Maine visited the Department of Elementary Education.

The OIP coordinates talks and visits with delegations from leading International Universities. These visits not only provide students an opportunity to explore options for post graduate studies across the world, but often lead to innovative collaborations between LSR and these institutions. These have included the development of short term courses for international students and Skype-enabled discussions between students of LSR and institutions like Bryn

Mawr College and Ohio Wesleyan University in the U.S. In a unique initiative, students and teachers from Ohio Wesleyan University (OWU) have worked with their counterparts at LSR to put together a 'Gandhi-King Peace Initiative' which included Skype sessions and tele-conferencing discussions. This culminated in the visit of a small delegation of teachers and students from OWU for a short term course on 'Gandhi Today – Perspectives and Possibilities' formulated by the faculty at LSR. Recently the college has collaborated with King's College, London to host summer courses on varied topics such as the 'Art of Leadership', 'Media, Gender and Culture', 'International Political Economy' and 'International Politics' for interested students from all over the country and even from neighbouring countries.

The college has also partnered with Golden Key International Honour Society, the world's largest collegiate honour society. Golden Key has been regularly holding talks and workshops at LSR and providing scholarships to meritorious students. The college is also part of the Universitas-21 Network of educational institutions from across the globe and the Women's Education Worldwide (WEW) Consortium of women's colleges across continents and sends its student delegations for conferences organised by these bodies.

The college makes concerted efforts to expose students to various corporate/business houses and NGOs. This year over 92 offers of internships and social engagement opportunities were provided from companies like JSW, Citizens for Better India, Times of India and Asmat. Students were provided opportunities for fellowships like the Milap Fellowship and Gandhi Fellowship. This year, Ernst and Young conducted an All India Business Case Building competition where Neha Marwah of LSR received a scholarship of one lakh rupees and an internship at Ernst and Young.

Publication of Student Magazines

The college enthusiastically encourages the student body to publish magazines, newsletters and journals during the academic year. Funds are specifically sanctioned to concerned societies, departments etc. for this purpose. The student body is encouraged to create both hard copies and soft copies of their publications so that they can reach a wide audience. Most publications are released by the Principal on the occasion of College Day. The details of the same are provided in **5.3.4**.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills among the students and the impact of the efforts.

LSR recognises the importance of nurturing young women, not just as job holders but as job creators. The college chapter of ENACTUS, erstwhile SIFE (Students in Free Enterprise) plays an important role in this regard. ENACTUS uses student entrepreneurship to create opportunities for the underprivileged and help transform their communities. In addition, under the Connecting Dreams Project, LSR students have adopted a village and have set up a community radio to be in constant touch with rural women. For details about ENACTUS and Connecting Dreams, please refer to **7.2.1**.

The college has also conducted various short-term courses to enhance the entrepreneurial skills of its students in collaboration with *Dhriiti* and the National Entrepreneurship Network (NEN).

As part of the Placement Cell, a group of students started a society, *Entretia*, to promote the spirit of entrepreneurship among students by organising talks and movie screenings about successful entrepreneurs. Another means by which entrepreneurial skills are encouraged in

students is by providing them the opportunity to set up stalls at the College's Annual Diwali Mela. Many students set up stalls selling a variety of products and in the process learn how to manage finances and develop the skills of dealing with customers.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular Activities, such as sports, games, quiz competitions, debates and discussions, cultural activities, etc.

The all-around development of each student is an important priority of the college. To promote succeeding without vying, LSR requires each student to be a part of at least one of the following co-curricular activities:

- **National Sports Organisation (NSO).** NSO provides facilities and coaching for twelve sports ranging from swimming and yoga to table tennis. LSR is one of the few colleges to have a shooting range on campus. NSO aims at excellence and inclusivity by providing opportunities for students with different abilities, organisation of sports events and development of leadership qualities in students.
- **National Cadet Corps (NCC).** With a sanctioned strength of 160 cadets, the LSR unit of NCC offers students scope for disciplined adventure. Enthusiasts can learn parachuting, horse riding, judo, civil defence techniques and participate in a number of training camps.
- **National Service Scheme (NSS).** The LSR community attempts to infuse in students the values of courage, civic engagement and the notion of giving back to society as a necessary concomitant to the privileges of a quality education. With 25 NGOs under its umbrella, a student body of about 700 volunteers and 50 project heads, NSS-LSR truly makes a difference to the lives of many of those who are underprivileged and deprived. Members of the NSS are involved in community outreach programmes, winter clothes collection drives, blood donation camps, campaigns against drug abuse, teaching those with special needs, caring for the elderly in old age homes, etc.

In addition, the college has 25 student societies. Students are strongly encouraged to participate in the societies of their choice. All the societies are open to every student of the college and each society operates in a democratic manner. Students are elected/nominated as office bearers of each society and work under the guidance of staff advisors through the year. Regular events are organised by all the societies to ensure that students have ample opportunities to participate. Student contributions in areas such as choreography, classical dance, dramatics, art and décor, environmental consciousness, leadership in sports, excellence in NCC and NSS are recognised through awards given on College Day.

The college offers complete co-operation to any student pursuing extra-curricular activities at the college, university, national or international level. Such students are provided extra assistance and time by teachers so that they can compensate for the classes they miss due to ECA commitments. They are also provided additional time to submit assignments and given concessions in attendance.

The college makes available a number of facilities for its sportswomen. These include:

- Free Sports kits are given to all players. The college provides special equipment/ sports gear to students from economically disadvantaged backgrounds.
- Regular sports training and coaching classes are organised and participants are provided juice daily. Students in training and those who are selected to represent college in sports tournaments are provided with refreshments.

- The college purchases new sports equipment each year. Sports equipment which is no longer in use is donated to non-government organisations affiliated with the College's NSS chapter.
- The college is equipped to provide first aid to students who may injure themselves on the sports field.
- In case of a medical emergency, a player is taken to the nearest hospital and her medical expenses are borne by the College.
- The college arranges breakfast in the canteen/hostel for students who require medical attention or hail from economically disadvantaged backgrounds.
- Financial assistance is given to exceptional players seeking additional training.
- Transportation is made available for all teams participating in competitions.
- The entry fees for all competitions are paid by college on behalf of students.

For NCC the college arranges the following:

- NCC cadets are eligible to and receive special scholarships each year like the Sahara scholarships for Rs. 12,000 and Rs. 30,000 for higher studies, and cadets welfare society scholarship of Rs. 6000.
- Every NCC cadet is given two pairs of Khakhi uniform, a white suit, shoes made of leather and white canvas, beret, socks and Dupatta.
- The cadets receive a uniform-washing allowance.
- Training for cadets takes place twice a week in the mornings. Special classes are also held at 4 Delhi Girls Bn. and the Annual training camps for cadets.
- Every cadet enrolled in NCC gets refreshments and Rs. 45 per day for training.

5.1.7 Enumerate on the support and guidance provided to students in preparing for competitive examinations. Give details on the number of students appeared and qualified in these.

Guidance by teachers, sessions with former students and with education service providers are the main forms of support provided to students to prepare for competitive examinations. For details, please refer to **5.1.4**. LSR does not yet have a database for establishing the number of students who have appeared and qualified in various competitive examinations.

5.1.8 What type of counselling services are made available to the students (academic, personal, career, psycho-social, etc.)?

Students can avail various types of counselling services at college:

Academic Counselling: The college provides counselling related to academic choices during the admissions process to enable students to decide upon their course of study. Counselling is provided to students of reserved categories as well. Teachers are always available within College and students can approach them with their academic problems.

Career counselling: The college organises talks with experts from various fields for the students to learn about prospective careers. For example, the Alumna Cell of the college organises sessions in which career related queries of students are answered by college alumni. During 2014-15, the Placement Cell organised an extensive career psychometric assessment for students by 'HR Assessor & Audit', a Delhi based consulting firm. The testing report for each student covered 16 personality traits and 29 job categories and provided students information on the jobs they were best suited for.

Personal Counselling: The college employs a qualified Counsellor who visits the college thrice a week and helps students with their psychological and emotional problems.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of students? Detail the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected by different employers?

The Placement Cell of the college has been highly successful in gearing students for the world of higher education and work. Its activities range from holding workshops on career options, resume writing and case studies to organising pre-placement talks for institutes and corporate recruiters. Skill building workshops such as those for interviews, group discussions and personality development have been introduced to help make the Placement Cell more like a 'Career Guidance' unit rather than just for final placements. The Placement Cell also works in collaboration with *Swavalamban* in a quest to provide placement opportunities for differently-abled students.

The Placement Cell is headed by 4 coordinators, 1 sub-coordinator and 1 treasurer, supported by an efficient team of 25 internship and placement department representatives. A dedicated team of 20 members assists the coordinators in logistical matters. The Placement Cell works under the guidance of a faculty convener and advisors. With constant support from the Principal, the Cell has been able to organise smooth placement events on campus since its inception in 2005. It creates many opportunities for students to interact with future employers and boasts of some of the highest placements in the competitive jobs market.

Please refer to the following for year wise details of placement-related activities in college.

CRITERIA	2014-15	2013-14	2012-13	2011-12
Total no. of companies visiting campus	60	55	94	70
Total no. of companies that have recruited at least 1 student	39	30	30	25
Highest package	18 lakh	13 lakh	13 lakh	18 lakh
Average package	6 lakh	6 lakh	4.75 lakh	5.5 lakh
Highest no. recruited by a single company	16 (Teach for India)	17 (Takshashila Consulting)	17 (Deloitte)	6 (KPMG)
Total number of offers made	131	118	110	60

In 2014-15 the Placement Cell hosted a varied range of companies offering placements as well as internships. Industry giants like McKinsey and Company, Bain Capability Centre, KPMG, Ernst and Young, PwC etc. visited LSR offering positions in diverse fields such as consulting, finance, marketing and sales, media content, research etc. 131 students were placed in the year. The average package offered stands at Rs. 6 lakhs per annum but the highest package offered this year for an Indian position witnessed a significant jump from last year to Rs. 18 lakhs per annum. This is not only one of the highest packages offered at college but also one of the highest at DU for an opening in India. Further, a large number of students were recruited from across departments, such as Statistics, Economics, Political Science and Psychology. Please refer to the following for details.

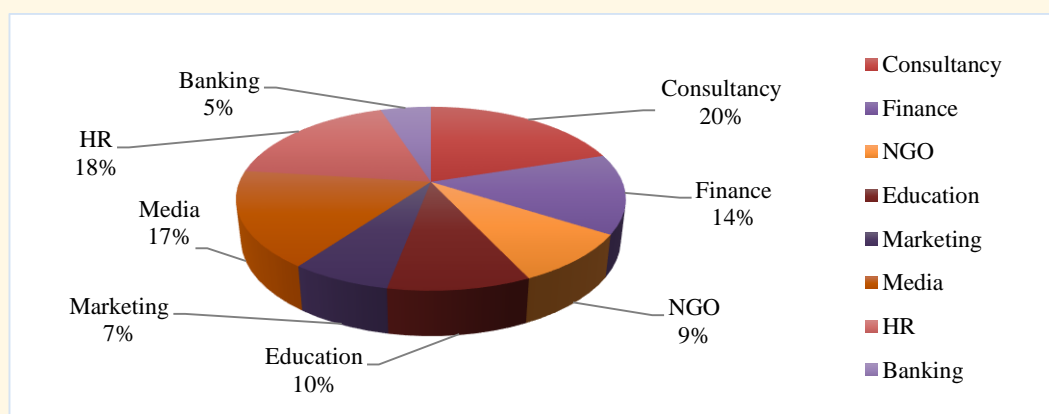
Year-Wise Recruitment by Companies

YEAR	S. NO	NAME OF COMPANY	NUMBER OF STUDENTS
2011-2012	1	McKinsey & Company	1
	2	Essex Lake Group	2
	3	Delloite	4
	4	Ernst and Young	2
	5	ICRA	3
	6	Tecnova	2
	7	Facebook	2
	8	Milestone	3
	9	American Express	2
	10	Gandhi Fellowship	3
	11	Star India	1
	12	Bain Capability Centre	4
	13	Nodwin	3
	14	Zomato	3
	15	Infinity Business School	1
	16	D.E. Shaw	2
	17	Capital IQ	2
	18	Conagra	4
	19	ITC Hotels	2
	20	Oberoi Group	1
	21	KPMG	6
	22	I3 Consultancy	2
	23	Oxylane	1
	24	Envigo	2
	25	Google	2
	Total		60
2012-13	1	McKinsey & Company	2
	2	Towers Watson	4
	3	American Express	6
	4	Deloitte	17
	5	RS Actuaries	2
	6	Takshashila Consulting	4
	7	Deutsche Bank	1
	8	Conagra	3
	9	Monitor Group	1
	10	Essex Lake Group	1
	11	Educational Initiatives	4
	12	UBS Verity Solutions	4
	13	Teach for India	6
	14	D.E. Shaw	7
	15	PricewaterCoopers (PwC)	3
	16	Star TV	3
	17	Google Inc.	6
	18	Finitatives Learning India Pvt. Ltd.	2
	19	Zomato	8

	20	Rio Tinto	1
	21	Grand Thorton	2
	22	Oberoi	1
	23	Cians Analytics	2
	24	Ernst and Young	4
	25	Mu Sigma	2
	26	Nodwin	3
	27	Protiviti	2
	28	Viacom 18	2
	29	Lloyds Banking Group	4
	30	Tresvista	3
		Total	110
2013-14	1	McKinsey & Company	1
	2	Teach for India	3
	3	Deloitte	11
	4	Educational Initiatives	1
	5	Verity	3
	6	D.E. Shaw	6
	7	Bain Capability	4
	8	Barclays	3
	9	KPMG	8
	10	Zomato	3
	11	PricewaterCoopers (PwC)	1
	12	SmartCube	6
	13	Oberoi Hotels	4
	14	Kepler Cannon	2
	15	Nodwin	4
	16	Crisil	4
	17	Takshashila Consulting (BA)	9
	18	Takshashila Consulting (AA)	8
	19	Evalueserve	3
	20	American Express	6
	21	Star	3
	22	IMS	3
	23	JSW	2
	24	ZS Associates	2
	25	DBS	2
	26	Young India Fellowship	7
	27	Gandhi Fellowship	4
	28	Lamp Fellowship	1
	29	IPE Global	2
	30	ET Media Labs	2
		Total	118
2014-15	1	Bain Capability Centre	1
	2	Indus	1
	3	Teach for India	16
	4	Deloitte	7
	5	PricewaterCoopers (PwC)	1
	6	IMS Health	8

2014-15	7	Kepler Cannon	6
	8	ZS Associates	2
	9	KPMG	10
	10	Verity	6
	11	Ernst and Young (India)	8
	12	D.E. Shaw	2
	13	Towers Watson	1
	14	Evalueserve	4
	15	Bloomberg	2
	16	NIIT	4
	17	BPEP	2
	18	Britannica	1
	19	ITC	1
	20	Uth Connect	4
	21	PricewaterCoopers (PwC)	3
	22	SRF	1
	23	Crayon Data	4
	24	CFBI	3
	25	American Express	7
	26	Foxymoron	1
	27	Citibank	2
	28	Viacom 18	2
	29	Zomato	1
	30	Papertrue	1
	31	CRISIL	5
	32	Barclays	2
	33	JSW	1
	34	Hannover Re	1
	35	Food Panda	4
	36	EnY (Global)	1
	37	Star	3
	38	SG Analytics	1
	39	Vision Spring	1
		Total	131

A student and potential employers' database is regularly updated for effective interface between students and the industry. This year the Placement Cell administered an electronic survey for 475 students registered with the Placement Cell in order to analyse their profiles and preferences for various job sectors. A specially designed form using Google doc was given to 3rd year students.

Figure 5.1.9 Preferred Job Sectors of Students

The results indicated that the preferred job sector of students was consulting, closely followed by HR. The percentage of students interested in working in consultancy roles was 20% and in the media was 17%. Only 5% students were interested in the banking sector. Further, 86% of the students had prior experiences (internships, NGOs etc.) making the batch highly qualified and attractive to recruiters.

Approximately 80-90 percent of our students who are interested in placements do get selected during campus interviews by different employers.

The Placement Cell also organises internships for students. In 2014, a number of reputed firms such as JSW, Citizens for Better India, Jones Lang Lasalle group, Towers Watson, and Times of India and a number of start-ups such as Crayon Data and Marksharks were hosted. The Cell furthermore provides students fellowship opportunities like the *Milaap* Fellowship, Gandhi Fellowship, and the Haiyya Fellowship, while also introducing community services geared volunteering and internship initiatives with organisations such as Médecins Sans Frontières, Start-Up Leadership, Centre for Equity Studies, and *Asmat*. At the end of a very productive year in 2014, the internships cell provided over 92 offers of internships and social engagement opportunities to students from across all years and departments from the college.

5.1.10 Does the institution have a student grievance redressal cell? List the grievances reported and redressed during the last four years.

LSR acknowledges the need to constantly better its infrastructure and systems. In order to address the grievances of students in a swift and efficient manner, the college has a number of grievance redressal cells catering to matters such as admission, sexual harassment, internal assessment, attendance and academics. The Students' Welfare Office handles all types of grievances of the students. Students can also exercise the freedom to approach the Vice Principal, the TIC of their department, their teachers or the Students' Union for such matters.

Please refer to the details below for some of the major grievances of students redressed over the last four years.

S. No	Grievance	Redress
1	The College did not have an ATM machine.	An ATM was installed on the College Campus at an easily accessible location.
2	There was fear of spread of malaria due to mosquitoes in the pond near the College's new building.	The water was checked for breeding of mosquitoes. Although no breeding was found, all necessary precautions were put into place to avoid it from occurring.
3	Darkness in certain pockets of the campus created safety concerns.	Solar lights were immediately installed in those parts.
4	A heated dispute took place between some students.	Mediation and facilitation of communication between aggrieved parties were used to diffuse the situation.
5	A young man had begun stalking a student of the college.	Members of the Committee Against Sexual Harassment and the hostel warden counselled the man. His parents were informed of the situation. The entire matter was handled with the consent of the college student.
6	Accusations of unfair procedures used by a candidate during the Students' Union election.	The matter was referred to the Students' Union staff advisors and thereafter taken to the Principal, who is the chief election commissioner. A committee was set up to look into the matter and the election was held again.
7	Complaints of prices in the college canteen being very high.	The Students' Union surveyed canteens all over the city. As the complaint was found to be valid, tenders for the canteen were invited by the college, and the management was changed. Also to increase the variety of food choices available to students, a Nescafe kiosk was set up in College.
8	Grievance over limited options for obtaining print outs in college.	An additional printing facility was put in place.
9	Grievance over the College Wi-fi connection not working properly.	The matter was followed up with DU to ensure that the service was improved.
10	Complaints that the area outside the back gate of the College was not safe for girls.	The Students' Union contacted the Joint Police Commissioner of the area for assistance. Since then a PCR van takes rounds of the College. A police booth has been installed near the College back gate. The contact numbers of police personnel have also been displayed on campus.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

LSR advocates empowerment of women rather than mere protectionism and has zero tolerance for sexual harassment. The landmark 1997 Supreme Court judgment and the celebrated Vishaka guidelines form the basis of Ordinance XV (D) of DU. Based on this ordinance the college has diligently constituted its own committee. The Residence Hall is also covered by the Sexual Harassment Committee of the college. Over the past year, the committee has got

approximately ten complaints of varying nature from students and the non-teaching staff, often involving outsiders. In many cases counselling and negotiations were good enough to address the problem. In a few cases, the intervention of the Delhi police was sought. The police have always played a very supportive role in this regard and have come to college themselves so that students do not need to visit the police station. All correspondence and FIR etc. are filed and strict confidentiality is maintained in the entire process.

LSR has tried to create awareness on the issue of sexual harassment by distributing copies of the law and the relevant DU ordinances to all its employees, putting up display boards containing details of all members of the Committee against Sexual Harassment and the relevant portions of the law, and conducting workshops and lectures by lawyers and activists such as Bhanwari Devi, Kavita Srivastava, Rahul Roy, Jagmati Sangwan, Vrinda Grover and Indira Jaisingh among many others. Self-defence workshops have also been organised over the last two years.

In 2015, the college partnered with the NGO *Jagori* and undertook a safety audit of the areas circumscribing college. An app named 'safetipin' was used to assess nine parameters namely lighting, openness, visibility, people, security, walk path, public transport, gender usage and general feeling. The app also allows the user to record hazards and harassments and thus helps to empower women with the confidence to travel and walk, stroll and stand on the streets of Delhi with dignity and assurance.

5.1.12 Is there an anti-ragging committee? How many incidences have been reported during the last four years and what action has been taken?

LSR is committed to maintaining an academic environment that is free of all forms of coercion that hinder the academic freedom of any student. Ragging is completely prohibited and can lead to expulsion or rustication of those found engaging in the practice. At the same time, several preventive measures are adopted to avoid incidents of ragging.

- Upon entering college, students sign an affidavit stating that if found ragging they shall be dealt with in accordance with the rules set by DU and immediately are suspended.
- LSR has a pro-active Anti-Ragging Committee as per University Ordinance XV-C comprising the Principal, representatives from the faculty, students, and non-teaching staff. For one month upon the start of a new academic year, members of the committee regularly visit all sites on campus to ensure that no ragging is taking place.
- The phone numbers of committee members are displayed at different places around the college, in case needed by any student. However no cases of ragging have been reported on campus for several years.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

LSR prioritises the welfare and well-being of its students. Assistance is provided to students in academic matters, as well as those related to other aspects of their lives. For instance, students who receive scholarships from KPMG are taken for free annual medical check-ups. These students are always accompanied by faculty members. Students with economic disadvantages are provided suitable financial assistance. Information pertaining to scholarships from all across the country is displayed in college so that students may avail of these. The college provides assistance in finding jobs for students who are in need of immediate employment once they graduate. The college currently employs some of its former students who were on college

scholarships. Also, differently-abled students are exempted from paying tuition fees. If they reside in LSR hostel, they do not pay any establishment fee and pay only half the mess fee.

5.1.14 Does the institution have a registered alumni association? What are its activities and major contributions for institutional, academic and infrastructure development?

The registered alumna association of LSR College, ELSA, is a structured entity to help the alumnae stay connected to college and to each other. The vision of the association is to 'Drive Social Change through Empowerment of Women'. The association aims to create a multi-generational community and environment that nurtures the LSR spirit of "liberation through knowledge", and to transform lives through sustainable support and action. In 2013, several alumni drafted a Memorandum of Association (MOA) to register ELSA under the Societies' Registration Act which finally took shape on 23rd June 2014. Prior to this, the LSR Alumni Association existed as an informal but extremely active and vibrant body involved in organising social get-togethers and professional networking events for the former students of the institution. In recent times, get-togethers have been organised in September and December 2013, January and March 2014, and an alumni weekend was organised in May 2014. In September 2014, ELSA conducted its first Annual General Meeting (AGM), followed by a dinner in which over 250 alumni participated.

A 12-member pro-tem Executive Committee has been formed to manage the Association until elections are held in September 2015. The Executive Committee members will be elected every two years, by the General Body at the AGM, and four office-bearers (President, Vice-President, Honorary Secretary and Honorary Treasurer) will then be appointed from among the Executive Committee members.

Since its registration, ELSA has enrolled members through a continuing membership drive and redesigning and expanding the alumna website www.lsralumna.org. The Association's website provides a means to enrol alumni as members, connect alumni with each other regardless of geographic location, and keep them informed about association activities. The website also provides news and information on alumni activities, including events and Chapters. Volunteering and donations are also possible through the website. ELSA has also made efforts to update and complete the database of an estimated 35,500 alumni spread across the world. A Facebook group was started to help connect with alumni, and this group has grown to about 4,000 members. A LinkedIn group has been established, to use social media for professional networking among alumni. At present contact details of about 6,000 alumni are available. Presently the Association has established an office on the college campus.

ELSA is engaged in the organisation of lectures, symposia, workshops, conventions and book reading sessions. Planned activities include a mentor project to connect mentor-volunteers with those alumni in need of mentoring, a forum for professional networking (Career Connect), and a marketplace where alumni can advertise commercial ventures or connect with potential business partners.

Another objective of the Association is to encourage the spread of education, and to render assistance, award scholarships/bursaries to deserving students. For this purpose, the ELSA Scholarship Fund has been set up, which has been providing annual scholarships, based on merit, to needy students. Members of ELSA have also provided monetary donations for the creation of infrastructure in the new building of the college.

ELSA has initiated the formation of its Chapters in various parts of the world, starting with Bangalore, Singapore and UK. The efforts of ELSA UK have been lauded by Mr. Ranjan Mathai current Indian High Commissioner to the UK, particularly in supporting Indian origin women in distress in UK and elsewhere.

5.2 Student Progression

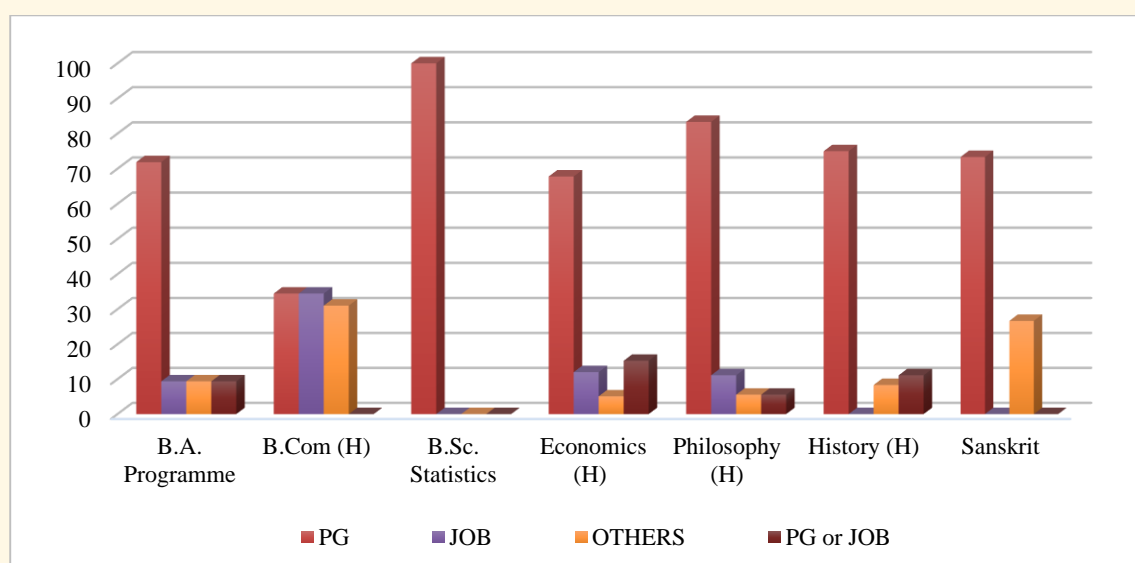
5.2.1 Provide the percentages of students progressing to higher education or employment and the trends observed.

A large proportion of students who graduate from LSR go on to pursue post-graduate degrees. These include Masters in Arts, Commerce, Business Administration, Education, Social Work, Law and so on. Students gain admission in reputed institutions like IIM, XLRI, TISS, Christ College in India, LSE, Oxford, Cambridge, King's College, SOAS in the U.K. and Ivy League colleges in the U.S. Several of our students have also been recipients of prestigious scholarships for studies abroad. For instance, Mayanka Dave Mukherjee (2015), Ambika Satija (2006), Sonavi Chopra (2005) have received the well-known Rhodes scholarship to study at the University of Oxford. Shraddha Kaur was awarded the Gates scholarship for doing Ph. D. at Cambridge University in 2013 while Neha Jagtiani was awarded the Commonwealth Scholarship to study in the United Kingdom.

Given that the college enrolls students in Undergraduate and some Masters courses, precise figures regarding students pursuing M.Phil. and Doctorate degrees are not available. The number of students who have progressed towards employment over the years is also high. (For details about achiever alumnae, please refer to the Department Evaluative Reports).

While the accomplishments of the alumnae are a cause for celebration, LSR does not rest on its laurels. It strives to push current students to enter the world of work or higher education with confidence. Last year, the college conducted a student survey to establish their preferences in terms of higher studies or job experience. Students were also asked to list their short term and long term plans. The sample of the survey comprised of 202 students from different departments.

Figure 5.2: Future plans of students



The results indicated that overall 76% students wanted to go into higher education (professional degrees like MBA, law, or Masters and diplomas); 11% students wanted to take up jobs after graduation; and 13% felt ambiguous about whether to pursue a job after graduation or study further and had left the decision to the type of opportunities that came their way. There was a great deal of inter-department variation in the number of students wanting to opt for work. For example in the department of Commerce 35% students expressed their preference to work. In departments such as Philosophy and Statistics this number was much smaller. Students in courses like History and Sanskrit chose higher studies over working because most had plans of teaching or pursuing civil services, both of which require engagement with academics rather than work experience.

5.2.2 Provide details of the programme wise pass percentage and completion rate for the last four years? Furnish programme wise details in comparison with that of colleges of the affiliating university.

For details of the programme-wise pass percentage and completion rate for the last four years (batch-wise) and comparison with other colleges, please refer to the details given below.

Programme-wise Pass Percentage and Completion Rate and Comparison with a few colleges of DU

PROGRAMME WISE PASS %											
Course	2010-11		2011-2012			2012-2013			2013-2014		
	LSR	IP	LSR	JMC	IP	LSR	JMC	IP	LSR	JMC	IP
B.A. (Prog)	100	84.8	86.3	71.9	56.6	97.7	75.8	90.6	95	66.3	85.1
B. Com. (H)	100	93.4	100	100	94.9	97.9	100	97.8	86	90	93.1
Economics	94.4	100	100	95.5	96.4	100	100	100	87	74	90.2
English	98.5	100	93.3	95.9	80	98.6	100	86.5	96	88.6	83.7
Hindi	90.6	100	93.3	100	77.8	94	100	94.2	90	52.2	85.7
History	91.3	85.7	98.5	94.3	88.5	97.2	94.3	90.6	93	74.4	80.8
Journalism	100	-	100	-	-	100	-	-	100	-	-
Mathematics	96.2	100	100	93.6	100	94.4	100	100	96	91.4	81.9
Philosophy	100	100	100	-	90	96.6	-	100	84	-	100
Political Sc.	98.4	100	96.6	85	88	95	100	99	91	100	90
Psychology	97	100	100	97.5	94.6	100	100	100	97	93.6	86.4
Sanskrit	93.3	37.5	100	-	84.6	87.5	-	80	60	-	35.7
Sociology	95.8	-	92.6	97.1	-	100	95.7	-	95	80.8	-
Statistics	100	-	100	-	-	100	-	-	57	-	-
B.El.Ed.	100	-	100	93	-	100	92	-	96	100	-

5.2.3 How does the institution facilitate student progression to higher level of education and/or employment?

A large number of students at LSR opt for higher education in prestigious Universities in India as well as abroad. Many students have cleared competitive examinations like UPSC, State Civil Services, GMAT, GRE, CAT, TOEFL, CSIR/UGCNET. The college offers Masters Degrees in Economics, English, Hindi, History, Mathematics, Philosophy, Political Science and Sanskrit. The college also offers a UGC approved one year Diploma programme in Conflict Transformation and Peace Building (CTPB). Students learn about other higher education opportunities through summer school programmes and cultural exchange programmes at college, through interactions with visiting faculty and overseas students, and talks held regularly by the OIP.

With respect to student employment, the college facilitates enhancing the entrepreneurial skills of students, exposes them to various corporate/business houses and identifies various avenues for internships and jobs through the Placement Cell. The college also organises talks on career counselling and invites specialists from various fields to advise students about prospective careers. Several short-term certificate courses and workshops organised regularly by the college make more students employable. For details refer to **5.1.4**.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop-out?

Although the drop-out rate in LSR is almost negligible, special support is provided to students who are at risk of failure or drop-out through a variety of means such as Remedial Classes. Cluster Classes are held for those who failed or were detained. Students who need help in any subject are provided extra support to cope with the subjects they find difficult. Students who cannot attend classes regularly due to illness or domestic circumstances are dealt with leniently. They are given special assistance in the form of tutorials, re-tests, and provided extra time to submit assignments. The college also gives re-admission to such students and provides counselling where required.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extra-curricular activities available to students. Provide details of participation and programme calendar.

Sports activities /Games

LSR perceives sports as a means of empowering young women and has continuously endeavoured to enhance its sports facilities. Presently, students have access to a number of sports activities on campus including a fully equipped gymnasium. The college has several sports teams: Athletics, Archery, Badminton, Basketball, Chess, Air rifle shooting, Air pistol shooting, Swimming, Volleyball, Squash, Judo, Lawn Tennis, Table Tennis, Artistic gymnastics, Golf and Equestrian. In addition regular aerobics and yoga classes are held. The sports teams of the college have won innumerable prizes in the past and continue to do so with great fervour. The college organises the Dr. Bharat Ram Open Sports Meet and a Cross Country Run each year.

The college has groomed several towering sportspersons, such as Arjuna Award winner shooter Rajyashree Kumari and golfer Nonita Lall Quereshi. Monica Joon represented India at the

World University Games in discus throw and retained her title of Junior India No. 1. Shweta Chaudhary won the gold in shooting at the Commonwealth Games, 2006.

Cultural and other Extra-curricular Activities

LSR has a unique discourse that is generative and transforming not only with regard to its academics but also its extra-curricular participation. 25 different societies dealing with co-curricular and extra-curricular engagements are constantly jostling for space and venues, with several simultaneous events and competing schedules – a pleasant reminder that enthusiasm outpaces both space and time at LSR.

Societies dealing with co-curricular engagement are:

- **Dhyana:** Dhyana, the Society for Consciousness and Awareness provides students with a context to expand their horizons and connect with their inner and outer worlds.
- **Prakriti:** This is the Environment Society of LSR. *Prakriti* creates the beautiful environs that function as a restful backdrop against which the academic life of the students plays out.
- **ENACTUS:** ENACTUS was set up as a community of students and business leaders with a common mission of using entrepreneurship for creating opportunities for the unprivileged and transforming their communities.
- **World University Service:** This body aims to promote a sense of physical and mental well-being among the student community and address issues of health and hygiene.
- **Interface:** Interface provides a space for the college community to interact with distinguished leaders from the social, political and economic fields.
- **SPIC MACAY:** The college chapter of SPIC MACAY provides a space for promoting awareness about Indian culture amongst the youth through organisation of concerts by renowned dancers, musicians, and instrumentalists.
- **Information Cell:** The Information Cell is sub-divided into the Alumna Cell and Website division. The former works with ex-students and organises various talks and bazaars, while the latter works to update the college website with forthcoming events etc.
- **Connecting Dreams Foundation:** This body works towards the social-economic upliftment of the underprivileged rural sector through its several initiatives.
- **Abhaya, Women's Development Cell:** Since its inception in 1985, *Abhaya* provides a forum for students to focus on women's issues and explore their identity as gendered beings. It is also involved in community development projects carried out with a focus on issues that are relevant to women.
- **VAPP:** The Voluntary Agency Placement Programme (VAPP) provides a space for students to engage with socio-economic issues, to volunteer with NGOs working at the grassroots level and to actively participate in community development projects.
- **REACH:** As described earlier, this aims at empowering students with social and economic disadvantages. Programmes organised by REACH include IT training, language skills development and communication skills.
- **Office of International Programmes:** LSR has initiated several innovative international collaborations since the 1990s, managed by the OIP. These collaborations are varied and take diverse forms including semester exchanges, summer schools and conferences.
- **Departmental Associations.** Each department of the college has a students' association which aims to foster learning outside of the classroom through the organisation of talks, workshops, conferences and seminars.

Societies dealing with extra-curricular engagement include:

- **Public Speaking Societies:** These include the English Debating Society, the Hindi Debating Society and the Elocution Society.

- **Creative Writing Societies:** These include Expressions, the English Creative Writing Society and *Abhivyakti*, the Hindi Creative Writing Society.
- **Model United Nations:** This society strives to create a space for students to formulate and express their opinions. A group of coordinators at college ensure that students interested in Model United Nations (MUN) can participate in MUN competitions both at the national and international level.
- **Quiz Society:** The Quiz Society organises quizzes on a plethora of subjects and caters to a variety of interests.
- **The Dance Society:** This society brings together various dance forms including Indian and Western dances. A wide range of workshops and interactions with eminent dancers have contributed to making this society dynamic and talented.
- **Projekt:** This is the Film and Photography Society of college. It provides a platform to discuss and appreciate movies and photography and also to understand them as reflections of society. Apart from conducting workshops and exhibitions, the society screens both Indian and foreign films through the academic year.
- **HIVE:** The Fine Arts Society encourages creativity and experimentation in its members. The society is responsible for the decoration of the college during all major events and also holds workshops and competitions throughout the year.
- **Western Music Society:** This Society promotes various kinds of Western music such as Jazz, Gospel and Broadway and has been extremely successful in inter-college competitions in the last few years.
- **Dhwani:** The Indian Music Society encourages different forms of Indian music ranging from classical bandish and sufi qawali to ghazals. The Society invites well-known musicians to conduct workshops with students to develop their musical talent and has won many accolades for its stirring performances.
- **Dramatics Society:** The Society aims to create awareness about theatre and its various aspects. It stages a variety of plays ranging from those that are comic in nature to those that touch upon serious social issues. Students take part in LSR productions both on and off stage.

Members of various societies of LSR participate in in-house events such as Freshers' Welcome, Independence Day, Teachers' Day, College Day and also in events organised by other educational institutions. These events occur through the course of the entire academic year. All the societies have won several accolades in recent years. LSR's own annual festival *Tarang* is one of the most awaited festivals of DU. It is known for bringing together the best student talent from across the nation in the fields of music, dance, dramatics, debating and other areas of art and culture.

LSR has had the pleasure of hosting several dignitaries over the years including The Dalai Lama, Aung San Suu Kyi, Australian Prime Minister Julia Gillard, and Nobel Laureate Amartya Sen. Serving Prime Ministers Mrs. Indira Gandhi and Dr. Manmohan Singh graced LSR with their presence at the Silver and Golden Jubilee Celebrations respectively of the college's founding. President K.R. Narayanan, Mr. Omar Abdullah, Mrs. Sheila Dixit, Ustad Asad Ali Khan and Ustad Amjad Ali Khan have also been distinguished visitors at LSR. Interactions with each one of these esteemed and renowned individuals have enriched the LSR community. For details about seminars and national conferences organised in the college, please refer to 2.3.6.

The college maintains a regular calendar of sports, cultural and extra curricular activities which are open to all students and faculty members. The events witness participation in extremely

large numbers. The details about the programme calendar for January to May 2015, are given below.

Programme Calendar for the January -April 2015 Semester

January 2015	<ul style="list-style-type: none"> • Annual College Festival, <i>Tarang</i> • World Quiz 2015, a national level quizzing event • ‘Psychology at the Edges’, a national level seminar organised by Department of Psychology • Republic Day Celebrations in College • Participation of College NCC contingent in Republic Day Camp and Celebrations • Observation of Martyr's Day • <i>Sehar</i>, Annual Academic Meet, organised by the Department of Elementary Education
February 2015	<ul style="list-style-type: none"> • <i>Econovista</i>, International Students Symposium, organised by the Department of Economics • Dr. Bharat Ram Open Sports Meet • Screening of film <i>We Should All Be Feminists</i> by Chimamanda Ngozi Adichie organised by the Women’s Development Cell • One-day bus programme organised by VAPP along with the NGO, <i>Pravah</i> • Participation in <i>Antardhwani</i>, DU Cultural Festival
March 2015	<ul style="list-style-type: none"> • Welcome for Dr. Suman Sharma, Principal, LSR • Academic Congress titled ‘Breaking Barriers: Claiming Spaces- Women, Leadership and Change’ • ‘Seizing India’s Moment’, Lecture delivered by Madame Christine Lagarde, Managing Director, International Monetary Fund • Session by Students for Free Tibet (Delhi Chapter) organised by VAPP • Short term certificate course titled ‘The Perennial Philosophy’ conducted by the Oxford Centre for Hindu Studies (OCHS), University of Oxford organised by <i>Dhyana</i> • LSR Model United Nations Conference 2015 in collaboration with the United Nations Information Centre for India and Bhutan
April 2015	<ul style="list-style-type: none"> • NEXUS 2015: First National Conference organised by the National Service Scheme on the theme ‘The Dynamics of Inclusive Development in Contemporary India’ • NSS Annual Day • College Day • Department Farewells • Graduation Dinner for Batch of 2015

5.3.2 Furnish details of major student achievements in co-curricular, extra-curricular and cultural activities at the University/State/Zonal/National/International level for the previous four years.

For details of the major student achievements in co-curricular, extracurricular and cultural activities for the last four years, please refer to **Table 5.3.2**.

5.3.3 How does the college seek and use data and feedback from its graduates and employers to improve performance and quality?

The meetings of the Alumni Association are one forum where former students provide suggestions through which the college may improve its infrastructure and functioning. LSR also takes feedback from the companies and business houses that hire young women who graduate from here. This feedback is often used to determine the nature of short term certificate courses organised by the college. LSR takes feedback from stakeholders very seriously. Towards this end, in May 2015 the college organised an interaction with alumna, employers, parents and other members from the neighbourhood to take their inputs. While everybody lauded the work ethic of the college, the role of the college in nurturing confident young women who think out of the box, and the edifying pedagogy, some suggestions were also provided. These included building a better industry-academia interface and developing the alumnae network more substantially.

5.3.4 How does the college involve and encourage the students to publish catalogues, wall-magazines, college magazine, etc.? List the publications brought out by students during the previous four academic sessions.

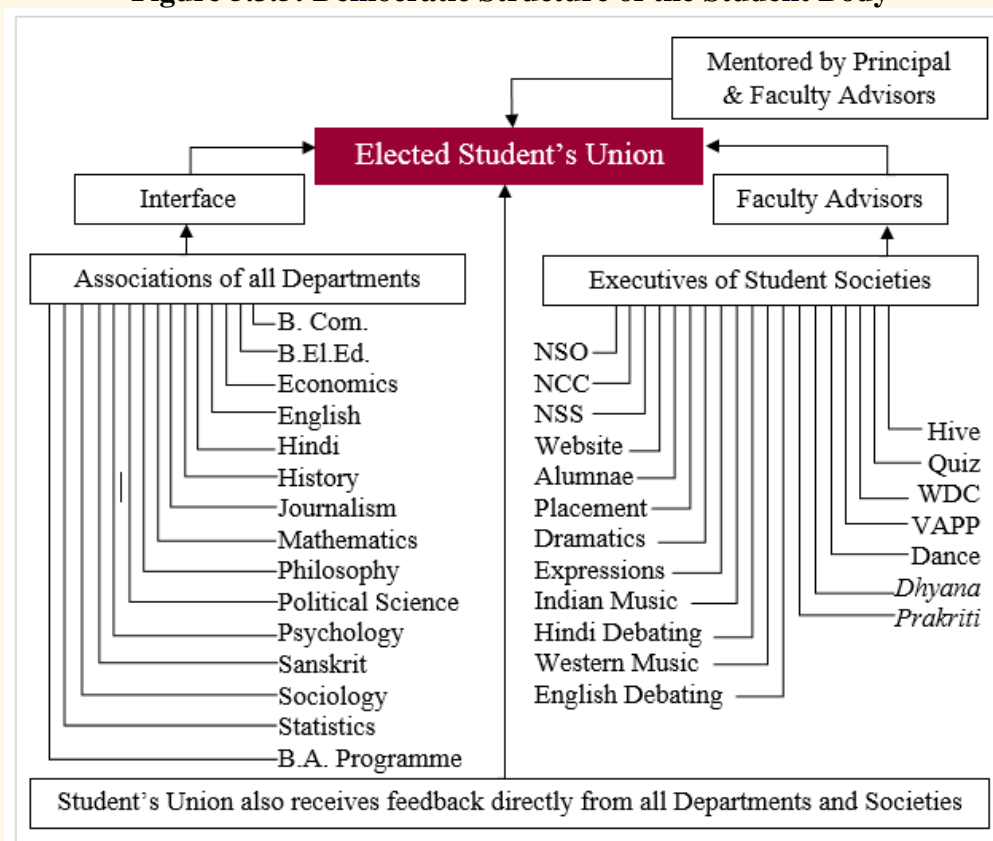
Publications by students are an integral component of the academic functioning at LSR. The College Magazine is published annually, while maintaining the highest standards of quality with respect to content and presentation in languages such as English, Hindi, Bengali and Urdu. The Annual Magazine is published with the help of an Editorial Team comprising of student members and faculty advisors. Many societies and departments have their own newsletters, magazines or journals which are used as a platform to showcase their creative skills. In the past four years, 73 such publications have been released, mostly on College Day by the Principal. In addition the college has maintained an on-line magazine since 2013 (<https://lsrcollegemagazine.wordpress.com>) featuring articles, posts, poetry, academic papers and a photo gallery. The on-line magazine has enabled many former students of the college to remain in touch with the events of the institution and also be in touch with one another. The details of some publications are given below:

Society/Department	Type of publication	Title
College	Annual Magazine (Print and online version)	<i>College Magazine</i>
Residence Hall Magazine	Annual Magazine	<i>Gharonda</i>
Prakriti Society	Annual Magazine	<i>Ankur</i>
NSS	Annual Magazine	<i>Sandrishti</i>
WDC	Journal	<i>Women's Development Cell Journal</i>
Connecting Dreams Foundation	Book	<i>Apna Tech Tree</i>
Office of International Programmes	Electronic Journal	<i>Voices and Visions</i>
B.A. (Programme)	Annual Magazine	<i>Montage</i>
B. Com. (Honours)	Annual Magazine	<i>Comcorde</i>
Economics	Annual Journal	<i>Ecolloquial</i>
English	Annual Journal and	<i>Jabberwock</i>

	Online magazine	
Hindi	Wall Magazine Annual Newsletter	<i>Poorva</i> <i>Doorva</i>
History	Annual Journal	<i>Ijtihad</i>
Journalism	Bi-annual magazine with Online version	<i>Countertalk</i>
Mathematics	Annual Journal Annual Newsletter	<i>Éclat</i> <i>Quantum</i>
Philosophy	Annual Journal	<i>Noesis</i>
Political Science	Annual Journal	<i>Journal of Department of Political Science</i>
Psychology	Annual Magazine Annual Journal	<i>Zeitgeist</i> <i>Learning Curve</i> (Online ISSN number: 2321-7057).
Sociology	Manifesto Online Weekly News Bulletin Annual Fieldwork Journal	<i>Sociologist's Manifesto</i> <i>The Beacon</i>
B. Sc. Statistics	Annual Newsletter	<i>Degrees of Freedom</i>
B.El.Ed.	Annual Newsletter	<i>Sehar</i>

5.3.5 Does the college have a student council? Give details on its election, constitution, activities and funding.

The College Students' Union is elected every year through a democratic process with active participation of the entire student body. The Students' Union consists of 4 members - President (from the 3rd year), Cultural Secretary (from the 3rd year), General Secretary (from the 2nd year), and Treasurer (from the 2nd year). The Union is ably guided in its functioning by staff advisors and the Principal of the college. As a representative body, the Union strives to address all the concerns of their constituency. Besides acting as an interface between the students, administration and outside agencies, the Union is responsible for coordinating the activities of various departments and societies to make each event at LSR a meaningful one. They invest the college space with a special vibrance, zest, enthusiasm and unique collegiality. All the heads of various societies form part of the Executive Body that works with the Students' Union. The Union along with the Executive body is directly involved in the organisation of various events including the Fresher's Orientation, Graduation Dinner, the Annual College Festival, etc. In the past year, the Union has focused on ensuring safety of students by arranging the allocation of special PCR vans around college and installing of solar lights within the college premises. The funding for the activities of the Students' Union comes from the Student's Activity Fund which itself is drawn from the fees paid by the students. Both the Residence Hall and the National Sports Organisation have their own union. The figure below gives the democratic structure of the student body.

Figure 5.3.5: Democratic Structure of the Student Body

5.3.6 Give details of administrative and academic bodies that have student representatives on them.

The following administrative and academic bodies in the college have student representation:

- The Anti-Ragging Committee
- All Department Associations
- Grievance Redressal Cells
- Committee Against Sexual Harassment
- All College Societies
- The Café Committee
- NSO, NCC, NSS
- The College Editorial Board

5.3.7 How does the institution network and collaborate with alumni and former faculty?

LSR has a dynamic database of its alumnae and provides for their online registration. ELSA, the LSR Alumni Association helps the alumnae stay connected to the college so that former students can participate in the progress and development of their alma mater. *Nostalgia*, the annual reunion is organised every year along with an annual dinner to help its members and other ex-students to remain in touch. In addition select distinguished alumnae are felicitated every year during the Annual College Day celebration. In 2015 the Distinguished Alumna Award was given to Dr. Meenakshi Gopinath, former Principal of the college. In 2014, Ms. Sujatha Singh, the Foreign Secretary of India, Dr. Nivedita Menon, eminent academician and Chhavi Rajawat, *Sarpanch* of Village Soda, Rajasthan were recognised for their achievements

In the year before, Spl. CP Smt. Vimla Mehra, an illustrious police officer and Ms. Shoma Chaudhury, eminent journalist, were honoured with the same.

The Alumna Cell holds ‘Alumna Bazaars’ regularly to enable different alumnae to display their work. The Cell also has a tradition of celebrating distinguished alumna as ‘Alumna of the Month.’ Alumnae have also been involved in the organisation of short term certificate courses in LSR, for example, a course on photography by documentary film maker Vandana Kohli, Indian art by historian Anisha Saxena, publishing by Ms. Satarupa Chaudhri, consciousness by Indic psychologist Lady Shruti Rana, to name a few.

The mailing list of former faculty is updated regularly and they are invited for the College Day functions and other major events. Their contribution as resource persons for academic activities is also greatly welcomed. Former faculty members have served as mentors for research projects undertaken by the teachers and students of the college. For example Dr. Asha Mathur, retired faculty member of the Mathematics department and former Vice-Principal of LSR was the mentor for the recently concluded Innovation Research Project titled ‘*Vasudhaiva Kutumbakam: Creating Sustainable Global Partnerships in Higher Education*’. Many former faculty members have instituted prizes/ scholarships for students. College affiliation and library resources are also made available to retired teachers.

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CRITERION VI GOVERNANCE, LEADERSHIP AND MANAGEMENT



6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future etc.?

Vision and Mission

LSR is committed to:

- Nurturing and creating women who are equipped to be world citizens
- Helping young women take pride in their culture and heritage while instilling in them a cosmopolitan understanding of the world
- Creating a sensibility that celebrates diversity in all its joyous vibrancy
- Sensitising students to become creative citizens who understand the power of knowledge and the responsibility that comes with this power
- Teaching young people to recognise challenges as opportunities and not limitations
- Enhancing professional competence and shattering inhibitory glass ceilings or pressures to conform unquestioningly

At LSR the focus is on optimising intellectual potential, democratic spaces, professionalism with social responsibility, aesthetic and creative expression and an inclusive Humanism. The emphasis is on a liberating and not a 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

6.1.2 What is the role of top management, Principal and faculty in the implementation of its quality policy and plans?

Students who have graduated from LSR have excelled in diverse careers. They are distinguished by their passion, integrity, social commitment and above all a desire to challenge and re-arrange existing ways of doing and being. All of this has been possible because of the coming together of an exceptional community of faculty, staff, students and of course the leadership and the management that share the same aspirations and motivations. The leadership and management have moved beyond narrowly defined roles of governance, motivated by a mission to ensure that the young women who enter the portals of the college, move on to impact the shape of the world outside- both locally and globally, at the personal level as well as at the professional and public level.

The Governing Body of LSR is an enlightened group of distinguished men and women who understand the need for constant striving and innovation. The Principal and the faculty draw a great deal of support and strength from this body that periodically reviews the new initiatives

that the Principal and the faculty take to push the college beyond the narrow confines of the prescribed syllabus.

The college has an academic affairs committee, set up by the Staff Council, which constantly seeks to bring in cutting edge intellectual research and discourse into the classroom. This is done through innumerable invited lectures by experts and visiting scholars. Several distinguished national and international scholars have graced the college. The college supports in all ways possible the organisation of seminars, panel discussions, talks and round table talks. In addition, the Staff Council sets up and empowers committees to take considered decisions on academic matters such as time-tables, internal assessments, conduct of examinations and organisation of admissions. All these decisions are taken in the context of DU and its statutes, ordinances and rules.

The classroom deliberations are structured keeping in mind a rational and judicious arrangement of time and space. The Principal ensures that lectures and tutorials take place according to this chart. However, interestingly, the best monitoring mechanism is the teacher's own commitment and passion for the subject and teaching.

The college has a planning and development cell that recommends and visualises the infrastructural and other special needs. These recommendations are submitted to the Principal who then takes it to the Governing Body. The administration and the support services are monitored very closely and they report to their respective section heads. Faculty members are part of the Finance, Purchase and the Provident Fund Committees constituted by the staff council.

6.1.3 What is the involvement of the leadership in ensuring:

- The policy statements and action plans for fulfilment of the stated mission
- Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan
- Interaction with stakeholders
- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders
- Reinforcing the culture of excellence
- Champion organisational change

Policy Statements

The Principal periodically invites departments to deliberate both on the future trajectory of the department and the vision for the college. At the end of the academic year the Principal meets faculty to review the functioning of each department, take feedback and plan for the year ahead. These deliberations on academic, administrative and infrastructural aspects form the policy statements for the coming year.

Formulation of action plans

The teacher-in-charge of every department along with other colleagues and student representatives plans the year ahead in terms of the academic activities and seminars and field visits to be conducted. These plans are reviewed at the end of every academic year and collated and put together in the college report. This report is shared with the Governing Body thus ensuring that the planned actions have been fulfilled.

Plans are formulated for improvement and constant up gradation of the library, buildings, café,

hostel and other facilities. Faculty members along with the Director, Residence Hall envisage plans for the Residence that the Governing Body has always supported wholeheartedly. The sports committee makes recommendations for periodic revision and expansion of equipment, coaching and other facilities. The faculty in charge of monitoring the medical facilities on campus is very proactive.

The departments have periodic meetings to take stock of their progress and the Principal keeps a close watch. The finance and other administrative bodies also have periodic meetings and they report to the Principal.

Interaction with stakeholders

Periodic invitations are extended to the neighbouring community, alumnae, parents and the larger community to be a part of the college and its diverse facets. Every afternoon the college is abuzz with the excited chatter of the young people from the neighbouring areas who belong to less privileged backgrounds. They interact and take lessons with LSR students, perform on the college stage and are sometimes treated to goodies and taken out for picnics.

The alumna network is very active. It organises periodic meetings and takes an active interest in the college and its growth. Parents are an invaluable support system of the college and are esteemed guests at all college events. They often provide the college with inputs on important activities that the college undertakes such as this accreditation process.

Proper support

Professional consultants work in the college to strengthen the area of financial management and website maintenance. Professional competence is made use of for security, gardening and maintenance.

Inputs from students and teachers are sought regarding various aspects of college and this input strengthens the planning process. The evaluation of the college by students is done using sophisticated software. Teachers periodically evaluate the college and all these become crucial inputs for planning.

Reinforcing the culture of excellence

Excellence is the word that describes LSR. The college however defines excellence in rather nuanced ways to go beyond professional competence to a context sensitive and responsive understanding of excellence. Mere pursuit of excellence is something that LSR has moved beyond, it looks at ways of fusing this pursuit with the twin goals of equity and access and of course diversity. The college is in pursuit of that excellence which has built into it social responsibility and the fulfilment of the obligations set forth by the Indian Constitution.

Thus, while academic, co-curricular and extra-curricular activities and creative workshops foster intellectual excellence on the one hand, on the other hand it is the commitment to honouring affirmative action programmes of the Government of India, the endowment of funds for less privileged students and the creation of special facilities for members with disabilities that make this pursuit of excellence really meaningful. Thus it is an excellence that is acutely mindful of the need for inclusivity.

Championing organisational change

The college has championed the cause of creative and new administrative initiatives. Young faculty is given a great deal of responsibility and the confidence reposed in them leads to new

and different ways of approaching existing practices. New initiatives are welcomed and new institutional structures are created for absorbing student and faculty initiatives like for instance the creation of the society *Dhyana* for spiritual interrogation. The Faculty Research Forum was created when the faculty felt the need for a platform that would showcase their intellectual work.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation from time to time?

The periodic Governing Body meetings take stock of the progress made on various fronts. The Principal reports the new initiatives to the Governing Body as well as shares them with the larger community at the College Day celebrations.

Teachers-in-charge and conveners of various committees meet periodically and communicate their deliberations to the department or the committee as the case might be. The pertinent findings or issues are then shared with the staff council.

Of course the Right to Information covers the institution and all RTI queries are addressed with immediate effect.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The faculty is encouraged to try creative and innovative approaches both in the classroom as well as in co-curricular activities. Administrative and infrastructural support is extended to the academic initiatives of the faculty. This enables the faculty to organise a great number of academic talks, lectures, seminars, workshops and conferences. The classrooms have been equipped with modern ICT aids. The library supports the research and referral needs of the faculty. The faculty is encouraged to plan, execute and introduce new academic ideas. This support has led to the creation of the Faculty Research Forum, a distinctive feature of the college that provides a platform for the faculty to share and present its research and debate new ideas and academic literature.

6.1.6 How does the college groom leadership at various levels?

Every faculty member by rotation gets a chance to play the role of the teacher-in-charge. This provides the faculty members with an opportunity to provide administrative and academic leadership to the department. In their role as conveners of various college committees, faculty members steer meetings, hold discussions, and forge a consensus. Membership of the Governing Body is yet another occasion for the faculty members to hone their leadership skills. The role of mentoring student societies also provides an opportunity for faculty members to develop their leadership skills.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments/units of the institution and work towards decentralised governance system?

The college works through the committee system, all faculty members are conveners and members of various committees and it is through these committees that the college functions. The office of the Vice-Principal, the various teachers who are in-charge of their respective departments ensure the decentralised working of the college. The membership of faculty members in the Governing Body acknowledges the role of the faculty in the governance system.

6.2 Strategy Development and Deployment

6.2.1. Does the institution have a formally stated quality policy? How is it developed, driven and reviewed?

Sa vidya ya vimuktaye... is the beautiful idea that drives the strategy, guides the development and steers the deployment of policies in LSR. This powerful ideal comes from the *Vishnu Purana* 1.19.41 and suggests that alone is knowledge which liberates. This liberation from social, economic and cultural bondages of various kinds is what the college aspires to, both individually as well as socially.

The larger LSR community consisting of alumnae, faculty both past and present, parents and the immediate neighbourhood, prospective and current employers, the administration and the karamcharis, Principals-past and present and last but not the least the enlightened Governing Body together forge the strategy, plan the development and determine the deployment.

The Governing Body makes various creative and interesting suggestions that the Principal shares with the Staff Council. The academic initiatives suggested by the Governing Body are discussed by the departments and faculty along with students undertakes ways and means of carrying this out. As part of the large and well established DU, LSR has time and again displayed a great deal of innovativeness and courage in interpreting the various guidelines on academic matters that are suggested by the University. Very often the initiative comes from the Principal or faculty members, these initiatives are discussed at the level of the department and on occasions the ideas contributed by the students are interpreted and translated into reality by the college. In all these academic initiatives the idea is to bring the best minds and practitioners into the college and demonstrate to the community the power of knowledge and the strong appeal of new and bold ideas that can liberate the mind and the intellect.

Administration of the college is guided by the same belief that a well-organised workplace that follows the duly laid out regulations and processes can provide the ideal context for the nurturing of young minds and intellect by inspiring faculty members.

The suggestions that come from the Governing Body or the Principal are discussed by the relevant bodies and then concerned departments or sections chalk out the actual strategy of developing these ideas into policy and deploying it most optimally and strategically. For instance, the idea that education in LSR has to combine equity with excellence has found form in the Freeship and Scholarship programme that is extensive and substantial covering the financial needs of many students who would not have been able to afford a college education.

The idea, that ‘That alone is knowledge which liberates’ has found life in the form of the numerous discussions and workshops that seek to address common stereotypes and perceptions about life and society and women’s role in it. Creative arts and performing arts societies are deployed to develop the idea that knowledge cannot be narrowly confined or defined, it is in the coming together of many facets of life that a human being actually blossoms and acquires confidence.

Periodic Governing Body meetings, Staff Council meetings and Department meetings, as well as meetings of the conveners of the various committees and student associations and societies undertake the task of reviewing the development and deployment of policies and initiatives.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The college has undergone a complete renovation and expansion with the funding extended to it by the UGC. The college is a heritage building with architectural details that are typical of the early years after independence. The open instead of cloistered corridors and rooms, windows, doors, latches and stays are reminiscent of the heady days of Nehruvian India and its architectural sensibilities are indeed worthy of maintenance. All the classrooms have been renovated with the simple and sturdy kota stone. All doors and windows have been refurbished. Corridors have been paved with kota stone and the corridors have protective covering on the walls since these are heavily used.

Two new buildings, designed to keep in mind aesthetics and functionality, were inaugurated in 2013. These buildings have spacious and well lit rooms and conference halls, large faculty lounges, study rooms, a medical room, office spaces, open areas, student common rooms, media lab and an amphitheatre. This building houses classrooms and administrative facilities and has been named after one of the most dynamic chairpersons of the college, Dr. Bharat Ram. The building that was inaugurated by His Holiness, The Dalai Lama has beautiful green spaces and even a small water body with tiny fish adding a special calming touch. One of the most special features in the building is the majestic gong that sits in the front yard of the building. The building has a car park adjacent to it.

The Aung San Suu Kyi Centre for Peace which is the learning, resource and research centre set up with finances extended by the UGC is architecturally similar to the Dr. Bharat Ram Academic Block and has discussion rooms, class rooms, labs and a resource centre with long glass windows and lot of greenery around it. The resource centre has at its entrance a totem pole carved by the college community to inspire and energize the students, faculty and support and administrative staff.

All the buildings have now been equipped with ramps for wheel chair access, hand rails and elevators.

6.2.3 Describe the internal organisational structure and decision making processes.

The Governing Body, of which the Principal and two faculty are members as per the Ordinance XIII of DU, takes decisions related to finances and administration. These decisions are taken after due deliberations with the Bursar and the Treasurer who often consult the finance and provident fund committees, as well as the purchase committee. Many new academic decisions are discussed at the Governing Body. (Refer to Figure **6.2.3(a)**) The Staff Council led by the Principal, assisted by the Secretary and the Treasurer work according to Ordinance VIII of DU. All decisions are taken in accordance with the provisions in this ordinance. (Refer to Figure **6.2.3(b)**) Departments arrive at decisions through the mechanism of the department meeting. Student societies and associations are led by elected students who hold regular meetings to arrive at decisions and report to the faculty in-charge. Thus the nature of decision-making is multi-level and participatory. It is periodic and minutes are maintained meticulously.

Figure 6.2.3(a): Structure of Academic Organisation

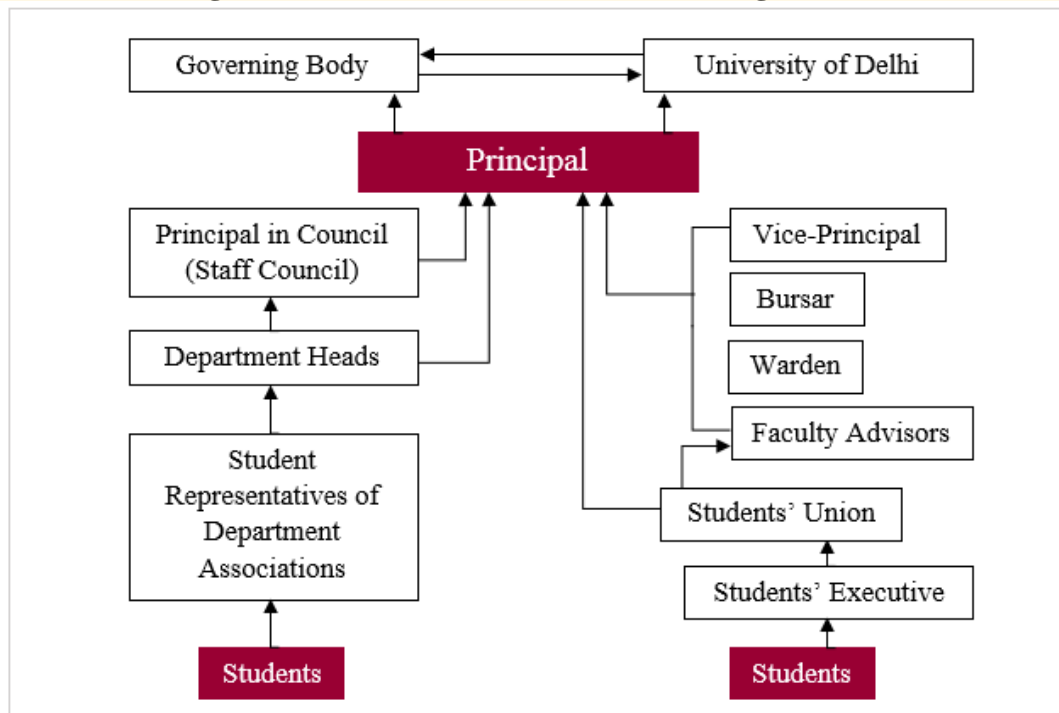
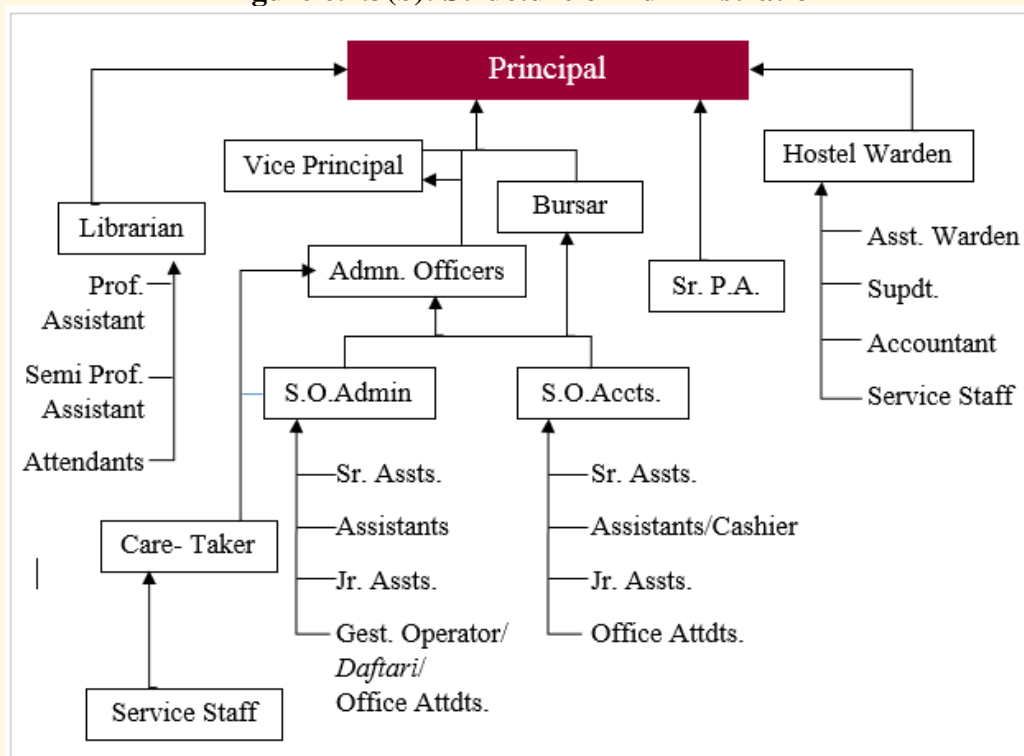


Figure 6.2.3(b): Structure of Administration



6.2.4 Give a Broad Description of the quality improvement strategies of the institution for each of the following

- Teaching and Learning
- Research and Development
- Community engagement
- Human resource management
- Industry interaction

Teaching and Learning

As LSR the roles of the teacher and the taught are not fixed and finite. The college prayer, drawn from the *Krishna Yajurveda Taittiriya Upanishad* (2.2.2), suggests the partnership between the preceptor and the disciple, the import of this prayer being that there are no permanent disciples nor are there permanent teachers. This dialectic process of teaching and learning requires introspection, reflection and above all a spirit of partnership. The Principal along with the committee for the allocation of work and time tables and teachers who are in charge of the various departments ensure that the lectures and tutorials are held regularly and purposefully. The academic affairs committee through its various initiatives tries to create the ideal intellectual context for this teaching- learning to happen. Great care is taken to ensure that students get ample opportunities to lead discussions and seminars and thus take up new initiatives, while teachers are encouraged to learn from each other.

Teachers give out an evaluation form to the students whereby a lot of valuable feedback is gathered by the teachers which helps them hone their skills and leads to introspection and self-evaluation. Students are assessed systematically and given feedback and additional support through the tutorials.

Research and Development

The Faculty Research Forum which is an initiative of the teachers of LSR is a forum that allows teachers to share their research and writing in the most supportive and nurturing company of their colleagues and friends. Very often, teachers try out their new research ideas in this forum before sharing these with the wider intellectual community. The paper presentation is preceded by an introductory discussion that often locates the presentation in a large and more often than not inter-disciplinary context. This is followed by the presentation that is then discussed threadbare by a faculty member who often brings in her/his disciplinary concerns to bear upon the discussion. The forum provides room for a general discussion by the gathered faculty members; this yields rich insights into the intellectual project on hand and is truly the crowning glory of the research and development initiatives taken by the college.

The college is fortunate to have got a grant from the UGC that enabled it to establish the learning, resource and research centre christened the Aung San Suu Kyi Centre for Peace. This centre is envisaged as the meeting point for intellectuals, academics, scholars, writers, journalists, film-makers and practitioners who work within the broad area of peace. The resource centre is committed to the idea that peace is a confluence of all aspects of social life and hence all social sciences and humanities find resonance in the establishment of the centre. The establishment of the centre has enabled the college to forge ties with national and international think tanks and universities, invite visiting scholars and run short term programmes and offer diploma courses approved by DU and other in-house certificate courses as well.

Community engagement

LSR understands the very intimate and intrinsic link between the individual and the community. Pursuit of individual happiness, excellence and well-being cannot ever be a worthwhile end in itself. The strength, well-being and peace of the community and the world outside are very essential for knowledge to have any relevance. Knowledge is not understood as the pursuit of employment and pay packets alone but as a process that would lead to freeing of the individual of shackles of all kinds. These shackles however are not tied specifically to each individual but are socially arranged. Hence the college seeks to engage with the community through diverse initiatives such as the Women's Development Cell, National Service Scheme, Voluntary Agency Placement Programme, Street Theatre Performance Society and others. In all of this the college reminds the students of the need to look inwards simultaneously and interrogate the self and the motivation that guides the individual in all these activities. *Dhyana* is as much about this individual interrogation as it is about reaching out to the community.

Human resource management

At LSR, members of the student body, faculty, administration and support staff are seen as multi-faceted individuals with distinctive biographies, passions and possibilities, and not as mere tools for furthering targets or goals. This is the spirit behind the organisation of the various workshops for the members of the administration, accounts and support staff. Similar workshops of pertinent interest are held often for faculty members and of course for students.

Industry interaction

All the departments are committed to providing quality education and see a larger purpose in their existence than merely the completion of syllabus and conduct of assessments. However, the college is not oblivious of the need for facilitating gainful and meaningful employment opportunities for its students. The placement cell does commendable work in this regard by organising recruitment and placement drives that respect the dignity of the individual student. Periodic career counselling and career fairs are also held in the college, and the courage to try uncharted terrain is respected and encouraged.

Each department also invites professionals and experts working in the field to create the vital link between the classroom and the world outside. Several departments like Commerce, Economics, Mathematics and Statistics have regular interactions with leaders of industry and organisations and provide an opportunity for students to work with industry.

6.2.5 How does the head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

LSR understands the importance of communication, information dissemination, discussions and feedback mechanisms. The teacher-in-charge is expected to keep in touch with all the faculty members of the department. The research and teaching requirements of each faculty member, the progress made with teaching of the various groups, the conduct of evaluation are all closely monitored by the teacher-in-charge. Students also communicate with the teacher-in-charge in case of any difficulties or if they wish to embark upon any new initiatives.

The Staff Council, the Students' Union and of course the periodic General Body Meetings conducted by the departments and the college is the other forum for feedback to be generated. Feedback is also sought through feedback mechanisms like survey and feedback forms.

The various national level surveys also give the college a very good sense of where it stands and while being largely appreciative of the college, these surveys help to draw attention to those areas that might need further refinement.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The college and its affairs are put together, monitored and implemented by a plethora of committees that are constituted by the Staff Council. Administration, accounts and the support staff also contribute suggestions and offer insights regarding their domain of work and engagement. Teacher-in-charges of the departments and the entire department at the annual review meeting with the Principal offer fresh ideas and review the year gone by. Faculty members are invited, as per DU guidelines, to be members of the Governing Body and thus they are provided with an opportunity to take the views of the faculty members to this august body. The periodic meetings of the various committees also offer guidelines for new initiatives and review the various institutional processes.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

Following are the resolutions made by Governing Body in the last year and the status of implementation of such resolutions:

In pursuance of Resolution No.1.9.1 of the Governing Body meeting held on 22.02.2014, on the recommendation of the Principal, the Governing Body considered and approved the study leave and other leave cases of faculty and sent the same to DU for approval.

In pursuance of Resolution No. 3.1.3 of the Governing Body meeting held on 22.02.2014, the Governing Body approved the panel of Auditors for auditing the accounts of the college and the Hostel for the year 2013-14. The college has appointed M/S G.S. Mathur & Co. for auditing the accounts of the college and the Hostel.

In pursuance of Resolution No. 1.7.1 of the Governing Body meeting held on 26.12.2015, the Chairman was authorized to nominate two members of the Governing Body as experts for constituting the Selection Committee for the position of the Principal, LSR. The Chairman of the Governing Body nominated two members of the Governing Body, Dr. Isher Judge Ahluwalia and Mr. Nitin Dalyalji Desai as experts.

In pursuance of the Resolution No. 3.1.1 of the Governing Body meeting held on 25.02.2015, Dr. Suman Sharma took over as the Principal of the college with effect from March 3, 2015 (FN) vide college letter no. LSRC/ SPA / 2015/2049 dated 25.02.2015.

In pursuance of Resolution No. 3.1.2 of the Governing Body meeting held on 25.02.2015, Dr. Priti Dhawan took charge as the Bursar with effect from May 5th, 2015 (FN) vide college letter no. LSRC/SPA/2015/3054 dated 5.05.2015.

In pursuance of Resolution No. 3.1.2 of the Governing Body meeting held on 25.02.2015, the Governing Body decided to open a separate Saving Bank Account in lieu of Imprest Bank Account No. 00993012100000641. A new bank account may be opened in the name of LSR

for Women, which will be operated by any two of the following: The Principal, Honorary Treasurer and the Bursar.

In pursuance of the Resolution No. 5.1.3 of the Governing Body meeting held on 25.02.2015, it was decided to include the names of the Chairman and the Principal along with the Hon. Treasurer to operate the college Provident Fund Account Number CLSV 74/01 with Corporation Bank. It was resolved the Provident Fund Account No. CLSV 74/01 with Corporation Bank will be operated by any two of the following: The Chairman, Hon. Treasurer and the Principal.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

The University of Delhi has no such provision.

6.2.9 How does the Institution ensure that grievances/complaints are promptly attended to and resolved effectively? Is there a mechanism to analyse the nature of grievances for promoting better stakeholder relationship?

LSR believes in creating a space that is dialogic and conversational in nature. The ethos of the institution is steeped in constant and well-meaning exchange of ideas and suggestions that seek to sidestep the discourse of harsh criticism. It is conceived of as a space that the entire community is committed to and hence the well-being of the institution is at the heart of the suggestions and initiatives.

The Governing Body has representatives drawn from the faculty and the non-teaching staff; this enables them to present the viewpoint of the teachers and the non-teaching staff. The Principal has regular meetings with faculty in the context of the Staff Council, Department review meetings and society and association-in-charges meetings. These meetings are contexts for suggestions and initiatives to be shared. Every department conducts General Body Meetings at least once every semester, the college is dotted with suggestion boxes that are monitored by the Principal, Vice-Principal, Director-Residence Hall and the Bursar regularly.

The Principal also takes into account feedback from the teacher-in-charge about the activities of the department. The various student societies and associations are supervised by faculty members who regularly report to the Principal. The college counsellor monitors students and their special needs. Whenever the students have made appeals for specific assistance or arrangement the college has always responded with alacrity. The freeship and scholarship cell responds to their financial difficulties. The counselling cell responds to their psychological issues and the committee constituted to look into matters of sexual harassment responds to any case of harassment that is reported.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the court on these.

S.No.	Title and Details of Court case (OA/WP/LPA/ Year and Date of filling)	Advocate Name	Status of the Case (Disposed / Pending)
1.	DU Resident Welfare Association (Regd) V/s DU others WP(c) 3401/07	Mr. Navin Chawla Since Dec' 07	Pending
2.	M/s Shishir Dubey V/s Rajeew Khatter & Anr District Court at Rohini.	Mr. Satyajit Sarna	Pending: Reg. Fire extinguisher
3.	Mr. Gagan Singh V/s DU & Others	Mr. Satyajit Sarna	Pending: Next date of hearing: 27.07.2015. Reg: Grant of ACP / MACP
4.	Mr. Mahinder Pal Singh V/s Principal, LSR College	Mr. Satyajit Sarna	Pending: Reg: Grant of scale since 1971
5.	M/s Areesha Rana V/s DU and another	Mr. Satyajit Sarna	Next Date of hearing : 10.08.2015 Reg: Attendance (Maths(H) Ist Yr)
6.	Sh. Udam Singh Vs Ms. Madhu		Date to Appear in court : 23.07.2015 Reg: Attachment of Salary Note: Salary Certificate to be produced on 23.07.2015

6.2.11 Does the Institution have a mechanism for analysing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

Yes, the Institution does have a mechanism for analysing student feedback on the institutional performance. Apart from the General Body Meetings and suggestion boxes, the college also conducts an online survey on the various aspects of the college. In one such survey conducted in 2014-15 on 1520 students, when asked for their experience with the Accounts and Administrative offices an overwhelming majority indicated satisfaction as shown in **Figure 6.2.11 (a and b)** given below.

Figure 6.2.11(a): Experience with administrative office

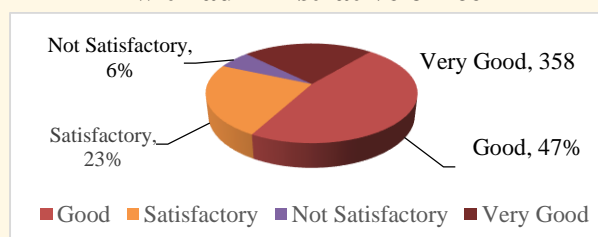
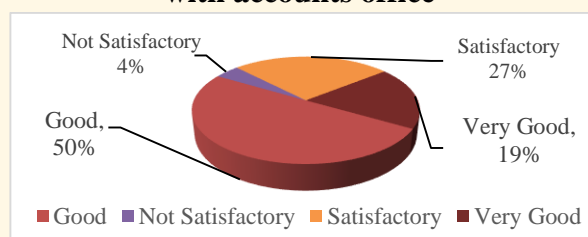


Figure 6.2.11(b): Experience with accounts office



The indication that students would appreciate the provision of more options for dining other than the existing college café resulted in the college providing space to women entrepreneurs from underprivileged backgrounds. Students suggested that more Xeroxing facilities be made available to them and the college responded by setting up a Xerox facility attached to the research and referral section of the library. Students with reading disability have suggested specialised software; the college takes great pride in having procured and installed this and other special equipment. The needs of the students with orthopaedic impediments has resulted in the college providing grab bars, railings and ramps in addition to the elevator.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance professional development of its teaching and non-teaching staff?

Teaching staff is constantly encouraged to organise academic events thereby facilitating interaction with the best minds from around the world. A series of intellectually stimulating talks, seminars and lectures keep the faculty abreast of the current developments. Renowned personalities drawn from a diverse range of fields spanning sports, medicine, literature, law, government, media, performing arts, cinema and others visit the college on a routine basis. Teachers are given the opportunity to attend seminars and conferences that dot the city's intellectual landscape. Study leave is granted for the pursuit of higher education and doctorates. Leave is also granted for undertaking research attached to fellowships and faculty members are encouraged to move to other research institutions and universities on lien. For instance, LSR faculty has worked at the Centre for the Study of Developing Societies, Nehru Memorial Museum and Library and many others. The faculty has moved on lien to prestigious universities such as Ambedkar University, and South Asian University. The faculty is also encouraged to collaborate with scholars and activists in the organisation of short term courses and seminars. The Faculty Research Forum provides the academic context for faculty members to celebrate each other's work. The library and internet facilities are the best that the University system allows for.

Non-teaching staff is periodically exposed to discussions and presentations on the various aspects of administrative procedures and protocols. The various sections and departments meet often and are periodically put through up gradation programmes for software and technology as well as provided training in the soft skills needed for interaction with students and faculty. Most of the administrative staff has over time improved its academic credentials. Many of them have earned post-graduate degrees from open universities and make use of the well-equipped library and reading resources available in college.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

Faculty periodically attends orientation and refresher courses organised by various universities and departments. The faculty also attends specialised courses and workshops organised for specific courses and subjects. Administration and support staff is also encouraged to participate in workshops and skill up gradation courses.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The college seeks information about the academic milestones of the faculty members annually. This record reflects faithfully the publications, conferences attended, papers presented, lectures delivered, courses attended and so on by each and every faculty member. These records of the faculty and the major projects and work done by the administration staff form a part of the evaluation at the time of promotions and interviews held for this purpose.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The performance appraisal system in LSR is not different from the appraisal system mandated by DU. Hence the procedures adopted are completely in keeping with the University protocol on performance appraisal. The decisions are then communicated to appropriate stakeholders by offering a letter with the details of the promotion and the new responsibilities. This is followed by suitable orientation and trainings.

6.3.5 What are the welfare schemes available for the teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Following are the names of the faculty members who have availed of Child Care leave in the years 2010-2015: About 25% of the faculty members have availed of child care leave.

Pooja Satyogi	Mitali Mishra	Jyotsna Arora	Madhu Grover
Nayona Dasgupta	Arti Minocha	Ujjayini Ray	Smita Sahgal
Jaya Sharma	Renu Kaul	Priti Dhawan	Kanika K. Ahuja
Jyoti Darbari	Shwetanshu Bhushan	Vandana Bhan	Parul Bansal
Amisha Aneja	Krishna Menon	Pankaja Ghai	Lipi Saxena
Monika Singh	Anuradha	Kalyani A.	Prabha Rani
Ranjana Jain	Sunaina Sardana	Puspita Behera	Jayashree Sahoo

Medical Re-Imbursement	
2011-12	103
2012-13	102
2013-14	113
2014-15	124

Children's Education Allowance	
2011-12	34
2012-13	57
2013-14	53
2014-15	52

Advance for Car/Scooter	
2011-12	6
2012-13	0
2013-14	53
2014-15	52

6.4 Financial Management and Resource Mobilisation

6.4.1 What are the institutional mechanisms to monitor effective and efficient use of available financial resources?

Financial matters are dealt with very prudently and cautiously by the college. The college Treasurer, the Bursar, the Finance Committee and the Principal and the Vice-Principal are part of the financial decision making processes. This ensures fiscal prudence and probity. Many functionaries are involved in decision-making and there are innumerable checks and balances at all levels. The financial well-being of the college is reviewed by the Principal and the Treasurer periodically and the Governing Body considers the audited statement. The recent audit by the CAG of India of course has been very stringent and thorough. Students in charge of managing finances of the student societies and associations are encouraged to prepare a budget and apply for funds that are finally scrutinised by the Bursar and approved with relevant suggestions if need be. Funds are made available only against bills that are produced.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Internal audit is conducted by the Bursar and the section officer, accounts, along with the Principal and Vice-Principal on almost a daily basis. The Principal, Vice-Principal, Bursar and the Treasurer conduct a periodic internal review of the financial well-being of the college. External auditors are appointed to audit the finances of the college. The CAG of India also conducted an audit for the first time in 2014-2015. The last available audited statement is dated March 31st, 2014 and does not present any audit objections. The management prepares the financial statements in accordance with applicable laws of India. Their responsibility includes the design, implementation and maintenance of internal control relevant to the preparation and presentation of the financial statements that give a true and fair view and that are free from material misstatement, whether due to fraud or error. The audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The auditor has certified satisfaction with the audit evidence obtained as being sufficient and appropriate to provide audit opinion.

The accounts of LSR for Women, Lajpat Nagar, New Delhi - 110049 for the period from April 2011 to March 2014 (first audit) were test checked by a local audit party comprising of Ms. Poonam Sharma, Sr. Audit Officer, Shri Satya Pal, Assistant Audit Officer, Sh. Vinod Kumar Dhasmana, Sr. Auditor and Sh. Nandan Kumar, Sr. Auditor of the Office of the Director General of Audit, (Central Expenditure), New Delhi from 9.12.2014 to 26.12.2014 (13 working days). Under the current audit, Part 11-B, revealed that the general condition of the accounts and record for the period 1.4. 2011 to 31.3.2014 maintained by LSR for Women, New Delhi, was found to be satisfactory subject to the observations made in the report. Necessary compliance of the observations have been made by the college and action as deemed fit has been implemented.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and reserve fund/corpus available with Institutions, if any.

As a trust run college, ninety-five per cent of the finances of the college are met with by the assistance provided by the UGC. As mandated, the trust contributes five percent of the finances

for the college. The trust in the case of LSR has been meticulous about making its five percent contribution, and this prudent and correct financial management has prevented the college's name from appearing in a list of defaulting trust run colleges prepared by the UGC. (Hindustan Times, Thursday, June 11th, 2015)

Please refer to **Table 6.4.3** for details about audited income and expenditure statement

The major sources of receipts/funding are as follows:

Grant from University Grants Commission

- Non-Plan Grant for Maintenance of College, Staff Salary and Allowances, Staff related expenses (Medical, LTC etc.), Retirement Benefits.
- Plan Grant for planned projects as per 5 year plan guidelines
- Financial Assistance for Travel and Research Projects
- Special Grants for Building Projects

Grants from the University of Delhi

- Special grants for Innovation Projects
- Special Grants for Building Projects

Fee Collection from Students

- Annual fee from students enrolled in college for academic and co-curricular activities

Deficit

- The deficit is met by the Governing Board/Governing Trust of the college, and the financial receipt is from the Shri Ram Educational Trust.

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilisation of the same (if any).

Due to careful planning and management of resources, LSR largely ensures that it meets all regular expenses from amounts sanctioned for these. However, when there was a need to build a new auditorium in 1990, funds were raised by organising a concert by Pandit Ravi Shankar. More recently, for the new academic block, an appeal was made to the alumnae of the college, who came forward with generous donations to supplement the amount sanctioned by the UGC and ensure state-of-the-art facilities. Alumnae, retired faculty and parents of students have instituted scholarships for students from disadvantaged sections.

6.5 Internal Quality Assurance System (I QAS)

6.5 .1. Internal Quality Assurance Cell (IQAC)

a) Has the institution established an Internal Quality Assurance Cell? If yes what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

The college has many committees with the express purpose of assuring, reviewing and maintaining quality of academic, extra-curricular, administrative and financial activities. The library committee ensures that the library works smoothly and acquires the latest publications and journals. The academic affairs committee ensures that the academic ethos and discourse of

the college is upheld to honour the principles of equity, excellence, democracy and inclusivity. The time table committee and the committee that allocates work among the faculty ensure that time and space within the college is utilised optimally and rationally. The attendance committee and the internal assessment committee ensure that the classes are held with unflinching regularity and the assessments are held periodically and test the student's understanding, application and creativity. The website committee ensures that the website is informative and reflects the myriad activities that the college undertakes.

The college also has a steering committee for the purpose of preparing the college for the accreditation process, and this committee has kept in touch with all the committees and ensured that information is exchanged on a timely basis.

b) How many decisions of the IQAC have been approved by the management /authorities for implementation and how many of them were actually implemented?

The steering committee referred to above suggested the setting up of a day care centre and the management immediately constituted a committee to study the feasibility of such a facility. The committee also suggested the placing of suggestion boxes to elicit information and receive suggestions from the faculty and students. The college has done this very effectively.

The committee suggested consultative meetings with stakeholders and experts while preparing for the accreditation process. This was too was done immediately. The committee suggested Internet linked student evaluation of the college and the management was very enthusiastic in its support.

c) How does the IQAC communicate and engage staff from different constituencies of the institution?

The Committee holds periodic meetings of its members and maintains minutes and reviews its decisions. It also periodically invites members from the library, accounts, administration and the maintenance staff for discussions and to elicit new ideas and strategies.

One of the first things that the current committee did was to call for a deliberative meeting with the administrative and accounts staff in order to communicate to them the importance of the process of accreditation and assessment.

The committee also invited senior faculty members who have retired to share their experiences and guide the IQAC further. One of the highlights of such consultative processes was the exhaustive workshops conducted by the distinguished educationist Dr. Meenakshi Gopinath, recipient of the Padma Shri award. She not only spoke of the significance of inclusive education based on the ideals of excellence and creativity but also helped the committee find cohesion and fired its imagination and sense of purpose.

d) How do students and alumni contribute to the effective functioning of the IQAC?

The committee has periodic meetings with students and alumni to explain the vision and mission of the college and the purpose of quality assurance mechanisms in that context. Students are active participants in all the activities of the college and are the primary reason for the college's glorious track record. Alumni through their registered association and chapters in other cities as well as overseas uphold the college's vision and mission in their professional

spaces as well as monitor closely the developments and landmarks in the college. Alumnae are invited to attend all important events and activities.

e) How does the IQAC communicate and engage staff from different constituents of the institution?

The committee works in close collaboration with the administration and accounts, the library and the maintenance staff. The committee holds meetings with these separate wings to explain the vision and mission of the college and plan steps to execute the vision and mission of the college. Valuable suggestions made by them are welcomed and executed as and when possible.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes' give details on its operationalisation.

Yes, the Institution has an integrated framework for Quality assurance for academic and administrative activities. As mentioned earlier, LSR understands Quality in a much wider sense of the term than its dictionary meaning. Quality here refers to the institutional vision of providing excellent higher education to the widest cross section of young women from India and indeed the South Asian region.

The institution would like to pursue excellence and ensure quality in such a way that the goals of inclusivity and creativity are never forgotten. All quality assurance mechanisms like the academic affairs committee, the library committee, the planning and development committee, the committee to allocate work, the committee that considers applications for study leave and of course the finance and purchase committee and the café committee, work within a philosophical framework that seeks to pursue excellence and equitable access.

The highest standards of quality are maintained while being mindful of the fact that the college is part of a larger purpose of ushering in democracy and equality and honouring the dignity of the individual. The various administrative sections are also constantly part of larger meetings that detail the policies, re-iterate the vision and revisit the mission of the college. The committee system and the multi-level checks and balances and the feedback and general body meetings are the mechanisms through which the quality assurance in administrative and academic activities is operationalised.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

Teaching staff is constantly encouraged to organise intellectually stimulating academic events, such as lectures and seminars, thereby facilitating interaction with the best minds from around the world. Renowned personalities drawn from a diverse range of fields spanning sports, medicine, literature, law, government, media, performing arts, cinema and others visit the college on a routine basis. Teachers are given the opportunity to attend seminars and conferences. The Faculty Research Forum provides the academic context for faculty members to celebrate each other's work.

Non-teaching staff is periodically put through up gradation programmes for software as well as provided training in the soft skills needed for interaction with students and faculty. Please refer to **6.3.1** for more details.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

Yes, the institution undertakes periodic academic audit of the academic provisions. The teachers-in-charge of all the departments hold periodic meetings to take stock of any new academic opportunities for students and faculty. The meetings are also occasions for the department to review the progress of the teaching of the courses, research projects to be undertaken and of course issues of specific students. For instance, it is at these meetings that some departments realized that not all students were equally comfortable with the existing medium of instruction. The departments based on this feedback suggested special lessons for these students. The Principal readily agreed to this and this consistent mentoring process has proved to be an invaluable addition to the academic context of the college.

The Principal reviews the functioning and academic activities of each department. All departments collate the nature of academic work done over the academic year. The faithful transaction of the University prescribed syllabus is of course the minimum expectation. Departments are encouraged to go beyond this minimum and move towards creative and new ideas and form linkages with scholars and intellectuals. These initiatives are recorded in the Annual College Report which is an important audit mechanism for it makes each department aware of its achievements and pioneering efforts while learning from the work of the other departments.

The audit is more a process of introspection for each individual faculty member, the department and the college as a whole. Faculty members are required to share the details of their academic work over the year and this too is shared with the entire college community. This becomes an occasion for the college community to celebrate and applaud its faculty while at the same encouraging each faculty member to undertake further research and publication.

The Governing Body in its periodic meetings seeks details of the academic activities of the college and takes an active and close interest in the results of the students in the examinations conducted by the University. The Governing Body also expresses interest in the consistent internal evaluation and the pedagogical tools employed by the faculty. Faculty members are encouraged to share their pedagogical tools with their respective departments as well as with the larger body of teachers. These measures keep the academic ethos of the college vibrant. Faculty members are highly motivated and are enrolled in various enhancement courses, apart from writing and publishing. The latter becomes a very important tool for external auditing of the faculty. The faculty at LSR has a very extensive body of publications and most of these publications are peer reviewed. This is a very good mechanism for auditing of academic standards. Please refer to **Table 3.4.3** for more details.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/ regulatory authorities?

The most important quality assurance agency or regulatory authority would certainly have to be the citizens of India who are the reason and the inspiration for institutions of higher learning such as LSR. The ideals and aspirations of the Indian people as recorded in the Indian Constitution forms the most important set of principles that guide the quality assurance mechanisms. In other words, the quality that LSR seeks to maintain is not just an end in itself but a commitment to the Indian Constitution and its guiding principles. At a more immediate level, the college is a part of DU and follows all guidelines and quality assurance mechanisms

detailed by the University. Teaching-learning norms, student-teacher ratio, working hours for students and teachers, nature of the evaluative process, attendance norms, time-table regulations and preparation of the calendar, co-curricular and extra-curricular activities, academic norms, reading material, syllabus guidelines and examinations itself are all conducted as per the stringent norms set by DU. The University in turn is regulated by the quality assurance norms prescribed from time to time by the University Grants Commission. This ensures the college follows the strict quality assurance norms set by the UGC. The audit conducted by the CAG of India in 2014-2015 of the college finances, has appreciated the quality of financial management in LSR. This is clearly a feather in the cap of the college.

LSR has been accepted as an institution that is eligible for quality assessment by the NAAC and while preparing the Self-Study Report, it has been noticed that almost all the parameters prescribed by NAAC for institutional excellence are present in the college. Great care is taken by the college to carry out each and every University, UGC and now NAAC prescribed quality assurance guideline, apart from of course respecting the mandates of the courts of India, the National Green Tribunal and of course the Parliament and the Constitution.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

The Governing Body, constituted as per the ordinances of DU, with members drawn from the University, academia, college and distinguished citizens meets periodically, at least once every semester. The Principal is part of the Governing Body which invites persons of eminence and distinction from time to time. The various issues and challenges and innovative practices with reference to teaching learning are reported, discussed and suggested. These are recorded in the minutes of the meeting and shared with all the members of the Governing Body. The Principal then acts upon the recommendations and observations and initiates suitable action. The academic rigor and reputation of the college is the outcome of this enlightened body of experts and leaders.

The Staff Council is the most important body within the college as far as academic matters are concerned. The Principal along with an elected Secretary and Treasurer oversees the smooth functioning of the staff council. It is within the staff council that major academic initiatives and arrangements like introduction of new programmes for Sociology, Journalism, Elementary Education and the post-graduate diploma programme in Conflict Transformation and Peace Building were discussed. The setting up of a dedicated learning, resource and research centre - the ASSK Centre for Peace- to propel research and intellectual initiatives in LSR was also steered by the staff council. The planning of national and international seminars and workshops is initiated, reported or discussed as the case might be. All the faculty members are members of the staff council as is of course the Principal. The council meets at least once every semester. Minutes are recorded meticulously and shared with all members. The staff council further appoints committees made up of faculty members for the express purpose of carrying out the various academic mandates of the staff council. In this context, one of the most important committees is the academic affairs committee and the academic journal committee. These committees set the academic tone and deliberate on issues of teaching learning by having repeated meetings with their colleagues in the departments, with the Principal and other committees. The time-table and work allocation committee also plays a very significant role in this regard. All the committees are constituted at the staff council and a wide representation of departments is ensured in these committees. Most of the committees have a convener and a

co-convener who conduct periodic meetings with all the members; minutes are maintained and shared with the members.

The Faculty Research Forum initiated by the faculty has now become a very important part of the institution's commitment to upholding the academic standards of the college. This is a very concrete outcome of the various college bodies that seek to foster an intellectually and academically stimulating context within the college. This initiative is most certainly an outcome of the various quality assurance policies and mechanisms adopted by the college over time. The varied seminars, invited lectures, talks, film screenings and discussions, workshops are directly related to the commitment to quality assurance that the college has consistently upheld. The learning, resource and research centre named after the most illustrious alumna of the college- ASSK Centre for Peace is not only the pioneer but the sole centre within DU that offers a post-graduate diploma in conflict transformation and peace building. This is also a clear outcome of the quality assurance policies and mechanisms of LSR. The existence of department journals run jointly by faculty and students, in some cases with a registered ISSN number is yet another example of a concrete outcome that can be cited in this context. The fact that teams of faculty from across India visit the campus to learn from the experience and best practices of LSR, for example from the Loyola College, Chennai is most certainly an outcome of the reputation built by the college in the world of academics and higher learning. Most surveys commissioned by leading publications have consistently placed the college either at the very top or very close to it. The fact that students from across the length and breadth of India apply to and join this college bears testimony to the desired outcome of its structures for quality assurance. Internationally, as well, the credibility of the college has been consolidated with various exchange programmes such as with La Trobe (Australia), Brown, Middlebury and others from the USA, National University of Singapore, Fukuoka, Japan and Sciences Po and American Graduate School, Paris. The college celebrates this diversity and honours students from overseas and the efforts they make. LSR faculty is sought after for their expertise and experience of having worked in this pioneering institution by other centres of higher learning and research. The vast body of alumnae that are making a positive impact and a creative difference in every field of work is of course the outcome that the college is most proud of.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

Constant meetings and interactions is the most favoured way of communicating with the internal stakeholders. Reading and sharing of minutes is yet another way of doing this.

The Annual Report presented on the occasion of the College Day held annually is a very important context for conveying the institution's policies to the external stakeholders. The alumna meet is yet another context for sharing the quality assurance policies. The website in this technology driven world is inevitably the fastest means of doing so and has the widest possible reach.

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

LSR stands for Leadership with Social Responsibility. Hence its entire mechanism and arrangements for Governance, Leadership and Management are powered by these ideals. While leadership is of crucial importance and the college has been fortunate to have a series of visionaries as its Principals, what set these remarkable women apart is their belief that the leader

has to search for and draw out the leadership skills in all members of the college community. The belief in collective work, a co-operative ethos and a consultative and collaborative approach to work are what characterises leadership, especially leadership by women who are feminists. It is this belief that attracted the Women in Public Service Project of the Woodrow Wilson Centre, USA to LSR in 2014. Leadership need not be a singular and insulated enterprise but rather a community and shared enterprise where the purpose of this leadership is not merely quantifiable goals and targets, but the ability to make creative and constructive change in oneself and the world around. Leadership is understood in LSR as a quality that develops the confidence within oneself to negotiate change, difference and challenges with equanimity, grace and compassion.

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CRITERION VII INNOVATIONS AND BEST PRACTICES



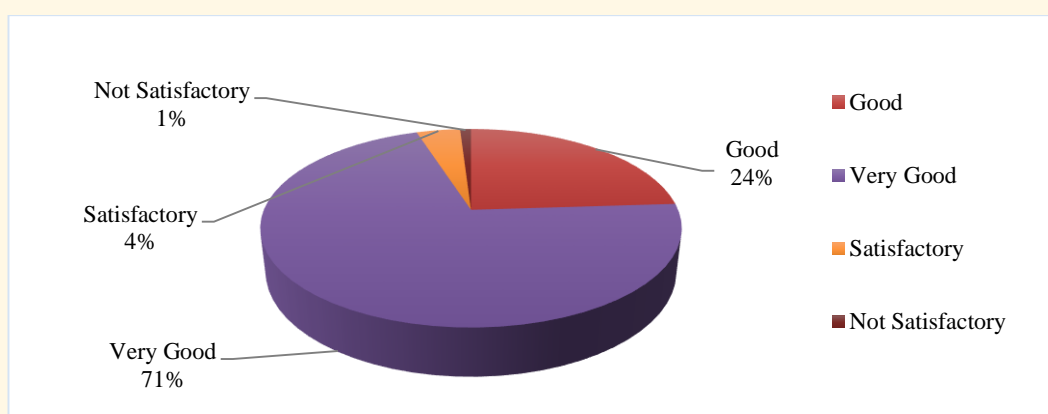
7.1 Environmental Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

Prakriti, the society for inculcating environmental consciousness, has been making many innovative interventions in the preparation of the green audit of LSR. In the year 2009, the first ever calculation of the carbon footprint of the college was done by members of this society to assist the institution concretise its efforts towards carbon neutrality. This was followed by Land, Air, Energy, Waste, and Water audits along with an Attitude and Awareness Survey in 2010, the results of which were shared with the entire college body. A visit to Sulabh International Social Service Organisation in 2011 helped create awareness about best practices in sanitation. The tree census carried out has also been truly educative to appreciate the biodiversity nurtured in the premises of LSR. The college campus owing to the dedication of faculty coordinators, students and garden staff has over 1800 trees and more than 900 shrubs.

On the basis of a survey, recently carried out, to gauge the environmental friendliness of the institution, responded to by 1521 students, results revealed that for 71% of the students the efforts have been 'Very Good', for 24% 'Good' and for 4% 'Satisfactory'. Only 1% of the students surveyed expressed dissatisfaction and felt that there was significant scope for improvement as shown in **Figure 7.1.1**. These results have been truly heartening and inspire the college to continue with the efforts towards making the LSR campus green, clean and an environmentally sustainable space.

Figure 7.1.1: Environmental Friendliness of LSR Campus: An Assessment



7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

Energy Conservation

All efforts are made to depend whenever possible on natural sources for light and air in the college premises. Doors and windows are kept open, when feasible, to help in cross-ventilation and the use of air conditioning is kept to the minimum. The electrical boards carry a notice requesting and reminding the users to switch off lights, fans and any other appliance when not needed. The LSR community is encouraged to use public transportation or make car-pooling arrangements when commuting.

Use of Renewable Energy

The college, in 2012, installed a solar plant, in association with KPMG in the Residence Hall to help provide hot water for the kitchen and washroom areas and for street lights in the outer areas of the Residence complex. Both these efforts have added to the infrastructural comfort of the students and have also ensured that the Residence Hall becomes more environment-friendly. In continuance of its efforts to utilise renewable sources of energy, a solar power plant

has been set up in LSR in 2014. Solar energy panels have been installed at the *Swavalamban* Resource Centre as well. These panels provide virtually all the power required to run the Resource Centre.

Water Harvesting

The college has significant provisions for rainwater harvesting. The newly constructed Dr. Bharat Ram Academic Complex is a particularly environment-friendly building with underground water tanks, rainwater harvesting facilities and large open green areas on both sides of the classes. The pathways are paved with interlocked tiles to allow rainwater to seep in and replenish the under-ground water table.

Efforts for Carbon Neutrality

The efforts towards carbon neutrality are an on-going endeavour. Members of the *Prakriti* society published the first comprehensive report on the Carbon Footprint of LSR in 2010. While the sites included for the calculation of carbon footprint were the main college building, hostel, cafeteria, bookshop and the karamchari quarters the activities considered for computation were the usage of electricity, diesel and LPG. Using appropriate calculators and conversion factors for different activities the carbon emissions were calculated with the procured data. This exercise was very useful as it helped the college prioritise action in areas of greatest environmental impact or savings potential. Vigorous efforts have been made towards saving conventional energy through economy of use and tapping alternative and renewal sources of energy. Initiatives towards car-pooling are another step in this direction. This study which has been the first of its kind conducted by any college in DU set an example for other academic institutions.

At LSR efforts are on-going to reduce the carbon footprint while nurturing and planning gardens as well. The principles of sustainable ecology are adopted by careful use of water, banning the burning of leaves and wood and instead using composting vegetal waste. The gardeners painstakingly use natural materials like twigs and bamboos to act as props for climbers, or to support a pleasing border of fragrant sweet peas. Principles of companion planting are also utilised while planning the garden to avoid the use of chemical fertilisers and pesticides. Planting of marigold, and nasturtium as natural insect repellents, or planting of naturally beneficial plants together like basil and tomato are some such examples.

Plantation

The first year students enter the vast arena of extra-curricular activities of LSR with the planting of a sapling on their orientation day initiating them into a new phase of their lives. Symbolically too, it represents their journey of growth and fruition during their learning experiences here. *Prakriti*, with the support of the college garden staff, has been involved in several plantation initiatives every year in its effort to maintain the aesthetic environment of LSR. The green space in fact is an inherent part of the inclusive and diverse culture celebrated in various ways at LSR. Momentous occasions like the much awaited visit of the illustrious alumna Daw Aung San Suu Kyi, the gracious presence of His Holiness The Dalai Lama to inaugurate the Dr. Bharat Ram Academic Complex and the ASSK Centre for Peace have been commemorated by the plantation of trees like the champa and the khejri. It is worth noting that trees like the khejri have been chosen for their great symbolic as well as ecological value.

While LSR has six formal gardens of varying sizes and description, there are many other green areas which are maintained. Biodiversity is the key to the green spaces at LSR. From herbal gardens of Indian and foreign medicinal plants and herbs (about 80 varieties), orchards of trees both indigenous and non-native (about 75 varieties), shrubs (about 70 varieties), creepers (about

20 varieties), fruit trees (about 25 varieties) to ground cover (about 10 varieties), cultivated lawns, perennial potted plants, a wide variety of seasonal flowering plants, seasonable vegetables and edible herbs, an impressive collection of cacti and succulents in the rock garden, a rose garden and a lily pond with guppy fish to safely curb disease spreading mosquito larvae, LSR is home to all. The idea is not merely to have pleasing gardens but to integrate the sensibility of harmony and serenity, nature and nurture.

Project *Palak* an initiative of LSR- ENACTUS has been another eco-friendly initiative. After the success of spinach plantation in the college, the LSR- ENACTUS team decided in 2013 to encourage school students to do organic farming as well. It has collaborated with schools all across Delhi to initiate spinach plantation.

While formal gardens are maintained as spaces for various activities, they are also entered into competition annually at the DU Annual Flower show, and inevitably receive an impressive haul of prizes. Besides, some areas are also left more natural like the Nehru grove and the fruit orchard, where nature's seemingly unplanned ways of growing are honoured.

Hazardous Waste Management

Hazardous Waste Management is not an issue for LSR as it does not have any department that uses chemicals or other hazardous material.

E-Waste Management

Prakriti has initiated several e-waste collection drives in collaboration with Nokia and Moserbaer in recent years. Consequently, CDs, handsets, batteries, chargers, USB cables, and earphones are collected to be recycled and separate bins are allocated for the collection of e-waste.

Some Other Environmental Initiatives

LeadEarth Fellowship

Prakriti has also partnered with TERI and became a 'core college' for TERI-Tetra pack initiative LeadEarth Fellowship Phase 2. Several students from LSR attended the launch of this initiative which gives students the opportunity to conceptualise, implement, lead and manage a sustainability project. The launch was accompanied by lectures on leadership by eminent guest speakers as well as by LeadEarth fellows. The programme offers opportunities to young people to gain first-hand experience of cutting edge sustainable practices by industry leaders and learn about the triple bottom line - people, planet, profit. The selection process entailed drafting detailed individual projects. Based on the project submitted and the subsequent interviews, fifteen students each were selected as 'Fellows' from colleges in Delhi and Pune. Tanushri Roy from the Sociology department, LSR was selected and is currently working on a project called Ecoserve. She has also been selected to participate in the Delhi Sustainable Development Summit (DSDS) 2015, TERI University. TERI has also organised another competition, designed with the objective of promoting engagement of youth for sustainable management of water resources. Students of different disciplines had to form teams to submit their proposals. Two teams from LSR were selected, and are currently working under mentors from TERI.

***Prakriti*-Club of Rome Collaboration**

Prakriti's collaboration with the Club of Rome provided its members an opportunity to participate in a two day Global Conference on Food Security in October, 2014 organised by the Indian National Association of the Club of Rome. Five students from LSR were chosen to be a part of the organising team and numerous others got an opportunity to attend the enriching sessions. The line-up of speakers included Dr. M.S. Swaminathan, Mr. Vishweshwar Reddy,

Professor Y. K. Alagh, Dr. Swapan Kumar Dutta, Dr. Raj Bhandari, Ms. Naina Lal Kidwai, Shri Radha Mohan Singh and Dr. Amit Seth. In the same month, students from LSR went to attend *Bhoomi'14*: Navdanya's Annual Festival organised in collaboration with the India International Centre on the theme 'Annapurna: Feeding the Earth'. Navdanya is a women-centred movement for the protection of biological and cultural diversity. The event took place over four sessions along with an opening session by Ms. Ela Bhatt, founder of SEWA (Self Employed Women's Association). This year's edition of *Bhoomi* brought out the voices of the people deeply committed to ensuring right to food through praxis, reflection and cultural expression thereby enlightening the college community on how agro-ecology is the solution to the problem of food security.

Say No To Firecrackers Diwali Campaign

Prakriti decided to bring a change last Diwali and began a 'No to Firecrackers Campaign.' To spread awareness among children *Prakriti* collaborated with the National Service Scheme (NSS) to hold a seminar for educating children about the ill effects of fire crackers. Posters were put up all around the college. Besides, a wall was exclusively decorated with such posters, where a pledge sheet was also put up urging people to give their reasons for not burning firecrackers at Diwali. The campaign also took an online form via social media to reach a wider public.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

Teaching-Learning

LSR in recent years has taken up a series of innovatively designed interdisciplinary collaborative academic engagements, special lecture series, enrichment courses, national and international seminars, student symposia and creatively designed field trips, to foster a more holistic teaching-learning experience. Some of these innovative endeavours have been:

Learning, Resource and Research Centre

The setting up of the ASSK Centre for Peace in 2014, as a learning, resource and research centre by creatively redesigning a section of the Academic Block has been a truly innovative endeavour, fully funded and supported by the UGC. Please refer to **3.1.1**.

Collaborative Academic Engagements

The South Asia Regional Autumn School, 2011 organised by the Department of Economics in partnership with the Heinrich Böll Foundation has been a precursor to many more such innovatively conceptualised academic collaborations to engage with matters which concern everyone as a global community. It was a first of its kind five days long event to deliberate on the theme 'Global Finance and Human Security in South Asia: A Gender Perspective'. The School aimed to analyse from a gender perspective, the impact of rising global finance on human security, human rights and human development in South Asia – a region characterised by acute poverty and stark gender inequities. It also sought to address issues germane to the consequences of current economic and development paradigms, especially for South Asian women. What was really remarkable was that the School brought together a dynamic group of young scholars and activists from diverse disciplines and across countries of South Asia to engage with senior academics, policy makers and those involved at the grass-root level. Young final year scholars from the Department participated too by making a much appreciated presentation on each of the days in the inter-active LSR Lens section. The academic experience

so gained created a context to nurture among the students a holistic gender inclusive perspective about the larger socio-economic reality.

The LSR–Ohio Wesleyan Meet ‘Gandhi Today: Perspectives and Possibilities’ organised by the college in 2012 provided a meeting ground for students along with visiting students and faculty from Ohio, USA to reflect collaboratively on the relevance of Gandhian philosophy in the present day context.

A uniquely innovative concept introduced by LSR has been the inter-disciplinary Annual Academic Congress which brings the entire college community together to debate, dialogue, and introspect on many inextricably related issues of human significance through a sheer diversity of innovative mediums and formats. The three day magnificent event in March 2014 was on the theme ‘Genderknowledge’ Understanding Gender-Questions of Freedom and Justice. The Congress celebrated womanhood in all its form and spirit and engaged with issues related to gender, peace, justice, identity politics, development, human rights and democracy. Lectures, panel discussions, exhibitions, movie screenings, theatre performances, installations and a Gender Mela were part of the Academic Congress. Academic Congress 2015 was organised by the ASSK Centre for Peace along with the Ford Foundation, WISCOMP and American Embassy over three days in March on the theme ‘Breaking Barriers, Claiming Spaces - Women, Leadership and Change’. These three days of the Congress at LSR became days full of introspection, intellectual enrichment, reflection, creative expression and celebration. As a pioneer in women’s higher education, LSR is ideally placed to break barriers, claim new spaces and to lead new ways of seeing and being.

LSR’s collaboration with Women in Public Service Project (WPSP) and Woodrow Wilson International Centre for Scholars resulted in another fruitful engagement. A three day round-table conference ‘Where Women Lead: Educating for Public Leadership: Strategic Roundtable and Institute on Women in Public Service in South Asia’ in March-April 2014, brought together South-Asian women leaders and experts from the academia, media, Government, corporate and voluntary sectors to discuss ways of enhancing women’s leadership in public service. The highlight of the programme was the Delhi Platform for Action drafted by students of the college to address issues of violence against women on campuses.

ICT and Innovative Teaching-Learning Pedagogies

LSR understands and appreciates the profound impact which modern technology, when combined and complemented with a socially responsible value system, can have in bettering the human condition. Use of ICT has brought about a revolutionary transformation in the teaching-learning engagement. To begin with, the ICT technology is being taken advantage of to integrate the varied media for teaching-learning including power point presentations and films within the classroom itself. An innovative use of modern technology in pedagogical practices and additional teaching-aids is also helping students and teachers access the expansive global pool of knowledge now available. To facilitate this process the College has adopted an innovative provision which allows for laptops to be issued for use in the classroom and then returned thereafter. Furthermore possibilities of learning beyond the classroom, with technology and human intermediation mutually complementing one another are also being increasingly explored.

For instance the department of Philosophy, in 2013, organised a web lecture by Prof. A. C. Grayling of Oxford University on ‘Atheism, Secularism, Humanism: Three Zones of Argument’. Similarly the Psychology department took up a six week course on ‘Understanding Violence’ offered by Ohio Wesleyan University on Coursera for collective learning during

September–October 2014. Each week, sessions facilitated by faculty moderators were organised, in which the course videos were screened and the content discussed and debated. In 2015, the department of Elementary Education participated in a webinar organised by the Arts Education Programme, British Council, India. The webinar was a cross cultural exchange between participants from the Lyceum theatre and the University of Strathclyde, Scotland and students and faculty members of LSR, to share best practices. The college has successfully also been using Skype technology for discussions with universities abroad.

For greater interaction among students a blog *No Matter Never Mind* has been set up by the department of Philosophy. Encouraged by this new technology the department of Hindi too has begun with a web page *Junoon Hindavi* to give students a platform to explore their creative potential and share their thoughts on literary issues. It does not come as any surprise that *Prakriti* - society for inculcating environmental consciousness has gone on line with its newsletter *Ankur*. The department of Journalism has produced a new online magazine *Counter talk* with a print version as well. The department of English has also initiated a lighter-hearted digital incarnation *Jabberwock Online* to its academic journal *Jabberwock* and the department of Sociology now publishes its on-line weekly, *The Beacon. Voices and Visions* is an online student journal of the Women's Education Worldwide Network, initiated by Smith College, Bryn Mawr and LSR.

National Seminars

Many departments have expanded the scope of their inter-college Annual Academic Meet to organise varied forms of national level seminars as an innovative practice of sharing perspectives and mutual learning. For example 'Psychology at the Edges' was the title of the National Seminar organised by the department of Psychology in January 2015, and funded by the Indian Council for Social Science Research. The seminar, attended by over 250 students from DU and various other institutions, was an academically rigorous attempt to build bridges between the discipline of Psychology and other Social Sciences over issues like conflict, violence, nation-state, gender and sexuality. *Litmus 2015*, the English department Annual Academic Meet took the form of a National Seminar, featuring speakers with diverse interests from across the country. The theme was 'Narratives of Contemporaneity in India', and the aim was to critically understand how narratives across genres and spaces deal with the 'contemporary' in India, and how these interact with the social, political, economic and spatial realities they are a part of. The National Seminar on Corporate Social Responsibility organised by the department of Commerce in 2012 brought together people who had personal experiences of handling CSR initiatives both in the urban and rural setting.

With a view to sharing experiences in undergraduate teaching and thereby further enriching their knowledge, the department of Mathematics, in November 2013 took the initiative to organise the Ramanujan Mathematical Society- Under Graduate Teachers Enrichment (RMS-UGTE) Programme on 'Number Theory and Cryptography'. Similarly the department of Elementary Education organised a two day National Seminar on Teacher Education on the theme 'Pedagogic Trajectories' in 2011, which was funded by the U.G.C. The broad aim of the seminar was to arrive at a shared understanding about the changing nature of pedagogies and to initiate and sustain dialogic reflection so as to evolve a vision for a Teacher Education Programme. The department of B.A. Programme has been organising its Annual Academic Meet *Samagam* around a particular theme some of which have included 'Women and Well-being in the Age of Globalisation', Exploring Identities in Contemporary Delhi' and the latest being 'Indian Society in a Flux: Westo-Indianisation'.

For the department of Economics it has been a matter of great pride that *Equipoise*, the Annual Economics Academic Meet which evolved into a National Students Symposium *Econvista* in

2013 has within two years itself graduated to have become an International Students Symposium *Econvista* 2015. The Symposium follows a multiple format approach. A lecture series around a broad theme sets the tone for the line-up of many innovatively designed events which call for an out of the box understanding of the theoretical principles learnt in the classroom. For instance a first-of-its-kind simulation of the Planning Commission was conceptualised by students of the department as part of *Econvista* 2013. This much looked forward to initiative underscores the enormous leadership capacity, confidence and team-work of the student body.

Nexus 2015 was the first National Conference organised by the National Service Scheme and focused on the theme 'The Dynamics of Inclusive Development in Contemporary India'. The conference witnessed participation from NSS chapters of colleges across the country that came together for stimulating debate and discussion.

Lecture Series

Lecture Series spread over a period of time and running concurrent to the classroom schedule have been adopted by numerous departments as an alternative means of academic engagement. To address themes, issues and texts that form part of the syllabus, the department of English has initiated a series of talks by the faculty. The department of Philosophy in collaboration with the Tibet House organised a weekly lecture series in October 2014 for an initiation into the meaning of 'sunyata' or 'emptiness', and its implication on knowledge systems, ethics and ontology. A ten week long lecture series in the department of Psychology by Fulbright Scholar, Dr. Matthew Whoolery, in 2013 on the theme 'Critical Thinking in Psychology', encouraged students to engage with the discipline critically and methodically. Prof. Jens Christiansen, Visiting Nehru Fullbright Scholar and Professor of Economics at Mount Holyoke College, U.S.A. shared his insights on the larger interlinked global issues in his lecture series, in 2012 on 'Challenges to the Global Economy: Financial Instabilities, Inequalities and Ecological Degradation'. The department of Hindi's 'Meet the Author' series in 2012 opened up an excellent opportunity for the students to engage with distinguished writers in the field. Dr. Sushma Bhatnagar an academic and alumna of LSR shared the nuances of the Ghazal form in a series of much appreciated lectures delivered in 2012.

The setting up of the Dr. Manohar Shyam Joshi Chair in 2013 in the department of Journalism, as a lecture series, by an eminent scholar from the Liberal Arts, Humanities or Media, in memory of the veteran Journalist and Writer Manohar Shyam Joshi has been a unique initiative at LSR. Professor Vinay Lal from the Centre for South Asian Studies and History at the University of Los Angeles was invited as the first Chair and gave three stimulating lectures on 'Gandhi and the Politics of Fasting', 'City and Cinema' and 'Internet Hinduism'. Prof. John Mark Webb, Professor at the Swinburne University of Technology, Australia was invited to deliver the second lecture on 'Science and the Media in the Age of Globalisation'. The lecture provided an enlightening insight into the yet unexplored world of science journalism. This has been followed by the third lecture in the series delivered by Shri Ashok Vajpeyi, noted Hindi poet, essayist and literary cultural critic who was invited to share his very reflective insights on the theme '*Sahitya Kyon?*'

Field Trips

With an emphasis on learning both within and beyond the classroom, field trips are increasingly being seen as an integral tool of experiential learning. The Sociology department of LSR is unique in DU as it is the only Sociology department to have made a two week field trip a mandatory course requirement as part of the Sociological Research Paper. The members of the department bring out a fieldwork journal to record and share their experiences with the academic community. Many other departments including those of Economics, English and

Sanskrit have been placing a greater emphasis on this pedagogical practice in recent years, to strengthen the bond between teaching-learning and research. For instance the first International study visit by the department of Economics in December 2014 to the Grameen Bank, Bangladesh enabled the participants to have a first-hand account of the working of this pioneering initiative in the field of micro-finance. A large number of students from all the three years in the department of English have been attending the Jaipur Literature Festival every year to explore possibilities of engaging in newer ways with literary works outside the confines of the academia and the syllabus. The educational trip to Sarnath, near Varanasi, UP, in October, 2012 too has been a learning experience for the students in the department of Sanskrit by enabling them to understand better the intricacies of Epigraphy and Archaeology.

Enrichment Courses

The wide array of such courses help students broaden their intellectual horizon, think beyond the obvious and hone up their skill sets as well. In 2013, *Dhyana* organised a Short Term Certificate Course on 'Ecologies, Economies, Politics and Cultures in a Globalising World'. Dr. Aseem Shrivastava conducted the two month long course through which nearly fifty students learned about the intricacies and problems of undertaking developmental activities as well as the state of the truly 'globalised' image India is actually projecting to the Western world. In 2015, *Dhyana* offered another short term certificate course titled, 'The Perennial Philosophy' conducted by the Oxford Centre for Hindu Studies (OCHS), University of Oxford. The OCHS also agreed to provide students with scholarships for the distance learning certificate course which was conducted through online videos and classes by a professor from the OCHS. More than 40 students enrolled for this course and were enriched by this experience.

A two day practice based certificate course was offered to the Journalism students by Ms. Chitra Subramaniam, on 'Journalism as a Public Good' in January 2014. The other diverse certificate courses offered in 2013 have been 'Resting the Eye'-Certificate Course in Photography-conducted by Ms. Vandana Kohli, 'OBSCURA' - Film Appreciation Course- conducted by Ms. Rintu Thomas and Mr. Sushmit Ghosh, 'Youth and Social Entrepreneurship' - conducted by *Dhriiti*, Spanish Language Course- conducted by Mundo Latino, English Language Proficiency Course- Organised by ILL, DU, Skill Development Course- conducted by Lok Bharati Skilling Solutions and a Creative Writing Course- conducted by Ms. Aditi Rao. Such short term courses and English speaking classes have been regularly organised to help students improve their skill sets.

The History department coordinated with INTACH, Indian National Trust for Art and Cultural Heritage, an NGO dedicated to the cause of preserving the country's heritage, to run two Certificate Courses on 'Understanding Heritage'. These included lectures on kinds of heritage and a heritage walk covering different sites of Delhi. Keeping in view the importance of technology, the department of Mathematics continued its collaboration with the department of Elementary Education to organise an eight week certificate course in February, 2013 on 'Modelling and Optimisation with Spreadsheets' with Dr. Jonaki B. Ghosh, department of Elementary Education as the resource person. In 2013 a course on Publishing, aimed at opening a vista of professional opportunities for students, was organised. The course acquainted students with the vast number of domains that publishing encompasses, both in traditional, print and newly evolving forms. In 2012, the college organised a short term certificate programme titled 'An Introduction to Sports Journalism and Commentary'. The course covered areas such as sports reporting, anchoring, commentary, direction, editing and production.

Creative Expressions: Beyond the Classroom

Different genres of creative expression have also been explored by various departments as means of stimulating interest in classroom debates. In 2012, the Psychology department

explored the concept of ‘motherhood’ in an in-house play production, *Black White* etc. that sought to question the choices and needs of a woman as she enters motherhood. Similarly, students of the English department performed a short skit on Roald Dahl’s *Revolting Rhymes* during the assembly in 2012 and a musical-dramatic production – an Indian adaptation of *Anna and the King* in 2013. In the latter exercise, students of all three years came together in a creative, experimental exercise in collaboration with the Child Development Programme (CDP) of the NSS. In 2012, the Sanskrit department organised a Chanting Session for students every Wednesday, under the guidance of eminent singer and Sanskrit Scholar- Dr. Subhadra Desai. Apart from the impressive Vedic chanting which students learnt from her, some impressive verses from the works of Kalidasa were also introduced and taught by Dr. Desai. On popular demand, the Vedic Chanting classes were renewed for students in 2014, reflecting the student centricity of the teaching learning interface.

The students of the department of Economics have taken their academic discourse forward by starting the ‘Beyond the Classroom’ initiative and two Clubs, the ‘Books, Documentaries and Review Club’ (BDR) and the ‘ECON-WHIZ Club’ in 2013. ‘Beyond the Classroom’ manifests itself in field visits to prestigious national and international economic organisations. The BDR Club encourages students to look beyond the set syllabus. Reading material, including newspaper and magazine articles which discuss current economic issues, are mailed regularly to the members. Taking the lessons of the Autumn School forward, the ‘Finance and Crisis Understanding Cell’, FISCUL has also been set up by the department to examine finance in the historical context.

Research Initiatives

The classroom is where research begins and it is the classroom that provides the ideal environment for the germination of novel ideas. In its quest for learning, the faculty continues to engage itself with newer areas of academic research and complements its research with the teaching learning process. Sustained efforts are also made to encourage critical thinking, scientific temper and a spirit of enquiry among the students. A series of innovative initiatives have been taken up to move beyond the ‘received wisdom’ mind-set and explore the possibilities of a more holistic and integrated teaching-learning experience with a creative and constructive use of the research method. To begin with, workshops on Research Methodology have been organised by various departments to inculcate a research culture among its students.

The department of Mathematics in 2010 initiated a Faculty Colloquium, in which faculty members shared their research interests once every fortnight. The Mathematics department also organised a ‘Latex’ workshop in February, 2015. ‘Latex’ is a type of typesetting software that is invaluable for writing research papers. Similarly, the Editorial Board of the Psychology department, in 2012, introduced APA training in editing and external peer-reviewing for academic submissions across colleges for its academic journal, *The Learning Curve*.

DU Sponsored Collaborative Interdisciplinary Research Projects

In an attempt to encourage students to understand and apply the formal principles of research and thereby to contribute new perspectives to the world of knowledge, several initiatives have been taken in the last three years by many departments within an inter-disciplinary framework under the DU Innovation Programme. Students of the department of B.A. Programme in collaboration with the departments of Economics and Sociology worked on an innovation project titled ‘The Successful Professional Woman: Work Life Balance and Well Being’ that focused on the issues of work-life balance faced by the faculty in institutions of higher learning, and the consequences and meanings of such day-to-day struggles. Findings of the innovation project were presented during the Annual Academic Congress 2014. The department of English in collaboration with the department of Psychology worked on the possibilities of evolving new

paradigms of higher education in the globalised setting of the twenty-first century, in their innovation project titled ‘*Vasudhaiva Kutumbakam: Creating Sustainable Global Partnerships in Higher Education*’. The department of Commerce together with the department of Statistics took up a project on ‘Corporate Social Responsibility’ to study the linkages, relationship and interface between business and society. In the academic session 2012-13, the departments of Elementary Education, Political Science and Psychology of the college, participated in an interdisciplinary Innovation Research Project titled ‘The Imprisoned Dove: Transcending Conflict and Building Cultures of Peace’. The aim of this project was to delve into the various ways in which identity, education and the nation-state interact to facilitate or inhibit cultures of peace in the teaching learning process in India. They also organised a day-long seminar, ‘The Flight of the Dove: Building Cultures of Peace in the Classroom’ to share the findings of their research project. In their collaborative project titled ‘Reverse Logistics: Approach to Innovative and Sustainable Green Environment’ the departments of Commerce and Mathematics looked into the use of durable products in colleges to see how they could be reused or reworked or recycled by incorporating reverse logistics.

Faculty Research Forum

The Faculty Research Forum has been another initiative taken by the college in 2011 to provide the faculty members with a platform to share their research findings with their colleagues within an interdisciplinary framework. The collective reflection and introspection helps in getting critical feedback and also becomes a source of learning for all. Please refer to **Criterion 3** for more details.

Academic Journals and Newsletters

To give expression to the intellectual activity of its students and faculty, several departments have come out with their academic journals in recent years. The Psychology department’s journal *The Learning Curve* holds the pride of place with its own ISSN number. *Ecolloquial*, *Jabberwock*, *Eclat*, *Noesis* and *The Sociologist’s Manifesto* are some very reflectively titled journals brought out by the departments of Economics, English, Mathematics, Philosophy and Sociology respectively. The department of Political Science has a journal that focuses on a specific theme every year. While academic journals have an inherent academic rigour, newsletters have become a medium to share the details of events and activities of the departments over the previous year and also provide a platform for the creative expression of their members. *Sehar*, *Doorva*, *Quantum*, *Psynopsis* and *Degrees of Freedom* are some interestingly titled newsletters of the departments of Elementary Education, Hindi, Mathematics, Psychology and Statistics respectively.

ICT Enabled Infrastructure and Administrative Processes

LSR as a community constantly strives to be open to new ideas, to learn and to adopt them for the better working of the institution. With the ICT facility, a gradual shift-over has been taking place to electronic management of data and many innovative ICT practices having a huge impact on the day-to-day functioning have now been adopted in the Library, Administration and the Accounts sections of the college. The practice of weekly meetings evolved by the Accounts section to share notes in this transitional phase and work together to adopt best practices is also an innovative step in this direction.

In addition to the vast range of books and journals available, the LSR college library now also provides computer systems and internet usage which facilitate access to various academic journals or articles that are available online on sites such as JSTOR, an online house for various academic journals. This is deeply beneficial to the students and teachers in their research pursuits. The college provides free Wi-Fi facility to enable access to online study material and internet. Recently several terminals have been added in the general and reference sections to

provide Internet access and connect to the DU network with access to the DU library database. With the electronic data base the earlier practice of the issue of books only against library cards too has been discontinued.

LSR has been one of the pioneering institutions in DU to have shifted to electronic compilation and online accessibility of the students' attendance and internal assessment records. The switchover has made a remarkable change to the ease with which the records can be maintained, accessed, referred to and monitored by the students and faculty.

'Reach-Out' Community Engagement

A sense of community is an integral part of the LSR experience. While technological advancement has undoubtedly facilitated communication, it is human connectedness that remains so very critical for human bonding and fostering well-being. LSR caters to the diverse social, psychological, intellectual, academic, personal and financial needs of its students through the Students' Welfare Office. All student-related issues, whether academic or personal, are responded to at the earliest by the Faculty Advisor for Students' Welfare. In addition, there are two counsellors in the college and one in the Residence Hall available for consultation. The Students' Union has also been instrumental in the inception of the 'Mentor System', which aims at providing assistance to the student community, particularly the newcomers.

Two innovative initiatives introduced in recent years to function as mutual support mechanisms have been the 'Peer Support Programme' and the 'Speak Your Mind' Forum. The 'Peer Support Programme', launched in February 2015, is a first-of-its-kind initiative that aims to provide a space where students can talk about things they are uncomfortable sharing with friends or family and have their voices heard by peers in a non-judgmental atmosphere. The 'Peer Supporters' are not counsellors, but students of the department of Psychology, selected and trained in listening, questioning and responding skills, to help other students reach constructive solutions to problems on their own. A similar innovative pedagogical experiment can be seen in the 'Speak Your Mind' forum of the Philosophy department which allows students to voice their concerns in a non-intimidating and liberal format informed by their engagement with the discipline. In collaboration with the Women's Development Cell of the college, the Students' Union in 2013 also introduced 'Let's Talk', a weekly session involving the student community, teaching and non-teaching staff that aimed at breaking the silence that pervades issues of violence and oppression against women.

The annual 'Mental Health Awareness Week' organised by the department of Psychology since 2011 is a very innovative way of reaching out to the community by way of sharing insights from the core discipline. This five day event focussing on themes like 'Being Young: Peers, Pressure and Passion', 'Women and Mental Health' and 'Living with Mental Illness' strives to lift taboos and generate awareness amongst students, teachers and others that mental health issues need to be recognised and taken care of like any other physical ailment. In order to address the safety issues of the LSR community, the department of Political Science, and the Internal Complaints Committee in collaboration with *Jagori* have undertaken an unusual safety audit of the neighbourhood areas of LSR with the help of an app aptly named 'safetipin'.

Career Support Programmes:

LSR continually assists students in developing the skills they require in order to attain career related success by organising regular workshops. For example in 2012-13 Lok Bharti Skilling Solution held training workshops and addressed multiple areas of skill development. These included communication skills, self-awareness, employability skills, creativity and logical thinking. The faculty too provides guidance to students in their future plans. For instance the department of Statistics in 2015 has begun an initiative 'Alumna Sessions' to help the current

set of students become aware of the different types of career options available to them. Sessions with former students who have cleared competitive examinations are also organised so that the present set of students can benefit from the experiences of the alumnae.

‘Nostalgia’: Retired Faculty and Alumnae

The retired faculty and alumnae are very valuable members of the LSR community. They are part of all special occasions and functions celebrated in college. Orientation Day at the beginning of the academic session is flagged off by an alumna who shares her experiences of life and learning in college. To strengthen these ties further, the ‘Alumna Bazaar’ has been introduced and is much looked forward to by all.

Archives

The purpose of the college archives is to educate, enrich, and inspire a deeper appreciation of the college’s rich heritage through the collected evidence of its history. The holdings in the archives of LSR are in regular series, starting from the year 1956, also the year of its inception. The records are in four categories: public records, manuscripts, private papers and digital records. Most of the documents are in a printed format, but some very old ones are handwritten also. It also contains publications, audio-video material, props used and other interesting articles associated with the college.

‘Out-Reach’ Community Engagement

If LSR today is seen as an acronym for Leadership with Social Responsibility, it is because of its constant endeavour to imbue students with the notion of humanism and civic engagement. With a belief in community and an attempt to stress interdependence and foster interconnectedness, the college has launched several innovative community related projects.

The LSR- ENACTUS collaboration since 2012 has foregrounded civic engagement through its social entrepreneurial efforts. Under the LSR- ENACTUS programme, students have been actively participating in the conceptualisation and operationalisation of sustainable business models to help empower women, artisans and farmers from socio-economic disadvantaged backgrounds. LSR- ENACTUS has sought to address vital issues of commercialisation of agriculture, problems related to cheap machine made goods and lack of financial independence among the women in our society. Initiatives like Project *Maati*, Project *Yuvaakti*, Project Varanasi and Project Auric have been some of their much appreciated efforts in the direction of women empowerment and environmental protection.

The ‘Gender Mela’ as part of the Academic Congress explores the many worlds of women and joins them in their ‘everydayness’. It gives exclusive space to small-time women entrepreneurs to showcase and sell their exquisitely crafted wares, which is yet another laudatory initiative in connecting with the community and partnering social entrepreneurship.

Merge and *Asmat* have been two innovative projects initiated by the students in the department of Economics. Both *Merge* and *Asmat* have opened up an opportunity for the participating students to work in rural communities and connect with experts in the field to gain grassroots level exposure.

Connecting Dreams is another initiative whereby students of LSR have adopted a village called Shoulana near Ghaziabad. They have set up a community radio in LSR called *Apna Tech Tree*; a touch screen computer system with customised interface to be in constant touch with the people of the village. The ‘Connecting Dreams’ project was shown under the ‘New Initiatives and Projects’ category undertaken by the NSS chapter of LSR at the NSS-Youth Conference, 2014 held at Birla Institute of Technology & Science, Pilani. For this initiative the LSR-NSS team won the first prize at the NSS-Youth Convention.

Outreach-Neighbourhood Initiatives

Innovatively designed research projects linking classroom theories with their applications have also been undertaken to study issues in the immediate neighbourhood. Participation in such programmes have helped students appreciate more, the importance of a priori formal study of the problem on hand to better conceptualise more meaningful outreach initiatives and social interventionist strategies. The following two initiatives have been an attempt to understand as to how the overlap of socio-economic and political circumstances can have varied outcomes in the everyday lives of people.

‘Health and Gender in Zamrudpur’ is the title of the community initiative taken up by the department of Political Science in September 2014, with Ms. Vinita Shah, alumna of LSR, as mentor, to focus on the serious issue of women’s health particularly of adolescent girls in the neighbouring urban village of Zamrudpur. The department also organised a workshop with Ms. Vinita Shah to share the survey experience with the Zamrudpur project, identify the key problem areas and come up with innovative solutions.

The PARI project, People’s Archive of Rural India, an initiative by renowned journalist Mr. P. Sainath, where everyday lives of people in rural India are documented and archived, has inspired the members of the department of Political Science to literally look beyond the boundary of LSR. The students of the department have been divided into sub-groups and each such group has taken up a specific set of people including the Saturday Market workers, sanitation workers in Kailash Colony and migrant domestic help to highlight their day to day concerns.

7.3 Best Practices

Title of the Practice:

Education for All

Goal

LSR constantly strives to address the challenge of evolving a more empowering and truly inclusive teaching-learning paradigm. 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. Teaching-learning at LSR is a collective endeavour, where each student and teacher brings to the classroom their unique strengths and perspectives.

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 as a pathway for human betterment and holistic well-being. There is thus a critical imperative to engage with the idea of what rightfully may be considered as an inclusive teaching-learning space. A permitted access to the classroom is just the beginning, necessary but definitely not sufficient. The LSR community understands inclusivity as a ‘state of belonging and acceptance’. Here, differences are not allowed to be inhibiting, intimidating or isolating. Instead when addressed with care and sensitivity they become 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 and equal’ is much appreciated across institutions for its exemplary role 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 corporate life of the college. The REACH programme along with many other facilitating provisions by the college has led to a complete paradigm shift from one of patronage to that of capacity building and empowerment. Throughout the year, 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. This has helped to ensure accessible study material and provide a proper research environment to cater to their special needs. 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.

Other Facilitating Provisions

Efforts are made to adopt appropriately designed and sensitively structured pedagogies within the classroom together with personalised attention outside the class when necessary. Please refer to **Criterion 4** for further details.

Infrastructural facilities help persons with disabilities become more self-reliant and these include ramps, elevators, tactile floored pathways and specially designed washrooms. The college also works with the National Association of the Blind to provide resource persons to help map the campus and impart specialised mobility training. In another effort towards integration with the larger college community, student volunteers assist students with disabilities to access the facilities provided by the college, escort them to their classes and provide academic support.

Special scholarships and other financial support schemes facilitated by the college and by the alumna in addition to customized placement services provided by the placement cell extend further support to students with disabilities.

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. This goes a long way in making education in LSR a truly inclusive experience. 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.

In its manifold efforts towards providing an inclusive space, 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.

In 2015, *Parwaaz*, the annual event of REACH witnessed a gamut of performances including dances, songs, mimicry and plays which left the audience spellbound. The year 2014 had seen

immense focus on providing multiple platforms of development outside the academic curriculum. REACH coordinators have worked towards enabling the students to participate in the cultural festivals of other colleges in DU. The college provided the students with conveyance facilities and student volunteers to enable this participation. Students went on to win multiple prizes in various events. LSR, through its association with the Corporate Social Responsibility team at KPMG Foundation facilitated an English Improvement Course for students who wanted to enhance their skills in spoken and written English.

In addition, a skill training workshop was organised in collaboration with Lok Bharti Skilling Solutions. The year 2012 witnessed a workshop on 'Communication Skills and Personality Development'. REACH in collaboration with the Equal Opportunity Cell of LSR had earlier organised a workshop for students with visual challenges and trained them in JAWS software. The software along with headphones had been installed in the library computers in 2010-11.

The REACH programme has been truly exceptional and transformative. The efforts of the REACH Team have, in fact, 'inverted conventional notions of performance and leadership', instilled a great sense of confidence in the students, and have made them feel more included in the teaching-learning process.

Problems Encountered

LSR in these endeavours is encouraged and supported both financially and logistically by many well-wishers and organisations outside the college. The REACH initiative at LSR has been started with support from the Foundation for Academic Excellence and Access (FAEA) in 2002. *Swavalamban* the centre which came up in 2007 to support students with visual disability has been transformed in collaboration with the KPMG Foundation, into a state-of-the-art Resource Centre for the students. The Alumna so integral to the LSR community too have been greatly supportive at every step in this endeavour. 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.

Best Practice 2

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. It thus becomes imperative to empower students and faculty with new skills that would lead to experiential and transformative learning. In this direction, the college hopes to help students gain opportunities for global leadership-training and exposure that is distinctive in being socially aware and responsible. International programmes enhance classroom diversity where students bring a wide array of perspectives. Such collaborations via exchange of ideas also assist the faculty to engage with the larger, global academic community which allows sharing of best practices in curriculum design and pedagogical techniques.

Context

An accelerated pace of globalisation has made the college increasingly conscious of this interconnectedness and the many challenges that it now needs to address in partnership with other institutions of higher learning and research across the globe. The college hopes to strengthen intellectual and artistic partnerships with its South Asian neighbours. LSR values

the importance of people to people exchanges and deliberations in the pursuit of peace, especially in the context of a troubled neighbourhood. Violent and aggressive foreign policies could in time be replaced by the intellectual and academic partnerships that institutions like LSR seek to forge in the South Asian neighbourhood. Issues related to the implications of massive cross-border financial flows, equitable access to the global commons and environmental sustainability are some of the many concerns vital to collective well-being for which it is critical to respond, keeping in mind the socio-economic and political context. To do this it helps to draw upon all resources - local and global. 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. 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 Practice

Since the 1990s LSR has taken giant strides in internationalising education by developing many international linkages and undertaking innovative global collaborations. LSR has a vibrant student exchange programme with a range of institutions across the world. 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. Very recently, the ASSK Centre for Peace, the departments of English and Political Science and the Office of International Programme hosted a visiting delegation of students and faculty members from Lahore University of Management Sciences. The two heady days spent by young people of both nations along with their respective faculty members were as, if not more, significant than summit level talks between the heads of states of the two countries. LSR thus is attempting to play a very important role in people to people diplomacy and in creating a new discourse unmarked and untainted by the violent burden of history and yet mindful of the shared heritage and common futures.

Office of International Programmes (OIP)

The Office of International Programmes has been actively meeting with delegations from leading International Universities. Such visits not only provide students an opportunity to explore options for post-graduate studies across the world, but often lead to innovative collaborations between LSR and these institutions. These have included the development of short term courses for international students and technology enabled collaborations through Skype discussions and video-conferencing. OIP has hosted several delegations from universities across the globe and distinguished faculty from diverse international institutions for academic dialogues, discussions and seminars as well.

Learning, Resource & Research Centre

Building on the foundational philosophy of Leadership with Social Responsibility, LSR has set up a dedicated Learning, Research and Resource Centre very aptly christened as the ASSK Centre for Peace after one of its best known and cherished alumna Nobel Laureate Daw Aung San Suu Kyi, as a tribute to her immense contributions to peace and democracy. LSR was deeply honoured by the gracious presence of His Holiness The Dalai Lama in 2014 to inaugurate the building that houses the centre.

Moving beyond the rigours of the prescribed syllabus and examinations, the ASSK Centre is envisaged to be the central body for vibrant research, teaching and publication activities within college and to build bridges with like-minded scholars, activists and performers all over the world. The Centre began to function formally from its new premises from August 2014. Since then the Centre has been a space for engaging in research and praxis for a Culture of Peace and provides an interactive space for bringing together young people committed to non-violent social change. One of the integral activities of the ASSK Centre is the conduct of the post-graduate diploma programme in Conflict Transformation and Peace Building. This diploma programme was prepared by a team of faculty members led by the then Principal Dr. Meenakshi Gopinath and was passed by the Academic Council of DU. The diploma was introduced in 2005. Journalists, writers, peace activists and students from across the country have been enrolled in this programme.

The building is Wi-Fi enabled and has well equipped class rooms, discussion rooms and seminar rooms for deliberation and intensive discussions on issues related to peace building. It also has a well-stocked library with books, journals, newspapers, films and posters on a wide range of topics related to conflict transformation, peace studies, religion and gender. The Centre's commitment to the twin issues of Gender and Peace are reflected in the collection of photographs housed in the Centre that celebrate the sixteen women who have thus far won the Nobel Peace Prize and the women who encouraged Gandhi to experiment with Satyagraha in South Africa, much before he became the Mahatma.

Evidence of Success

Some of the many successful initiatives in the international collaborations bearing ample testimony to global competitiveness in recent years are as follows:

In the academic years 2013-14 and 2014-15, LSR experienced an overwhelming representation and delegation visits from a wide array of institutions including the Consortium of thirty two universities from the United States. In addition MOUs for International Collaboration and partnerships have been signed with the American Graduate School, Paris, Middlebury College and The Monterey Institute of International Studies U.S.A., Fukuoka University, Japan, Sussex University, England and Smurfit Business School, University of Dublin, Ireland. LSR is also part of the Universitas-21 Network of educational institutions from across the globe and the Women's Education Worldwide (WED) Consortium of Women's colleges across continents.

Such collaborations have included the development of short term courses for international students and Skype enabled discussions between students of LSR and institutions like Bryn Mawr College and Ohio Wesleyan University in the U.S.

In a unique initiative, students and teachers from Ohio Wesleyan University have worked with their LSR counterparts to put together a 'Gandhi-King Peace Initiative' which includes Skype sessions and tele-conferencing discussions.

Students from LSR have also been involved in editing an electronic journal titled *Voices And Visions* in collaboration with Smith College, Bryn Mawr College, HCT, Dubai and many other women's colleges that are a part of the Women's Education Worldwide Consortium.

The ASSK Centre, in the last six months has hosted distinguished faculty and scholars from institutions across the globe like the South Asian University, University of California, Society for Participatory Research in Asia, South Asia Forum for Human Rights, Paiman Alumni Trust, Pakistan and Australia India Institute, University of Melbourne for discussions and seminars on a wide variety of issues related to Conflict Transformation and Peace Building.

The Centre along with the Ford Foundation, WISCOMP and American Embassy organised the Academic Congress 2015 on the theme 'Breaking Barriers, Claiming Spaces-Women, Leadership and Change' in March 2015. Together with the department of Economics a public lecture titled 'Seizing India's Moment' delivered by Madame Christine Lagarde, Managing Director, International Monetary Fund was organised in March 2015. With the department of English, a two day Dialogue on Partition Literature was organised between the students of LSR and Lahore University of Management Sciences in 2014-15. Within six months itself of its setting up, the ASSK centre for Peace has taken significant steps towards fulfilling its mandate and has received support and appreciation of students, faculty, scholars, activists and journalists.

Problems Encountered

LSR recognises the need to train students to be global citizens, thereby metamorphosing the 'brain drain' of the 20th century into the 'brain gain' of the 21st century. What is really extraordinary is the overwhelming enthusiastic support from the college community for the initiatives. LSR has seen an increased student participation in exchange programmes over the years, although logistical and funding matters constrain accommodating all applicants. An absence of a system of credit transfers too is a practical problem. The college endeavours to meet these challenges so as to ensure sustainability of its efforts towards creating a global academic community.

Short term courses often require additional background study by students to prepare for a new educational experience. An unfamiliar socio-cultural milieu can also be difficult to adjust to in the beginning. A special Orientation Programme, mutual peer support and faculty mentoring help immensely in facilitating overseas students integrate with the local milieu and enrich their learning experience. A special prize for 'Engagement with the Indian Education System' is awarded every year on College Day to the most outstanding foreign student.

Thus by integrating the local with the global, the college hopes to create a context for sharing best practices and work in partnership with other world citizens to 'make globalisation work' towards the collective interest of the global community.

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EVALUATIVE REPORTS OF DEPARTMENTS

Evaluative Report of the Department of Commerce



1. Name of the Department: Commerce
2. Year of Establishment: 1976
3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG- B. Com. (Honours)
4. Names of Interdisciplinary courses and the departments/ units involved: Nil
5. Annual/semester/choice based credit system (programme wise): Semester
6. Participation of the Department in the courses offered by other departments:

Students from the Commerce Department study the following courses from other departments:

- Department of Hindi: Hindi B (Credit Course)
- Department of English: Business Communication (Core Course)
- Department of Political Science: Democracy and Governance (Core Course)
- Department of Elementary Education: Environmental Studies (Compulsory Course)

7. Courses in collaboration with other universities, industries, foreign institutions, etc.:

Not permitted as per University Ordinance

8. Details of courses/Programmes discontinued (if any) with reasons:

- Annual system was discontinued in 2010. The last batch graduated in April 2013.
- Four Year Undergraduate Programme (FYUP) was discontinued in 2014 due to directives from DU.

9. Number of teaching posts: As on 22 May, 2015

	Sanctioned	Filled
Professors	Not Applicable	Not Applicable
Associate Professors	Not Applicable	5
Asst. Professors	10	1

10. Faculty profile with name, qualification, designation, specialisation (D.Sc. /D.Litt. /Ph.D. /M. Phil. etc.): As on 22 May 2015

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Savita Gopal	Ph.D.	Associate Professor	Finance and Accounting	37 years	None
Kusum Gupta	Ph.D.	Associate Professor	Finance and Accounting	35 years	None

Maninder Kaur Duggal	Ph.D.	Associate Professor	Management	34 years	None
Sunaina Sardana	Ph.D.	Associate Professor	Management, Organisational Behaviour	35 years	None
Jyotsna Arora	M.Com.	Associate Professor	Micro economics and Finance	30 years	None
Arvind Kumar	Ph.D.	Assistant Professor	Human Resource Management, I.T.	11 Years	None

11. List of senior visiting faculty: None

12. Percentage of lectures delivered and practical classes (programme wise) handled by temporary faculty:

No lectures, tutorials or practical classes for B. Com. (Honours) students were delivered by temporary faculty in the last academic semester (January 2015 to May 2015).

13. Student-Teacher Ratio (programme wise):

B. Com. (Honours) - 27:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not Applicable

15. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG:

- Savita Gopal, M.Phil. (Commerce), Ph.D. (Commerce)
- Kusum Gupta, M.Phil. (Commerce), Ph.D. (Commerce)
- Maninder Kaur Duggal, M.Phil. (Commerce), Ph.D. (Commerce)
- Sunaina Sardana, M.Phil.(Commerce), Ph.D. (Commerce)
- Jyotsna Arora, M.Com.
- Arvind Kumar, M.B.M., Ph. D. (Commerce)

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

- a. National funding agencies: None
- b. International funding agencies: None

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:

UGC:

- Dr. Arvind Kumar was the recipient of a UGC grant (Amount of grant sanctioned: Rs. Seventy Thousand) for a Minor Research project in 2009-2010 titled 'Employee Retention Practices in the Indian BPO Industry- A Critical Study'.

Others:

- Dr. Sunaina Sardana from the Commerce Department with Ms. Jyoti Darbari and Mr. Yograj Singh from the Mathematics Department received the Innovation project grant

(Amount of grant sanctioned: Rs. Six Lakhs) from DU in 2013-15 for the project titled 'Reverse Logistics Approach to Innovative and Sustainable Green Environment'.

- Dr. Arvind Kumar, Dr. Savita Gopal, Ms. Jyotsna Arora of the Commerce Department and Dr. Kailash Kumar of the Statistics Department received the Innovation project grant (Amount of grant sanctioned: Rs. Ten Lakhs) from DU in 2012-13 for the project titled 'The Study of Corporate Social Responsibility Practices in MNCs in India'.

18. Research Centre/facility recognized by the University:

The Aung San Suu Kyi Centre for Peace is a Research Centre/facility at LSR, established with funds granted by the University Grants Commission.

19. Publications:

Teachers	Books Authored/ Edited	Chapters in Books / Textbooks	Papers in Journals (National/ International)	Book Reviews in Journals	Monographs
Savita Gopal	-	-	-	-	-
Kusum Gupta	-	-	-	-	-
Maninder Kaur Duggal	-	-	-	-	-
Sunaina Sardana	1	-	-	-	-
Jyotsna Arora	2	-	-	-	-
Arvind Kumar	-	4	3	-	-

Dr. Sunaina Sardana:

Book(s) Authored/Edited:

- Sardana, S. (2014). *Human Resource Management*. New Delhi: Taxmann Publications. (ISBN: 9789350713822)

Ms. Jyotsna Arora:

Book(s) Authored/Edited:

- Kumar, A. & Arora, J. (2015). *Corporate Governance and Social Responsibility*. New Delhi: International Book House Pvt. Ltd.
- Kumar, A. & Arora, J. (2014). *Governance, Ethics and Social Responsibility of Business*. New Delhi: International Book House Pvt. Ltd. (ISBN: 9383283122)

Dr. Arvind Kumar:

Chapter(s) in book(s):

- Kumar, A. Dangi, H. Singh, Khimendra, R. (2015). The Role of Top 100 Fortune Companies in Natural Disaster Management. Published as a paper in the *Proceedings of 3rd International Conference on Corporate Social Responsibility (CSR) and Sustainable Development: A multinational perspective* (pp. 53-62), held at Sharjah, UAE. (ISBN: 978-1634153270)

- Kumar, A. & Kumar, R. (2014). CSR Initiatives of Selected Indian Companies. In S. Mittal & E. Indrayani (Eds.). *Corporate Social Responsibility: Business & Societal Perspective* (pp. 117-124). New Delhi: SERD. (ISBN: 978-163041604-1)
- Singh, V. & Kumar, A. (2013). Sustainability Initiatives: A Win-Win Case of ITC Limited. Published in *the Proceedings of the XIV International Conference on 'Economics, Politics and Civil Society'*. (ISSN: 978-81-923211-4-1) Retrieved from http://www.internationalseminar.org/XIV_AIS/TABLE.HTM
- Kumar, A. & Ravi, V. (2011). Role of Micro Finance in Women Empowerment of Self Employed Women in India. In R.K. Mishra & J. Ravendran (Eds.). *Millennium Development Goals: The Indian Journey* (pp. 187-194). New Delhi: Allied Publishers Pvt. Ltd. (ISBN: 978-81-8424-664-3)

Papers in Journals (National/International):

- Kumar, A. & Kaushik, M. (2013). Retention of BPO Employees in India. *European Journal of Business & Management*, 5(30), 109-115. (Online ISSN: 2222-2839)
- Gulati, K., Kumar, A. & Ravi, V. (2012). E-CRM and Customer Satisfaction in Indian Insurance Industry. *Asian Journal of Business and Economics*, 2(2.3) III, 1-13. (ISSN: 2231-3699)
- Singh, B. & Kumar, A. (2012). Entrepreneurship Development Activities for Women in India. *Asian Journal of Business and Economics*, 2 (2.2) II, 1-9. (ISSN: 2231-3699)

20. Areas of consultancy and income generated:

Dr. Gopal has been a member of Expert Review Committee of UGC with regard to Special Assistance Programme in Commerce; Member of Review Committee for course content for NET Examination; Panel Member to evolve standards for Commerce Education in India; Member of the UPSC Commerce Panel; Member of Expert Review Panel for Vishakapatnam University. Dr. Kumar has participated in Syllabus Revision, MBA (SEM), Guru Gobind Singh Indraprastha University, New Delhi. Income generated has been in line with University norms.

21. Faculty as members in a) National Committees, b) International Committees and c) Editorial Boards:

- National Committees: No faculty member of the Department is currently part of any National Committee.
- International Committees: No faculty member of the Department is currently part of any International Committee.
- Editorial Boards: Dr. Arvind Kumar, Associate Editor, *Journal of Business Management and Information Systems* (ISSN: 2394-3130) since 2014.

22. Student Projects:

- a. Percentage of students who have done in-house projects including inter departmental/programme: 100%

b. Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/Industry/other agencies:

- i. 50% students of the Department engage in summer training in industry and in financial institutions. Students have interned with companies like the India Economist, Impact India, Jones Lang LaSalle and Ernst & Young.
- ii. Seven students in 2012-13 and four in 2013-15 worked as student research associates in the two University of Delhi funded Innovation Projects described earlier.

23. Awards/Recognitions received by faculty and students:

Faculty:

Dr. Arvind Kumar:

- Raman Fellowship for conducting Post-Doctoral research at the Ohio Wesleyan University in 2013-14
- Certified Entrepreneur Educator (Stanford University, USA), 2010

Dr. Savita Gopal:

- Gold Medal, University of Delhi, M.Com (1978)
- P.K. Ghosh Award, First position, M.Com (1978)
- A.B Ghosh Award, highest marks in Economics in 1978

Students:

The Department of Commerce boasts of students of very high academic capability who have also won accolades in sports and other extra-curricular events. A list of few such awards /recognitions received by students in inter-college, national/international events follows:

Academic Prizes and University Positions:

- In 2013-14 Ms. Ritika Gupta won the Jai Narain Vaish Prize for Commerce.
- The following students topped the course in College and also obtained positions in the University:
 - Ms. Rhea Grover (First year), Ms. Tanvi Aggarwal (Second year), and Ms. Sejal Aggarwal (Third year) in 2014-15.
 - Ms. Ramya Jain in 2013-14.
 - Ms. Ritika Gupta (Second year) and Ms. Khushboo Kalra (Third year) in 2012-13.
 - Ms. Ritika Gupta (First year), Ms. Anjali Gupta and Ms. Khushboo Kalra (Second year) and Ms. Akriti Madan (Third year) in 2011-12
 - Ms. Akriti Madan (First year), Ms. Mallika (Second Year) and Ms. Sonam (Third year) in 2009-10.

Scholarships:

- Ms. Saloni Khosla (Batch of 2015) was awarded the Army Welfare Education Society Scholarship for 2 consecutive years, 2013 and 2014.

Achievements in Creative fields and the Arts:

- Ms. Akanksha Dixit won the Best Direction Award at the Shakespeare Society of India National Drama Competition in 2015. She also won the First prize as actor at the same competition in 2014.

- In 2015, Ms. Niharika was awarded for Meritorious Performance at the Delhi University Flower show. In 2013-14 Ms. Akshita Grover won the First Prize for the 'Wild Flower Arrangement' at the Delhi University Flower show and in the previous year she was awarded for Excellent Performance at the same event.
- In 2014, Ms. Rhea Grover won the Ram Manohar Lohiya Parliamentary Debate at the Dr. Ram Manohar Lohiya National Law University, Lucknow.
- Ms. Sabhya Kumar won the First prize at Colloquium'15, the Annual Debating and Literary Festival of The Netaji Subhas Institute of Technology in 2015.
- Ms. Aastha Gupta was the winner at the National Inter-College Thematic Dance Competition, Oasis, BITS Pilani 2014. She also won awards at the annual festivals of Shri Ram College of Commerce, Hindu College, Hansraj College and Gargi College in 2015.
- Ms. Poorva Joshi, President of the Indian Music Society at LSR was awarded a music scholarship for Rs. 25,000 in December 2014 by the State Trading Corporation of India. She was also awarded the Sahitya Kala Parishad Scholarship of Rs. 72,000 by the Delhi government over a two year period.

Sports Achievements:

- In 2014-15, Ms. Malvika Gupta won the Second position at the Delhi University Table Tennis Team Championship. She also won the Gold Medal for Table Tennis at the SRCC Sports festival.
- In 2014-15, Ms. Shilpi Gupta was part of LSR's basketball team. The team won the Delhi University Inter College Tournament and stood first in the prestigious Royals 3 on 3 Tournament held at Bal Bharti School. They stood third at YMCA Inter College Basketball Tournament.
- In 2013-14, Ms. Ekta was part of the Volleyball team that won the Champions Trophy at the league organised by IIT, Delhi.
- In 2013-14, Ms. Malika Dang won the Gold Medal in the 100m race at the Delhi State Meet and the IIT Sports Meet and won a Silver Medal in the 100m race at the All India North Zone and the SRCC Sports Festival.
- In 2012-13, Ms. Baani Khanna led the table tennis team which won several awards at the Delhi State Table Tennis Tournament. Ms. Khanna won a Silver medal in the youth category and a Bronze medal in the women's category. She and a team mate secured the third position in the team event in the SRCC Inter College Sports Festival.
- In 2012-13, Ms. Garima Singh led the Basketball team to winning several awards. The team won the Delhi State Women's Sports Festival Tournament. In addition, the team won the YMCA Invitational Intercollegiate Basketball Tournament and was Runner-up in the Delhi College League. They also secured the third position in the Sportstech Inter College Tournament organised by IIT, Delhi.
- In 2011-12, Ms. Tanya Joshi was part of the athletics team that won the Silver medal in the 4x100 m. race at the Delhi University Inter College Athletics Meet. In the same year, the Basketball team was led by Ms. Vandini Seth. The team won the Gold medal in the Lady Hardinge Inter College Sports Festival, IIT Sports Fest and the Amity Sports Festival.
- In 2010-11, Ms. Lipika won the third position in Air Pistol Shooting (junior category) at the 54th National Shooting Championship.
- In 2010-11, Ms. Jasleen Kaur was part of the College Volleyball team that won the first position at the AIIMS Festival.

- In 2010-11, Ms. Garveeta Somani was part of the College Basketball team that stood first at the AMITY University Inter College Meet and secured the third position at the Kamala Nehru Invitational Basketball Tournament.

Awards/Recognitions won over the years by distinguished alumnae:

- Ms. Meeta Pandit (Batch of 1995), acclaimed Hindustani music singer has won several awards. In 2013, she won the 'Art Karat' Award for her contribution to the field of music. In 2009, she was conferred with the 'Delhi Ratna' Award by the Art and Cultural Trust of India. In the year before she was the recipient of the prestigious 'Indira Gandhi Priyadarshini' Award and the 'Bismillah Khan' Award given by the Sangeet Natak Academy.
- Ms. Yamini Reddy (Batch of 2003), Indian classical dancer won the FICCI Young Achievers' Award for her contribution to Kuchipudi dance in 2006. She is also the recipient of the Devadasi National Award and the Youth Vocational Excellence award.

24. List of eminent academicians and scientists/visitors to the Department:

The Department of Commerce has hosted several reputed visitors over the years from India as well as abroad. A list of few selected visitors follows:

- Mr. Dalbir Singh, Chairman and Managing Director of Central Bank of India
- Mrs. Meena Chaturvedi, Indian Audit and Accounts Service
- Sh. Salman Khurshid, Former Hon'ble Law Minister, India
- Ms. Shweta Rajpal Kohli, Economic Affairs Editor, NDTV 24X7
- Ms. Mohini Daljeet Singh, CEO, Max India Foundation
- Mrs. Vandana Chanana, General Manager, CSR, GAIL
- Mr. Onkar Singh Thapar, Chairman, Punjab State Industrial Developmental Corporation
- Mr. Niranjani Khatri, G.M., Welcome Environ Initiatives, ITC
- Mr. Anand Kurien, CSR head, Electrical and Automation Dept., Mumbai
- Ms. Preeti Shrivastava, Vice President, Corporate Affairs, Reliance
- Mr. Pramod Bhasin, Non-Executive Vice Chairman, and Former President and CEO, Genpact
- Ms. Reema Nanavaty, SEWA, Director, Economic and Rural Development
- Ms. Chhavi Rajawat, Sarpanch, Village Soda, Rajasthan
- Mr. Rajnish Datta, Senior President, Retail Branch & Business Banking, HCM, Yes Bank
- Ms. Geetanjali Ghate and Ms. Jasmeet Srivastava, Managing Directors, The Third Eye
- Mr. P. K. Purwar, Chairman and Managing Director, M.T.N.L
- Ms. Kavita Krishnan, Secretary, AIPWA
- Ms. Archana Nigam, Addl. Controller General, Ministry of Finance
- Mr. Krishan Malhotra, Head of Tax, Amarchand & Mangaladas & Suresh A. Shroff & Company
- Mr. Ajay Choudhary, Co-founder, HCL Technologies

25. Seminars/Conferences/Workshops organised & the source of funding:

a. National:

- 'Corporate Social Responsibility', National Seminar organised by the Department in 2012, funded partially by DU under the Innovation Projects scheme and partially by LSR

- ‘Redefining Responsibility- Beyond the Glass Ceiling’ Roundtable Conference with Ms. Chhavi Rajawat (Sarpanch, Village Soda, Rajasthan), Ms. Reema Nanavaty (SEWA, Director, Economic and Rural Development), Ms. Shahnaz Husain (Founder, Shahnaz Herbals Inc.) et al. moderated by Ms. Shweta Rajpal Kohli (Economic Affairs Editor, NDTV); Entrepedia 2014, a real-time simulation of a business case study competition; BOL: Reformulating Genders Beyond the Notions of Duality, in the Academic Congress 2014, supported by UN Women
- The Department hosts academicians and experts from various parts of the country each year during its Annual Academic Meet, Comquest, funded by LSR

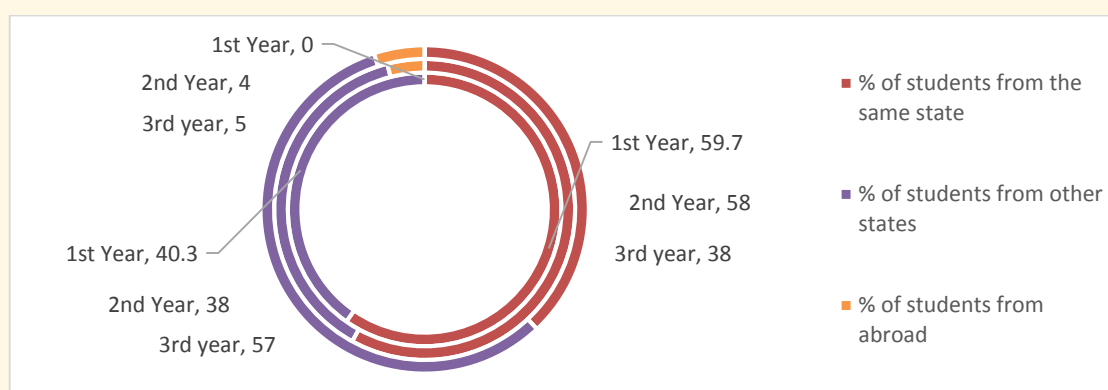
b. International: Nil

26. Student profile programme/course -wise:

Name of the Course/ programme	Applications received	Enrolled		Pass percentage
		*M	*F	
B. Com (Hons.) 2014-15	36,675	-	66	On-going
B. Com (Hons.) 2013-14	33,754	-	64	86%
B. Com (Hons.) 2012-13	18,380	-	67	97.9%

*M=Male *F=Female

27. Diversity of Students: Approximate figures provided



28. How many students have cleared national and state level competitive examinations such as NET/SLET/GATE/Civil services/Defense services etc.?

A number of former students of the Department have cleared the UGC-NET. For example in 2010, Ms. Hansika Khurana cleared the NET while Ms. Missa Matharu cleared the same with JRF in 2013. In 2015, Ms. Akshata Swaroop cleared the Common Admissions Test (CAT) and has been offered admission at IIM, Bangalore. Ms. Gauri Singhal has been offered admission at the Indian School of Business and the London Business School on the basis of her high GMAT scores. Several students of the Department have also cleared their chartered accountancy examinations. Most recently in November 2014, Ms. Rhythm Jain cleared the CA-IPCC (Integrated Professional Competence Course) obtaining an All India Rank of 33. While complete information is not available, some of our alumnae have cleared Civil services in the past few years, like Hansika Khurana (2010 batch).

29. Student progression: Approximate figures provided

Student progression	Against % enrolled
UG to PG	25-30%
PG to M. Phil.	3-5%
PG to Ph.D.	1-2%
Ph.D .to Post-Doctoral	Approximately 0.5%
Employed	
-Campus selection	55-60%
-Other than campus recruitment	10-15%
Entrepreneurship/Self-employment	5-10%

30. Details of Infrastructural facilities:

a. Library:

The Commerce section of the library provides a list of more than 5000 books. The library also subscribes to *Harvard Business Review*, a general management magazine published by Harvard Business Publishing. Faculty members and students also have access to a number of journals, books, and accessibility to libraries through DU Online Library and the UGC Online Library INFLIBNET Centre for which every faculty member and student has been given a personalised ID and password.

b. Internet facilities for staff and students:

The College is Wi-Fi enabled. 30 desktops and 42 laptops with internet facilities are available for faculty at all times for teaching/research. Further 140 computers are available for students in the library, Reference Section and laboratories with Internet to work on their assignments.

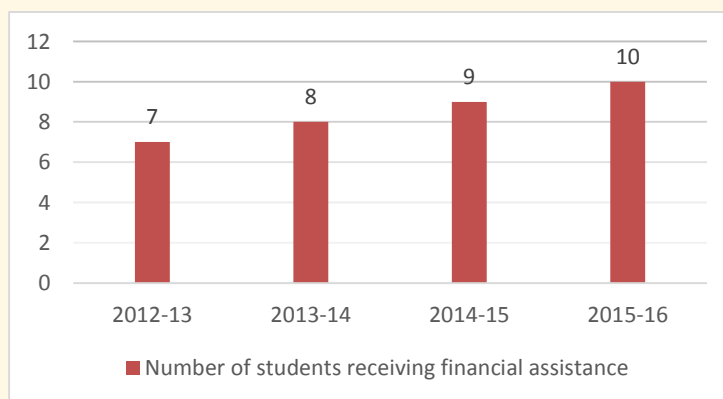
c. Classroom with ICT facilities:

Many classrooms assigned to the Department are equipped with projectors for PowerPoint presentations and sound systems to facilitate audio-visual screenings.

d. Laboratories:

Students of the Department have access to the two computer labs of College. The labs together house a total of 60 computers and each lab is air conditioned.

31. Number of students receiving financial assistance from college, university, government or other agencies:



32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:

The learning of students is enriched in various ways through a number of educational activities. Many of these occur as a part of the Department's Annual Academic Meet Comquest. The main objective of the Meet is to provide practical knowledge to students with regard to the business world. Some of our activities in the last four years are discussed below:

Talks: Talks, panel discussions and interactive sessions with experts have been a regular feature of the Department's academic calendar. In 2014-15 a talk on the significance of soft skills was organised by the Mumbai International School of Business in collaboration with Xpressminds. The speaker for the event was Mr. Ashish Shah. In the same year, Mr. Sriram Jayaraman delivered a talk on Leadership, as part of Deloitte US CSR initiative, in order to acquaint the students with Deloitte's work environment. In the academic session 2013-14, the Department organised a Round Table on the theme of 'Redefining Responsibility-Beyond the Glass Ceiling' as a part of LSR's Academic Congress. The discussion focussed particularly on how the glass ceiling manifests in the Indian work culture. In 2012-13, as a part of the Department's National Seminar, Mr. Salman Khurshid addressed the students on Corporate Social Responsibility. In the year before, a talk on 'Entrepreneurship Skills' by Mr. Amitabh Bose, Director, Synergy International Hawke Transits was organised.

Workshops: The Department has organised a number of workshops for students over the years. In the academic session 2013-14, the Department organised a three day workshop on 'Understanding Financial Markets' in collaboration with the BSE Institute Ltd. Major topics covered included investing, wealth creation and industry analysis. KPMG, a professional services firm has conducted several workshops for the students. In 2012-13 KPMG conducted a workshop on 'Careers and Employment Opportunities in Accounting' which examined topics like the changing landscape of accountancy as a career option and skill assessment for successful career options. In the year before that, KPMG organised a two day workshop on 'Personality Development and Training in Organisational Behavior'. A workshop on 'Soft Skills Training' was also conducted by Ms. Amrita Monga, a successful Human Resource Trainer specializing in Soft Skills Training.

Competitions: Competitions through which students can build their analytical skills are conducted regularly. In 2014, the Department organised Entrepedia 2014, a competitive event based on real time simulation of a business case study. The Department also at times conducts paper presentations as a part of its Annual Academic Meet. In 2012, the Meet concluded with a paper presentation competition witnessing the participation of faculty, students and research scholars from various colleges in India including NLU, BITS, and Christ College. Several other types of competitions are also organised. For example, in 2011 Deloitte organised a case study competition on the restructuring of a multinational company. Eight teams were shortlisted for the presentation and three winning teams were awarded medals and certificates.

In 2013, the Department conducted a study under Delhi University's Gyanodaya programme. A team of 11 students and a mentor visited different cities namely Varansi, Surat, Kanpur, Bhopal and Ahmedabad, where they collected and analysed data on various

parameters of the lives of workers including credit availability, social security, education, health, maternity benefits, compensation and wages.

33. Teaching methods to improve student learning:

The faculty of the Department uses a combination of diverse teaching methods to enhance student learning. These teaching methods promote and facilitate students' capacity to translate concepts and theories into real life applications. Assignments are taken at regular intervals for which students are given judicious feedback. Tutorials (comprising groups of 10 to 12 students) which are regularly held provide a space for students to clarify doubts and explore topics outside the curriculum. Further, students are encouraged to form and express their own opinions on matters related to their discipline. The classroom space is therefore democratic and one in which differences in opinions are respected. Most importantly, teachers remain available to students at all times. Interwoven into teaching practices is the goal of fostering in students a sense of responsibility towards society, in particular those sections of the population that are underprivileged. Workshops, seminars, industrial tours, entrepreneurship training, presentations, interface with industry and peer discussions are some of the other ways adopted to ensure student learning and academic growth.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Faculty members and students of the Department of Commerce routinely participate in various extension and outreach activities of the College such as VAPP (Voluntary Agency Placement Programme), REACH (Reaffirming Equity, Access, Capacity and Humanism), NSS (National Service Scheme), *Prakriti*, *Dhyana*, Abhayaa: WDC (Women's Development Cell) and the Office of International Programmes. Dr. Gopal and Ms. Arora have worked closely with the *Dhyana* Society. Dr. Duggal is the staff advisor to ENACTUS (Entrepreneurship, Action and Us), set up as a community of students and business leaders sharing the common mission of using entrepreneurship to create opportunities for the unprivileged. ENACTUS works to fulfil the College's motto of 'Leadership with Social Responsibility' and has been developing sustainable business models to empower women, artisans and farmers. Dr. Duggal has also been associated with *Prakriti*, LSR's environment society.

35. SWOC Analysis of the Department and Future plans:

Strengths:

Commerce is one of the most sought after courses at DU. The Department of Commerce at Lady Shri Ram College provides an enabling environment to help students progress academically and also equips them with the skills needed to succeed in a highly competitive world. The students of the Department are our greatest strength possessing a combination of intelligence and motivation. Since its inception, the Department has attracted the brightest minds of the nation. Not surprisingly, we have produced outstanding students who have topped the university examinations on a number of occasions. They have held positions of responsibility in College and been recipients of scholarships as well as innumerable awards within and outside College. The student diversity prevalent in our classrooms today adds a valuable dimension to the teaching process.

Besides academics and extra-curricular accomplishments, our students undertake internships at corporate and business organisations (such as KPMG Global Services, Global Compact Network and Ernst & Young) and engage in research projects. Students of the Department have been extremely successful in finding excellent placements after graduation in companies such as Deloitte, KPMG, NODWIN and American Express. The teachers of the Commerce Department specialize in many different areas including Finance, Accounting, Corporate/Business Laws and International Business.

The Department Association organises a number of events to ensure that students acquire knowledge in varied ways. The Department's Annual Academic Meet Comquest was first organised in 1996 and has since then become a permanent feature of our calendar. Over the years, its popularity has grown manifold. The Meet provides a forum for learning about issues and themes that are of great relevance for India and the world today. Interactions with eminent speakers enable students to understand contemporary realities.

The Department's publications including its Annual magazine 'Comcorde' provide students the opportunity to engage creatively with the discipline. For the last few years, the 'Commerce Society' of the Department was responsible for organizing talks and seminars and also holding discussions on upcoming events and competitions. This body of students also trained the new students of the Department for competitive events. This year the Association shall create three small societies within the Department -Finance Society, Marketing Society and Entrepreneurship Society to carry forward these activities in a more streamlined manner.

Our Alumnae are also a very strong asset. Former students include academicians like Dr. Kamaljeet Kaur, Principal of Mata Sundari College, Delhi University and Dr. Radhika Vasundaran, Associate Professor, Vivekanand College, Delhi University. Several alumnae are excelling in the Business world such as Ms. Sonali Dhawan, Country Head, Proctor & Gamble, India, Ms. Hosna Ara Loma, HR Business Partner, Unilever, Bangladesh, Ms. Charu Modi, CEO & Vice Chairperson, Modi Enterprises and Indofil Ltd and Ms. Natasha Nanda, Director, Escorts Ltd. Our former students have also excelled in the Arts. Ms. Meeta Pandit is an Indian Classical Vocalist of Gwalior Gharana. Ms. Yamini Reddy and Ms. Bhavana Reddy are accomplished Kuchipudi dancers while Ms. Aditi Rao Hydari is a popular Theatre and Film Actress.

Education is the panacea for all evils in the world. But it should be the right kind of education. The Department seeks to impart education through which character is formed, strength of mind is enhanced and by which students can stand on their own feet. Therefore along with teaching students about business, the faculty continues to emphasize the importance of social responsibility that comes with business. This remains our greatest strength.

Weakness:

We recognize that in today's swiftly changing world, the Department must constantly update its curriculum, teaching methodology, and access to technology. Currently we require more infrastructural facilities, particularly computers and software for data analysis.

Opportunities:

Most faculty members of the Department have over three decades of teaching experience and have enjoyed long associations with this College. The teachers of the Commerce Department possess tremendous knowledge not only of the curriculum but also with regard to the best pedagogical practices, adopted only after a thorough assessment of their effectiveness in enhancing student learning. Even after many years of teaching, the faculty remains open to new learning. Teachers constantly identify ways through which student progress can occur and by which they can be shaped into the leaders of tomorrow. In addition, India's ever-growing, dynamic economic and commercial landscape offers the Department several opportunities to expose its students to the best platforms for growth.

Challenges:

Greater interface between academia and industry remains one of the challenges facing us as is preparing students for the increasingly complex world of work. Another challenge for us is to create opportunities for students to gain international exposure through interactions with foreign experts and academicians. This shall enable students to engage in comparative analysis of business cultures in India and abroad. Also an ever present challenge for the faculty is to meet the individual needs of each student in the Department given the growing diversity of the classrooms.

Future Plans:

Education imparted to students of Commerce and Business must involve the idea that the strength of an organisation depends on what it can offer to society rather than what it can take from society. Social responsibility must be primary to all businesses. This has been a guiding principle of the Department of Commerce and shall continue to remain our principle in future endeavours. Another value held dear by us is the motto of LSR: that alone is knowledge which liberates. Given these values, we seek to keep innovating in the future using novel and liberating pedagogical techniques to mould our students into skilled, humane and socially sensitive entrepreneurs.

We shall remain ever mindful of maintaining teaching-learning processes that are student-centric and develop in young women the ability to participate in the work force with self-belief. We hope to expand the Department so that more women students can study this course. We also seek to add a variety of other graduate and post-graduate courses to our repertoire such as BBA and MBA. We plan to begin an international journal for publishing the research works of scholars from all over the country and abroad. In addition, we envision organizing an international seminar in the near future with the specific goal of creating greater interactions between academia and industry.

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Evaluative Report of the Department of Economics



1. Name of the Department: Economics
2. Year of Establishment: 1956
3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):

UG-B.A. (Honours) Economics; B.A. (Programme) Economics

4. Names of Interdisciplinary courses and the departments/units involved:

The Department of Economics offers the following courses:

- To B.A. Programme Department: Principles of Microeconomics-I; Principles of Microeconomics-II; Principles of Macroeconomics-I; Principles of Macroeconomics-II; Economic Development and Policy in India-I; Economic Development and Policy in India-II (all Discipline-Centred Compulsory Courses)
- To the Department of Mathematics: Principles of Economics (Concurrent Course)
- To the Departments of Mathematics and Political Science: Introductory Economics and Development Economics (both Allied Courses for erstwhile FYUP)
- To the Department of Journalism: Indian Economy and Business (Core Disciplinary Course)

5. Annual/Semester/Choice based credit system (programme wise): Semester

6. Participation of the Department in the courses offered by other departments:

Students from the Economics Department study the following courses from other departments:

- Department of English: English (Credit Language Course); English (Qualifying Language Course); Individual and Society (Interdisciplinary Concurrent Course)
- Department of Hindi: Higher Hindi, Lower Hindi (both Qualifying Courses); Hindi (Credit Language Course); Hindi Literature (Concurrent Course)
- Department of Mathematics: Mathematical Awareness, Linear Algebra and Calculus (Allied Courses for the erstwhile FYUP Batch)
- Department of Philosophy: Formal Logic (Concurrent Course)
- Department of Political Science: Citizenship in a Globalizing World (Concurrent Course); Gandhi in the Contemporary World and Understanding Ambedkar (both Allied Courses for the erstwhile FYUP)
- Department of Elementary Education: Environmental Studies (Compulsory Course)

7. Courses in collaboration with other universities, industries, foreign institutions, etc.:

Not permitted as per University Ordinance.

8. Details of courses/Programmes discontinued (if any) with reasons:

- Annual system was discontinued in 2010. The last batch graduated in April 2013.
- The Four Year Undergraduate Programme (FYUP) was discontinued in 2014 due to directives from DU.
- B.A. (Programme) was discontinued in 2013 under the FYUP and re-introduced in 2014.

9. Number of teaching posts: As on 22 May, 2015

	Sanctioned	Filled
Professors	Not Applicable	Not Applicable
Associate Professors	Not Applicable	5
Asst. Professors	17	6 (3 Temporary)

10. Faculty profile with name, qualification, designation, specialisation.
(D.Sc./D.Litt./Ph.D./M.Phil. etc.) As on 22 May 2015

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Neelam J. Malhotra	M.Phil.	Associate Professor	Microeconomics, Mathematical Methods in Economics and Game Theory	40 years	None
Neelam Singh	Ph.D.	Associate Professor	Exports, R&D, Technology Transfer, Automotive Sector and Pharmaceutical Industry	39 years	None
Anjani K. Kochak	M.Phil.	Associate Professor	Econometrics, Economic Theory and Developmental issues	39 years	None
Divya Misra	Ph.D.	Associate Professor	Political Economy and Developmental Issues	32 years	None
Shashi Bala Garg	M.Phil.	Associate Professor	Microeconomics, Mathematical Methods in Economics and Game Theory	32 years	None
Kakali Barua	Ph.D.	Assistant Professor	Political Economy of Development, Agrarian Economics, Informal Sector, Labour Economics	12 years	None
Jayashree Sahoo	M.Phil.	Assistant Professor	Money and Finance, Public Economics and Economic Theory	11 years	None
Reshmi Ganguly	M.Phil.	Assistant Professor	Econometrics, Statistics, Political	8 years	None

			Economy, Law and Economics		
Anjana Singh	Ph.D.	Assistant Professor (Temporary)	Macroeconomics and International Trade	10 years	None
Sanjana Kadyan	M.A.	Assistant Professor (Temporary)	Experimental Economics, Growth Theories, Law and Economics	1 year	None
Udayan Rathore	M.Phil.	Assistant Professor (Temporary)	Industrial Organisation, Panel Data Econometrics, Development Economics	1 year	None

11. **List of senior visiting faculty:** The Department of Economics hosted Prof. Jens Christiansen, Senior Fulbright Scholar, Mount Holyoke College, USA from 1st October, 2011 to 1st May, 2012.

12. **Percentage of lectures delivered and practical classes (programme wise) handled by temporary faculty:**

- 27.27% of lectures and tutorials for B.A. (Honours) Economics were delivered by temporary faculty from January 2015 till May, 2015
- No lectures, tutorials or practical classes for BA (Programme) students were delivered by temporary faculty in the last academic semester (January 2015 to May 2015)

13. **Student-Teacher Ratio (programme wise):**

B.A. (Honours) Economics- 23:1

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled:** Not Applicable

15. **Qualifications of teaching faculties with D.Sc./D.Litt./Ph.D./M.Phil./P.G.:**

- Neelam J. Malhotra, M.A. (Economics), M.Phil. (Economics)
- Neelam Singh, M.A. (Economics), Ph.D. (Economics)
- Anjani K. Kochak, M.A. (Economics), M.Phil. (Economics)
- Divya Misra, M.A. (Economics), M.Phil. (Economics),Ph.D. (Business Economics)
- Shashi Bala Garg, M.A. (Economics), M.Phil. (Economics)
- Kakali Barua, M.A. (Economics), M.Phil. (Economics), Ph.D. (Economics)
- Jayashree Sahoo, M.A. (Economics), M.Phil. (Economics)
- Reshmi Ganguly, M.Sc. (Economics), M.Phil. (Economics)
- Anjana Singh, M.A. (Economics), Ph.D. (Commerce)
- Sanjana Kadyan, M.A. (Economics): Presently not employed with LSR
- Udayan Rathore, M.A. (Economics), M.Phil. (Economics)

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

- a. National funding agencies: None
b. International funding agencies: None

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:

- Dr. Anjana Singh from the Department of Economics, Ms. Anjani Kochak from the Department of Economics, and Dr. Saswati Bhattacharya from the Department of Sociology received the Innovation project grant (Amount of grant sanctioned: Rs. Three lakhs) from DU in 2013-15 for their project titled ‘The Successful Professional Woman: Work-Life Balance and Well-Being’

18. Research Centre/facility recognized by the University:

The Aung San Suu Kyi Centre for Peace is a Research Centre/facility at LSR, established with funds granted by the University Grants Commission.

19. Publications:

Teachers	Books Authored/ Edited	Chapters in Books / Textbooks	Papers in Journals (National/ International)	Book Reviews in Journals	Monographs
Neelam Malhotra	-	-	-	-	-
Neelam Singh	-	7	7	1	
Anjani K. Kochak	-	-	2	-	-
Divya Misra	-	2	-	-	-
Shashi Bala Garg	-	-	-	-	-
Kakali Barua	-	-	1	-	-
Jayashree Sahoo	-	-	-	-	-
Reshmi Ganguly	-	-	-	-	-
Anjana Singh	-	1	-	-	-
Udayan Rathore	-	-	-	-	-

Dr. Neelam Singh:

Chapter(s) in book(s):

- Singh, N. (2014). Automotive Industry Response to its Global QMS Standard ISO/TS-16949. In K. Das (Ed.). *Globalization and Standards: Issues and*

- Challenges in Indian Business* (pp. 121-142). New Delhi: Springer. (ISBN 978-81-322-1993-4, ISSN: 2198-0012)
- Singh, N. (2010). Original Equipment Supply Chains and Auto Component Exports from India. In N.S. Siddharthan and K. Narayanan (Eds.), *Indian and Chinese Enterprises: Global Trade, Technology and Investment Regimes* (pp. 270-301). London, New York and New Delhi: Routledge. (ISBN-13:978-0-415-56316-1, ISBN: 978-041556316X)
 - Singh, N. (2007). Globalization and Auto Component SMEs in India. In M. Agarwal & A.S. Ray (Eds.). *Globalization and the Millennium Development Goals: Negotiating the Challenge* (pp. 147-172), Delhi: Social Science Press. (ISBN-13: 978-8-18735-832-9; ISBN-10: 8-18735-832-7).
 - Singh, N. (2007). Automotive Industry. In N. Kumar & K.J. Joseph (Eds.), *International Competitiveness & Knowledge-based Industries in India* (pp. 233-279). Delhi: Oxford University Press. (ISBN 13: 978-0-19-568671-5, ISBN 10: 0-19-568671-3)
 - Singh, N. (2007). The Investment Issue: Revive or TRIM the Performance Requirements? In A. Thakur & N. Sharma (Eds.). *WTO and India* (pp. 632-652). Delhi: Deep & Deep Publications. (ISBN 81-7629-926-X)
 - Singh, N. (2006). R&D, Import of Technology and Trade Intensities: A Simultaneous Equation Micro-level Examination. In S. Tendulkar, A. Mitra, K. Narayanan & D. Das (Eds.). *India: Industrialisation in a Reforming Economy – Essays for K L Krishna* (pp. 471-491). Delhi: Academic Foundation. (ISBN 81-7188-488-1)
 - Singh, N. (2001). Trade Intensities over a Liberalization Phase: The Influence of Firm Size, Foreign Ownership, and Technological Inputs in Indian Pharmaceuticals. In A. Guha, K.L Krishna & A. Lahiri (Eds.), *Trade and Industry: Essays by NIPFP-Ford Foundation Fellows* (pp. 27-64), New Delhi: National Institute of Public Finance and Policy. (ISBN 81-259-1155-3)

Paper(s) in Journal(s) (National/International):

- Singh, N. (2013). Influence of Outward – Foreign Direct Investment and Technological Efforts on Exports: Indian Auto Component Firms. *Innovation and Development*, 3(2), 205-221. (ISSN print: 2157-930X; online: 2157-9318).
- Singh, N., & Pradhan, J.P. (2011). Business Group Affiliation and Location of Indian Firms' Foreign Acquisitions. *Journal of International Commerce, Economics and Policy*, 2(1), 19-41. (ISSN: 1793-9933)
- Singh, N. (2011). Emerging Economy Multinationals: The Role of Business Groups. *Economics, Management and Financial Markets, Special Issue on Emerging Economies*, 6(1), 142-181. (ISSN: 1842-3191)
- Singh, N. (2010). Adoption of Industry-Specific Quality Management System Standards: Determinants for Auto Component Firms in India. *International Journal of Productivity and Quality Management*, 5 (1), 88-107. (ISSN Print: 1746-6474; Online: 1746-6482)
- Singh, N. & Pradhan, J.P. (2009). Outward FDI and Knowledge Flows: A Study of the Indian Automotive Sector. *International Journal of Institutions and Economies*, 1 (1), 155-186. (ISSN: 1985-7276)
- Singh, N. (1990). Profitability, Growth and Indebtedness of Firms: The Effects of Size, Foreign Ownership and MNE Size. *Journal of Quantitative Economics*, 6(1), 127-149. (ISSN: 0971-1554; for old series ISSN: 0970-1532)

- Singh, N. (1989). Trade Behaviour of Firms: An Empirical Study of the Size and Foreign Collaboration Effects. *Indian Economic Review*, 24(1), 45-66. (ISSN: 0019-4670)

Book Reviews in Journals:

- Singh, N. (1998). [Review of the book *Pharmaceutical Economics*, by B. Lindgren (Eds.)]. *The Indian Economic Review*, XXIII (2), 275-277. (ISSN: 0019-4670)

Ms. Anjani K. Kochak:

Paper(s) in Journal(s) (National/International):

- Kochak, A. (2006). Development Concerns: China and India. *Economic and Political Weekly*, 33, 3565-3568. (ISSN: 0012-9976)
- Kochak, A. (2006). Development Indices: A Comparative Study of India and China. *China Report*, 42(1), 57-68. (ISSN: 009-4455)

Dr. Divya Misra:

Chapter(s) in book(s):

- Misra, D. (2002). Impact of Public Expenditure on the Relationship between Income and Well-Being: The Indian Experience. In E. Christiane & P. Reinhard (Eds.). *Wirtschaftsmacht Sud-Ost-Asien*. (pp. 205-224) Wien: sterreichischer Wirtschaftsverlag. (ISBN: 3-85212-116-7)
- Misra, D. (2001). Human Development-Inter-State Dimensions. In P.R. Brahmananda & V.R. Panchmukhi (Eds.). *Development Experience in the Indian Economy: Inter-State Perspectives* (pp. 275-328). New Delhi: Bookwell. (ISBN: 81-85040-35-4)

Dr. Kakali Barua:

Paper(s) in Journal(s) (National / International):

- Barua, K. (2010). Variation in Wage Earnings among Agricultural Labourers In Rural Bengal: A Field Work Based Analysis. *Indian Journal of Labour Economics*, 53 (4), 677-686. (ISSN: 00195308)

Dr. Anjana Singh:

Chapter(s) in book(s):

- Singh, A., & Shukla P. (2007). Investment in Human Resource: Amidst Global Winds of Change. In G. P. Agarwal (Ed.). *New Horizons of Globalization*. India and Canada (pp. 96-107). Delhi: Deep & Deep Publications. (ISBN: 81-7629-981-2)

20. Areas of consultancy and income generated: None

21. Faculty as members in a) National Committees, b) International Committees and c) Editorial Boards :

- National Committees:

Dr. Neelam Singh:

- Member of Indian Econometric Society, since 2010
- Member of Forum for Global Knowledge Sharing, since 2010

- **International Committees:** No faculty member of the Department is currently part of any International Committees.
- **Editorial Boards:** No faculty member of the Department is currently part of any Editorial Board.

22. Students' Projects:

- **Percentage of students who have done in-house projects including inter departmental/programme:** 100%
- **Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/Industry/ other agencies :**
 - In the current batches, approximately 69% students have interned with industrial companies, research organisations and non-governmental organisations. Our students have worked with Ernst & Young, FICCI, SBI Mutual Fund, Oriental Bank of Commerce, CRISIL, National Stock Exchange, Indian Statistical Institute, National Institute of Public Finance and Policy, Foundation for Development Research, Centre for Policy Analysis, Foundation for Democratic Reforms, Centre for Civil Society, Asmat, Rakshak Foundation, SPSS (Muzaffarpur) etc.
 - Six students in 2013-15 worked as research associates in DU funded Innovation Project described earlier.

23. Awards/Recognitions received by faculty and students:

Faculty:

Dr. Neelam Singh:

- EXIM Bank Award for Ph.D. thesis, 1991
- Ford Foundation Scholarship for post-doctoral research pursued at Boston University, 1993

Dr. Anjani K. Kochak: Bela Memorial Prize for academic performance in B.A. (Economics) in 1973 from University of Delhi

Dr. Divya Misra: Distinguished Teacher Award, University of Delhi, 2009

Ms. Shashi Bala Garg: Delhi School of Economics Merit Scholarship during Post-Graduation at Delhi School of Economics, 1980-81

Dr. Kakali Barua: Young Labour Economist Award for the best paper presented at the Indian Society of Labour Economics, Punjab University, Patiala, 2009

Ms. Reshmi Ganguly:

- Merit Certificate for being the University Topper, M.Sc. (Economics) Calcutta University, 1999
- UGC NET-JRF, 2000

Dr. Anjana Singh: Gold Medal, M.A. (Economics), H.N.B. Garhwal University, 1992

Students:

The Department of Economics boasts of students of very high academic capability, who have also won accolades in sports and other extra-curricular events. A list of few such

awards/recognition received by students in inter-college, national/international events follows:

Academic Awards:

University positions:

The following students topped their course in College and also obtained University Positions:

- Ms. Ujjawala Bothra (First Year), Ms. Vrinda Mittal (Second Year) and Ms. Surabhi Gupta (Third Year) in 2014-15
- Ms. Anisha Grover (Third Year) in 2013-14
- Ms. Anisha Grover (Second Year) and Ms. Guneet Kaur(Third Year) in 2012-13
- Ms. Kritika Goel (First Year), Ms. Guneet Kaur and Ms. Vatsala Dixit (Second Year) and Ms. Mira Sethi (Third Year) in 2011-12. Ms. Mira Sethi was also awarded the Shri Mudiyl Padmanabha Pillai Memorial Gold Medal, Vidya Vati and Sohan Lal Nayyar Gold Medal, the Ranade Prize and the Erachshah Maneckji Nanavutty Memorial Prize for her academic performance
- Ms. Tanaya Devi was awarded the Ranade Prize in 2010
- Ms. Ishita Rajani was awarded the Shri Mudiyl Padmanabha Pillai Memorial Gold Medal, Vidya Vati and Sohan Lal Nayyar Gold Medal, the Ranade Prize and the Erachshah Maneckji Nanavutty Memorial Prize for her academic performance in 2009

Scholarships:

The following students have won prestigious scholarships and fellowships for higher education:

- Ms. Vrinda Mittal, Commonwealth Scholarship (2015)
- Ms. Payal Banerjee, Dr. H.E. Marga Schulze Merit Scholarship (received in 2014-15 and 2013-14)
- Ms. Vanika Grover, Business, Management, and Economics Scholarship, University of Sussex (2012-13)
- Ms. Divya Sachdev, Reliance Dhirubhai Ambani Fellowship, Stanford's Graduate School of Business (2011)
- Ms. Namrata Harishanker, Rhodes Scholarship (2006)
- Ms. Mehak Dua, Rhodes Scholarship (2001)

Other recognitions:

In 2011-12, Ms. Yamini Singh was nominated for the Green Globe Award and was chosen to attend the Delhi Sustainable Development Summit. Ms. Pritha Lohia, Ms. Shahana Sheikh and Ms. Tanvi Jain were selected to participate in the National level Goldman Sachs Global Leaders Programme, 2008. Further, Ms. Tanvi Jain was selected to represent the country in the New York Programme. In the previous year, 2007, Ms. Charu Joshi had been similarly selected to represent India in the New York Programme.

2014-15

- Trophy awarded to LSR Economics Department Team by St. Xavier's College, Kolkata for Best Contingent at the National Economics Symposium - CONFLUENCE 2015

- Trophy awarded to LSR Economics Department Team by Jai Hind College, Mumbai for Best Outstation Contingent at the National Economics Meet - ARTHANOMICS 2015
- Trophy awarded to LSR Economics Department Team by Jai Hind College, Mumbai for Best Runners-up Team at the National Economics Meet - ARTHANOMICS 2015

2013-14

- Trophy awarded to LSR Economics Department Team by St. Xavier's College, Kolkata for Best Outstation Team in the National Economics Symposium
- Trophy awarded to LSR Economics Department Team by St. Xavier's College, Jaipur for Best Team in the National Economics Symposium
- Department Team Trophy awarded to LSR Economics Department Team by St. Xavier's College, Mumbai for Second Best LSR Economics Team in the National Economics Symposium Department Team
- Trophy awarded to LSR Economics Department Team by Shaheed Sukhdev College of Business Studies for the Best Team in the National Economics Symposium
- Students of the Economics Department were awarded the 'Most Meritorious College Award' for winning the maximum number of events in the Annual Economics Festival – ECONOTIZE 2014 of Shaheed Bhagat Singh College, University of Delhi
- Ms. Charvi Kain and Ms. Anuvinda P.S. represented India in a team of nineteen students chosen from colleges across the country for an Inter-Country Quiz and Budding Economist Competition at the 10th South Asian Economics Student Meet in Lahore, Pakistan
- Ms. Vrinda Lohia was a part of the Best Contingent at the National NSS Youth Conference organised by BITS Pilani

2012-13

- Trophy awarded to LSR Economics Department team by the Economics Department of St. Xavier's College, Mumbai for overall winner in the National Students Symposium
- Trophy awarded by the Economics Department of St. Xavier's College, Kolkata for overall first Runner-up in the National Students Symposium
- Ms. Rajita Verma won the first prize in the N. C. Ray Memorial Paper Presentation at St. Stephen's College
- Ms. Richa Verma and Ms. Rhea Khosla's paper 'Is the Tiger Misled' was placed second both at the Shri Ram College Economics Summit'13 and at Laxmi Bai College's festival BREAKEVEN'13.
- Ms. Charvi Kain represented India in the South Asian Economic Students' Meet 2012 in Nepal where she presented a paper and secured the second position. She was placed first in the 'Budding Economist' competition at the Miranda House Academic Meet.

Delhi University Flower Show:

Certificate of Merit for Outstanding, Excellent and Commendable performances have been awarded to Ms. Aditi Tusnial (2013, 2012, 2011), Ms. Namami Bansal (2011), Ms. Neha Bhatia (2010), Ms. Vidhu Tyagi (2010) and Ms. Madhuri Agarwal (2010).

Sports Achievements:

2014-15

- Ms. Kriti Kapur and Ms. Shonika Rana were part of LSR's basketball team. The LSR team was declared the Champions at the Delhi University Inter College Tournament and stood first in the prestigious Royals 3 on 3 Tournament held at Bal Bharti School. They stood third at YMCA Inter College Basketball Tournament.
- Ms. Samartha Prusty won the Gold Medal at the North Zone Table Tennis Inter University Competition. She also won Gold Medals at the All-Odisha Open State Ranking Table Tennis Tournament 'Youth Category' and 'Senior Category'.
- Ms. Aayushi Gupta won a Bronze Medal at the 24th Meeting of Shooting Hopes, Czech Republic and at the National Games Shooting Meet. Ms. Gupta won a Gold medal at the Kumar Surender Singh National Shooting Meet. She represented India at the 54th ISSF world championship in Spain and won a team Bronze medal for Delhi University.

2013-14

- Ms. Aanchal Bhola won the Silver Medal in the 1500m race at the Delhi State Athletic Meet and the Bronze medal for the 800m race at the same event. She and her team mates also won a Gold medal in the 4x400m relay at the Delhi University Inter College Athletics meet.
- Ms. Aayushi Gupta won the Gold Medal at the Uttar Pradesh State Shooting Championship and at the North Zone Shooting Championship.
- Ms. Samartha Prusty won the Gold medal at the North Zone Inter University Table Tennis Tournament, the SRCC Sports Festival and the Women's Festival for Table Tennis.
- Ms. Avny Lavasa was the recipient of the Director's Gold Medal for best performance in physical training, Vandana Malik Memorial Gold Medal for best performance in jogging and the Esprit de Corps Award in 88th Foundation Course at Lal Bahadur Shastri National Academy for Administration.

2012-13

- Ms. Aanchal Bhola won the Silver medal in the 1500m race at the Delhi State Athletic Meet and the Gold medal for the 800m race at the same event. She also won the Gold medal for the 800m race at the Delhi State Sports Festival for Women.
- Ms. Shefali Sharma won the Silver medal in the 100m race at the Women's Swimming Festival and in the 200m race at the Delhi University Inter College Aquatic meet.
- Ms. Samartha Prusty won two Gold medals at the State Ranking Table Tennis Tournament.

2011-12

- Ms. Sonali Hatwal won the Silver medal at the Delhi State Athletics Meet for high jump
- Ms. Aanchal Bhola won the Gold Medal for the 800m and 1500m races at the YMCA Athletics meet
- Ms. Divya Garg won the Silver Medal for Javelin Throw at the Delhi State Athletics Meet and the Delhi University Inter College Athletics Meet

Awards/Recognitions won over the years by distinguished alumnae:

- Dr. Usha Thorat (Class of 1959) has served as the Deputy Governor of Reserve Bank of India (2005-2010). Prior to this she was the Executive Director of the Reserve Bank of India. She has been conferred with the Distinguished Alumna Award by LSR in 2008.
- Ms. Harmala Gupta (Class of 1972) founded the first cancer support group in India, 'Cancer Sahyog', in 1991. She is the Founder President of Can-Support and also Cancer Care India. Ms. Gupta has received many awards including Lifetime Achievement Award by V Care Foundation in 2015. She was the first recipient of the Distinguished Alumna Award instituted by LSR in 2000.
- Ms. Sujatha Singh (Class of 1973) has served as **India's Foreign Secretary** (2013-2015). Previously she has been the Indian Ambassador to Germany. She has been conferred with the Distinguished Alumna Award by LSR in 2014.
- Ms. Vinita Bali (Class of 1975) has been the Managing Director of **Britannia Industries Limited**. She has been conferred with the Business Woman of the Year Award at Economic Times Awards, 2009. She has also been conferred with the Distinguished Alumna Award by LSR in 2007.
- Ms. Naina Lal Kidwai (Class of 1977) is currently the Group General Manager and Country Head of HSBC India. She is also a former President of the Federation of Indian Chambers of Commerce and Industry (FICCI). She has been conferred with the distinguished Padma Shri award for her contributions in the areas of trade and industry. Ms. Kidwai has also been included in the Fortune Global List of Top Women in Business and has been ranked as the 12th in the Global listing of Women, Wall Street Journal, 2006. She received the Distinguished Alumna Award by LSR in 2001.
- Justice Gita Mittal (Class of 1978) having successfully practiced law for over twenty years is currently a Sitting High Court Judge. She received the Distinguished Alumna Award, LSR in 2008.
- Prof. Gita Gopinath (Class of 1992) is Professor of Economics at Harvard University. She was granted tenure at Harvard's renowned Economics Department, making her the first Indian woman and the fourth woman in the Department's history to claim the coveted position. She has served as a member of the Eminent Person Advisory Group on G-20 Matters for India's Ministry of Finance. Prof. Gopinath was also chosen as a Young Global Leader by the World's Economic Forum, 2011.
- Ms. Anjali Bhardwaj (Class of 1994) is the founder of 'Satark Nagrik Sangathan' (SNS), a people's group that has been working since 2003 to build an empowered and vigilant citizenry based on the right to information. She is a Working Committee Member of the National Campaign for People's Right to Information (NCPRI), a platform of individuals and organisations that led the right to information (RTI) movement culminating in the passage of the RTI Act 2005. She has also been the recipient of Radhakrishnan- British Chevening Scholarship. Ms. Bhardwaj received the prestigious Distinguished Alumna Award, LSR in 2011.
- Ms. Anasuya Sengupta (Class of 1995) is the Senior Director of Grantmaking for Wikimedia Foundation. Previous to that she has been the Regional Director for Asia and Oceania at the Global Fund for Women, the world's largest grant-making organisation exclusively for women's human rights. Her poem titled 'Silence' was read out by Ms. Hillary Rodham Clinton at the NGO Forum of the Beijing Conference of Women, (September 1995). She was awarded the 'Pratibhashree' title for Young Achievers by the State Government of Karnataka,

India in August 2003. Ms. Sengupta was also the recipient of the prestigious Rhodes Scholarship in 1996.

24. List of eminent academicians and scientists/visitors to the Department:

The Department of Economics has hosted several reputed academicians over the years from India as well as abroad. A list of few selected visitors follows (in alphabetical order):

- Prof. Isher Judge Ahluwalia, Chairperson, Board of Governors, ICRIER
- Dr. Montek Singh Ahluwalia, Former Deputy Chairman of Planning Commission
- Dr. T.C.A. Anant, Chief Statistician of India and Secretary MOSPI
- Prof. Kaushik Basu, Senior Vice President and Chief Economist World Bank
- Ms. Anjali Bharadwaj, RTI activist, member, Satark Nagrik Sangathan and NCPRI
- Prof. Sukhmoy Chakravarty, Distinguished Indian Economist
- Prof. Jean Dreze, Noted Development Economist
- Prof. Pami Dua, Professor of Economics, Director, Delhi School of Economics
- Prof. Jayati Ghosh, Professor of Economics, Jawaharlal Nehru University
- Prof. Geeta Gopinath, Professor of Economics, Harvard University
- Dr. Geeta Gouri, Former Member, Competition Commission of India
- Dr. Syeda Hameed, Former Member, Planning Commission
- Madame Christine Lagarde, Managing Director, International Monetary Fund
- Justice Gita Mittal, Sitting Judge of the Delhi High Court
- Prof. Nachiket Mor, Member of Central Board of Reserve Bank of India
- Mr. Fali S. Nariman, Eminent Indian Constitutional Jurist
- Prof. Deepak Nayyar, Professor Emeritus, Jawaharlal Nehru University
- Prof. Prabhat Patnaik, Professor Emeritus, Jawaharlal Nehru University
- Mr. Jairam Ramesh, Former Minister of Rural Development
- Ms. Aruna Roy, Prominent Social Activist
- Mr. P. Sainath, Eminent Rural Journalist, The Hindu
- Dr. Aseem Srivastava, Noted Environmental Economist
- Dr. Usha Thorat, Former Deputy Governor of Reserve Bank of India

25. Seminars/Conferences/Workshops organised & the source of funding:

- a. **National:** As a part of the academic Congress 2014, supported by UN Women, the Department of Economics organised a session on the Issue of ‘Work and Well-Being: A Gendered Perspective’.
- b. **International:** The Department of Economics in partnership with the Heinrich Böll Foundation, India, organised the South Asia Regional Autumn School in November 2011.

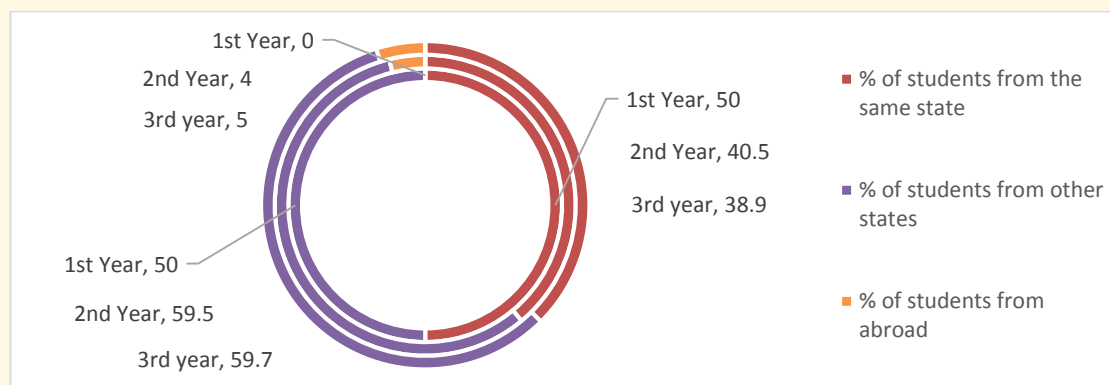
26. Student profile programme/course-wise:

Name of the Course/ programme	Applications received	Enrolled		Pass percentage
		*M	*F	
B.A. (Honours) Economics, 2014-15	40, 700	-	105	On-going
B.A. (Honours)	37, 454	-	114	87%

Economics, 2013-14				
B.A. (Honours) Economics, 2012-13	15, 070	-	96	100%

*M=Male *F=Female

27. Diversity of Students:



28. How many students have cleared national and state level competitive examinations such as NET/SLET/GATE/Civil services/Defence services etc.?

Most of our students go on for higher studies and qualify for many competitive examinations. Since we are an undergraduate college, they do not qualify during their tenure at LSR. While complete information is not available, some of our alumnae who have cleared NET, in the last few years, are (in alphabetical order):

Mayuri Chaturvedi, Sangeeta Dhiman, Aditi Garg, Parul Gupta, Shikha Gupta, Anisha Grover, Nandini Jayakumar, Sanjana Kadyan, Namita Mathur, Mira Sethi and Priya Yadav.

Some others who have cleared civil services entrance test in the past few years are: Shashwati Arya, Arti Dogra, Chinmoyee Gopal, Soumya Gupta, Avny Lavasa, Sikta Patnaik, Anusree Raha and Rijula.

Kanika Ghocha and Nikita Goenka are few of the many who have cleared the Management Entrance Examinations.

29. Student progression: Approximate figures provided

Student progression	Against % enrolled
UG to PG	65%
PG to M. Phil.	10%
PG to Ph.D.	Information not available
Ph.D .to Post-Doctoral	Information not available
Employed	
-Campus selection	20%
-Other than campus recruitment	5%
Entrepreneurship/Self-employment	Information not available

30. Details of Infrastructural facilities:

a. Library:

The Economics section of the library offers an exhaustive list of 8775 books and seven journals: *Economic and Political Weekly*, *Economic Journal*, *Economica*, *Indian Economic Journal*, *Indian Economic Review*, *Indian Journal of Agricultural Economics* and *Yojana*. Faculty members and students also have access to number of journals, books, and accessibility to libraries through University of Delhi Online Library. The Library also has subscriptions to the DU Network, N-LIST (National Library and Information Services Infrastructure for Scholarly Content) and *EPW*.

b. Internet facilities for staff and students:

The college is Wi-Fi enabled. 30 desktops and 42 laptops with internet facilities are available for faculty at all times for teaching/research. Faculty can also get laptops issued for classroom teaching and related work. Further, 140 computers are available for students in the library, Reference Section and laboratories with Internet to work on their assignments.

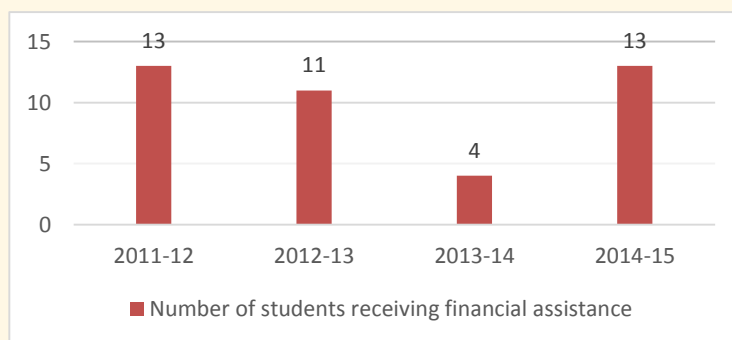
c. Classroom with ICT facilities:

Many classrooms assigned to the Department are equipped with projectors and sound systems for PowerPoint presentations and audio-visual screenings.

d. Laboratory:

Not required by the Department

31. Number of students receiving financial assistance from college, university, government or other agencies:



32. Details on student enrichment programmes (special lectures/workshops/seminars) with external experts:

The learning of students is enriched in various ways through a number of educational activities conducted within and outside the department. Some of these programmes conducted over the last four years are discussed below:

Seminars:

South Asia Regional Autumn School (2011):

The Department of Economics, in partnership with the Heinrich Böll Foundation, India, organised the South Asia Regional Autumn School in November, 2011. It was a first of its kind five-day-long event, to deliberate on the theme 'Global Finance and Human Security in South Asia: A Gender Perspective'. The School aimed to analyse from a gender

perspective, the impact of rising global finance on human security, human rights and human development in South Asia – a region characterized by acute poverty and stark gender inequities. It also sought to address issues germane to the consequences of current economic and development paradigms. The School brought together a dynamic group of young scholars and activists from diverse disciplines and countries of South Asia including India, Pakistan, Sri Lanka, Maldives, Afghanistan, Bangladesh and Nepal to engage with senior academicians, policy makers and those involved at the grass-root level. Final year students also participated by making a much appreciated presentation on each of the days in the interactive ‘Through the LSR Lens’ section. The School sought to reflect upon many issues including the possibility of evolving a strong global financial architecture resilient to recurring financial crises as well as a more socially inclusive, gender-just development paradigm for lasting peace in the region. It also explored the viability of partnerships that could deliver the much needed peace dividend to the South Asian region. The academic experience so gained gave us a context to nurture among our students a gender inclusive perspective to the larger socio-economic reality.

Special Lectures:

Experts from diverse fields are regularly invited to interact with students and share their valuable insights. Many prestigious talks have taken place in the course of time. A Public Lecture was delivered by Madame Christine Lagarde, Managing Director, International Monetary Fund on the 16th of March, 2015, organised by the Aung San Suu Kyi Centre for Peace and the Department of Economics. The event which was moderated by Dr. Prannoy Roy, Executive Co-Chairperson, NDTV saw students from various colleges of the University participating enthusiastically. Given the current global economic milieu, the lecture was aptly titled ‘Seizing India’s Moment’. As a prelude to the event stated above, there were a series of stimulating lectures delivered and presentations made by Mr. Tom Richardson, India Head, IMF; Ms. Sabina Bhatia, Chief of Public Affairs Division, IMF; Ms. Sonali Jain, Deputy Division Chief, IMF and Dr. Mangal Goswani, Deputy Director, IMF- Singapore Regional Training Institute.

During the year 2014-15 many other eminent speakers also visited the Department. Dr. Payal Malik, Advisor to Competition Commission of India was the Chief Guest at the Dr. Saroj Gupta Memorial Scholarships Award function where she spoke on the ‘Economics of Competition Law’. In his lecture, ‘Emerging Markets in the World Economy’, Prof. Deepak Nayyar, Professor Emeritus JNU, addressed the rapid change that the world economy had undergone since 1920s. Dr. Rajat Kathuria, Chief Executive and Director, ICRIER addressed the Department on the ‘Changing Dynamics of International Trade in India’. Ms. Shikha Sharma, MD and CEO, Axis Bank spoke on ‘India – Anchor of Stability in an Increasingly Uncertain World’. In a very thought provoking lecture titled ‘Design Principles in Financial and Healthcare Systems’, Dr. Nachiket Mor, Board Chair at CARE India and member of the Central Board of RBI, discussed two important issues, Financial Inclusion and the Healthcare System in India. Mr. Srinivas Yamanandra, Deputy General Manager, ICICI Bank was invited to speak on ‘Minsky, Monetary Policy and Mint Street’. The Chief Statistician of India, Dr. T.C.A. Anant in his talk, ‘Measurement of Development Policy’ focused on the practical problems faced during the process of collecting data, given the demographic and structural differences of a diverse country like India. ‘Social Insurance for the Poor’ was the title of the lecture by Dr. Santosh K. Mehrotra, Director- General Institute of Applied Manpower Research which examined benefits from social security, namely, old

age pension and disability insurance for the poor in India while Dr. A.K. Shiva Kumar, Development Economist and Professor at Harvard Kennedy School discussed healthcare issues and financing in India. Ms. Shahana Sheikh, Policy Researcher in Centre for Policy Research (CPR) and an alumna of LSR, delivered a spectacular presentation on the Slum Rehabilitation Policy in Delhi and its limitations and challenges.

In 2013-14, Dr. Manoj Pant, an expert in International Trade and faculty at JNU, addressed students on the topic 'World Recession: Has Keynes Failed?' Mr. P. Sainath, veteran rural journalist at *The Hindu*, shared his ideas on 'Why Inequality Matters'. The Department, in an effort to expose the students to the field of policy making, invited Shri Anil Swarup, an officer of the Indian Administrative Services, to deliver a guest lecture. He highlighted the ramifications of the Rashtriya Swasthya Beema Yojna (RSBY), a national health insurance scheme for the poor and its large positive impact on the economically deprived. The Department also solicited the presence of Dr. Partha Sen for a lecture on the topic 'Indian Macroeconomics and Exchange Rate Policies'. Subsequently, a talk by Dr. Aseem Srivastava on his book 'Churning the Earth: The making of a Global India' addressed the ecological, social and economic impacts of the phenomenon of globalization. Finally, a presentation by Dr. Aradhana Aggarwal gave insight to the students on the several nuances of writing a research paper. Ms. Kavita Iyengar, an alumna of the Department delivered the Dr. Saroj Gupta Memorial Lecture on the role of the Asia Development Bank in fostering well-being in the region.

During 2012-13 the Department hosted a lecture by Ms. Aanchal Jain, a former student of the Economics Department and a Ph.D. student at Northwestern University, who spoke on the future prospects for an economics student. Dr. Shamika Ravi, Assistant Professor at the Indian School of Business, Hyderabad, gave a talk on the importance of research as a career option for students. Dr. Garima Malik, economist at PricewaterhouseCoopers delivered a lecture on 'Economic Growth and Health Outcomes'.

In the year 2011-12, the Department hosted Prof. Jens Christiansen, Visiting Nehru-Fulbright Scholar and Professor of Economics at Mount Holyoke College, USA. Prof. Christiansen gave a series of three lectures on the financial history of the world economy and the current financial crisis.

Educational Trips:

As part of the Beyond the Classroom Initiative a 17-member contingent, accompanied by faculty, visited the Grameen Bank in Bangladesh as part of the first International study visit by the Department of Economics in a two day trip in 2014. The participants learnt about the Grameen model intensively through lecture sessions, interactions with borrowers and got the opportunity to interact with Nobel Prize recipient Prof. Muhammad Yunus, the motivating spirit behind micro finance revolution.

Beyond the Classroom:

The Books and Documentaries Review Club of the Department focused on raising awareness on contractual labour, and organised a production crew to create a documentary on the topic. Theoretical research was supplemented by field visits to Seelampur and areas around Jama Masjid. Ms. Smita Gupta (AIDWA), Ms. Sudha Bhardwaj (Advocate, Chattisgarh Mukti Morcha) and Ms. Sehba Farooqui (AIDWA) were invited for a Panel

Discussion to facilitate students' understanding of contract labour and its direct and indirect social implications.

33. Teaching methods to improve student learning:

The Department of Economics, LSR has its distinctive ethos and believes in nurturing student diversity in the classroom with appropriate pedagogical initiatives. With a pan-India student profile, the Department offers its students an exciting opportunity to engage in fruitful debates over macro-economic and political economy issues in a multicultural milieu in the classroom and beyond it as well.

The faculty also, more than willingly, takes extra classes beyond the stipulated norm as per the need felt to transact the teaching-learning process in the most effective manner. As part of the innovative pedagogical initiatives adopted, the emphasis is on training students to understand the process and logic of inference. This enables them to attain conceptual clarity in courses like Micro Economics and Mathematical Methods for Economics. There is a constant effort on the part of the faculty to expose students to the existing schools of thought while they link core and applied courses of the discipline.

In an effort to adapt to the increasingly tech-savvy environment, faculty members have adopted digital teaching aids. The faculty makes use of power-point presentations and movie screenings. At the same time, brainstorming sessions and discussions continue to be an integral part of the teaching-learning process.

The faculty greatly emphasizes the need to consult supplementary readings. This is considered essential for students studying a dynamic subject like Economics where day to day happenings in the global society at large greatly impacts their understanding of the discipline. During the 1980s and 1990s faculty members took the initiative to classify articles from *The Economic and Political Weekly* for the benefit of students. With the development of the internet, the students now have a greater access to learning resources which has enriched this process. Google Groups too have been created for the sharing of insightful additional references. Hence, the Department endeavours to ensure that the best possible use is made of available facilities which are expanding over time.

The tutorial sessions, where the class gets divided into smaller groups, are an integral part of our academic life. With greater flexibility implicit in their structure, these sessions are visualized as facilitating an uninhibited space for cross-fertilization of ideas in general and greater personalized attention for doubt clearing and problem solving which is particularly critical for handling quantitative papers. The discussions over current economic issues instil a lot of interest in the subject matter and its real world applications which is evidenced in the growing number of paper presentations by students and their active participation in seminars held in College. This activity has been the hallmark of our Department and the students have benefited immensely from it.

The faculty continues to nurture the teaching-learning process both within the classroom and beyond. Students are encouraged and all administrative assistance is provided by the institution to take their quest outside the domain of formal classrooms. The Department has organised several academic tours and visits as part of the Beyond the Classroom (BTC) programme.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Faculty members and students of the Department of Economics routinely participate in various extension and outreach activities of the college such as VAPP (Voluntary Agency Placement Programme), REACH (Reaffirming Equity Access Capacity and Humanism), NSS (National Service Scheme), *Prakriti*, Dhyana, Abhayaa: WDC (Women's Development Cell) and the Office of International Programmes.

Ms. Malhotra has been passionately involved with the REACH Programme right from the time of its inception in 2004. She is also the Co-ordinator of Swavalamban, an initiative for the differently-abled students of the College. Ms. Kochak has headed the *Prakriti* society for the last fifteen years (since 2000) and has been actively involved in all its activities. Faculty members including Ms. Sahoo (2005-13) and Dr. Singh (from 2011) have been actively engaged with NSS as faculty coordinators.

35. SWOC analysis of the Department and Future plans:

Strengths:

The Department of Economics at LSR is a well knit community of accomplished and highly committed teaching faculty and a very vibrant group of students drawn from among the best. The Department in its continual endeavour towards harmonising excellence with inclusivity and equity draws strength from a dynamic- teaching learning process, where the faculty feels privileged to collaborate with its enthusiastic student body as they embark on an enriching and fulfilling life-long learning experience.

An expression of such perspectives comes from several commendable and innovative efforts of our students over the years. Every endeavour of the students of the Department- whether it is through articles in their very own Economics Journal titled 'Ecolloquial' or extra-curricular participation in College Societies, NSS, NSO, NCC or the first ever calculation of the carbon footprint of the college by *Prakriti*- is celebrated as a step in their learning milestones overtime. The discipline of Economics has also exposed our students to increasingly urgent issues of concern: climate change and sustainable development.

A very special bond between the students and faculty too has been nurtured in the Department. Many a times, teachers mentor their students who may be having problems and help them by way of guidance and encouragement extended in this space of positive energy. Every year, the Department also recognizes one bright student from each of the three years by way of awarding the 'Dr. Saroj Gupta Memorial Scholarship', in remembrance of Dr. Saroj Gupta, a former distinguished and much respected academic and faculty member of the Department of Economics. Such efforts motivate the students to grow both at an academic and personal level.

One of the most important aspects of the academic environment nurtured by the Department of Economics has been the activities conducted by the Economics Association. The achievements of the Economics Association have come a long way with its Annual Economics Academic Meet *Equipoise*, evolving into 'National Students' Symposium- *Econvista 2013*' in 2013 and graduated within two years into 'International Students' Symposium- *Econvista 2015*'. The four well-functioning clubs under the Economics Association namely Books Documentary Review club, Beyond the Classroom club,

Econwhiz club and Financial Investment and Crisis Understanding Cell (FISCUL) are truly commendable initiatives of our students.

The Department gives highest priority to the interests of its students. It aspires to continue to provide an inclusive academic space and to partner with them in their journey of expansion and transformation. Its continuous emphasis on the understanding of the principles of Economics within a multidisciplinary framework has been a great motivator to its students to pursue their dreams and aspirations infused with a people-centric approach and become practitioners of 'True Economics' as epitomised by Mahatma Gandhi. These could range from admissions in prestigious institutions and placements in blue-chip companies to fields such as civil society, policy making, education, research, field action and extension.

Our galaxy of distinguished alumnae are a testimony to the successful nurturing of the humane qualities as part of the teaching-learning process in the classroom and beyond at LSR. Apart from the ones mentioned in Q 23, others like former Deputy Governor of the Reserve Bank of India, Prof. Pami Dua (1978), Prof. Rohini Somanathan (1986) in the academic field, Ms. Shikha Sharma (1978) in the field of business, are few of the many names that have made us proud with their valuable engagements in diverse areas. They have taken their learning to newer dimensions in a bigger world beyond the circumscribed College environment. Their contributions are reflections of how their academic experience has kept alive the spirit of self-reflection in them and has made them grow into critical thinkers, concerned citizens and sensitive interventionist leaders.

Weakness:

With revisions in curriculum over time it has become possible for the students of Economics to choose from a wide array of optional courses depending on their areas of interest and future plans. The Department however finds itself logistically constrained to offer those many choices despite a lot of keenness expressed by the latter. We do hope to be able to expose our students to many more varied fields of the discipline soon.

Opportunities and Challenges:

The Department of Economics at LSR is one of the larger departments and with faculty having varied areas of interest and a willingness to explore new frontiers of knowledge in the discipline and beyond. It thus finds itself favourably placed to carry forward the discourse of teaching learning in Economics with many more academic engagements and collaborative endeavours locally as well as globally. Such experiences also provide valuable opportunities for the young scholars of the Department to acquire a more cosmopolitan perspective.

The Economics (Honours) Programme is hugely popular with a large number of students wishing to opt for it. At the same time the Programme is particularly demanding by way of a need for a basic proficiency in mathematical tools to begin with. Greater student diversity opens up immense possibilities for sharing experiences and learning from one another in a holistic perspective. However to tap its full potential it becomes imperative to address with immediate urgency the logistical constraints posed by a mixed set of students, more so when courses have to be transacted in a short period of time. In consonance with the ethics and enabling environment of our College, the Department strives to meet this challenge by innovatively integrating pedagogies encouraging greater overall participation in the class,

holding special sessions whenever possible and mentoring beyond the classroom to facilitate a truly inclusive and enriching teaching-learning experience. An attempt to connect the very technical economic theory with the everyday concerns of people too is an on-going challenge, which in fact helps open up for us many interesting opportunities for introspective engagement within a multidisciplinary framework.

Future Plans:

The thrust of the Department is to make an effective and substantive intervention in our pedagogical initiatives in order to develop amongst our students a holistic perspective towards issues of socio-economic relevance.

To offer such a liberating pedagogy, we would strive to give more space to experiential learning and thus would motivate the students to take up summer internship programmes as a step to balance theoretical learning with its practical applications. At the same time, we would encourage our students to pursue more collaborative and exploratory research work besides their regular curriculum. A built-in provision for a research project with the latest Econometrics software could be a step in this direction.

With growing internationalisation of education, we hope for an accelerated pace in the number of national and international collaborations of the Department as part of the teaching-learning process. Given the feedback from the multitude of our students who go for higher studies, we would like to organise annual schools similar to our South Asia Regional Autumn School, 2011, also outside the College domain, both nationally and internationally.

In line with our attempt to achieve the aforementioned objectives, another initiative that our Department hopes to take up is inter-disciplinary learning by means of collaborations both at an intra-Department and inter-Department level. Apart from the academic endeavours that the Department takes on in the next couple of years, the scale and participation base of *Econvista*, the National Students' Symposium that went international in 2015, will be a crucial factor in the Department's holistic growth. Scaling up *Econvista* will not only widen the horizon for promoting multiplicity of approaches to Economics but will also ensure that it is the culmination of innovative ideas of a much wider student body.

The Department envisions offering a probing research based pedagogy that allows the broadening of horizons as this dynamic discipline grows, one that builds characters and not merely minds prepared for the future. To this end, the Department hopes to have a more facilitative environment to be able to complement the research activities of the faculty with the teaching-learning process.

The ultimate objective of higher education, we feel, is to create an academic sphere that invokes in us, students and teachers alike, the quest to be lifelong learners. Within a federal structure of higher education, the Department of Economics at LSR aspires to continue providing such an enabling experience for all of us together in the teaching-learning process.

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Evaluative Report of the Department Elementary Education



1. Name of the Department: Elementary Education
2. Year of Establishment: 1998
3. Names of Programmes/ Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): UG-Bachelor of Elementary Education
4. Names of Interdisciplinary courses and the departments/units involved: Not Applicable
5. Annual/semester/choice based credit system (programme wise): Annual
6. Participation of the Department in the courses offered by other departments:

Students from the Elementary Education Department study the following courses from other departments:

- Department of Political Science: Political Science II and III to Second and Third Year students
- Department of Mathematics: Mathematics II and III to Second and Third Year students
- Department of English: English II and III to Second and Third Year Students

7. Courses in collaboration with other universities, industries, foreign institutions, etc.:

Not permitted as per University Ordinance

8. Details of courses/Programmes discontinued (if any) with reasons: Nil

9. Number of Teaching posts: As on 22 May, 2015

	Sanctioned	Filled
Professors	Not Applicable	Not Applicable
Associate Professors	Not Applicable	Nil
Asst. Professors	10	11 (1 on study leave; 6 Temporary)

10. Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./ M.Phil. etc.): As on 22 May 2015

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Smriti Sharma	M.Ed.	Assistant Professor (On Study Leave)	Child Development, Developmental Psychology	15 years	None
Kalyani A.	Ph. D.	Assistant Professor	Science Education &	11 years	None

			Mathematics Education		
Tripti Bassi	M.Phil.	Assistant Professor	Sociology of Education	11 years	None
Jonaki B. Ghosh	Ph. D.	Assistant Professor	Mathematics Education	6 years	None
Deepika Papneja	M.Ed.	Assistant Professor	Social Science Education	5 years	None
Shruti Chopra	M.Ed.	Assistant Professor (Temporary)	Science Education	5 years	None
Pooja Singal	M.Ed.	Assistant Professor (Temporary)	Language Education	5 years	None
Sujata Chatterjee	M.Phil.	Assistant Professor (Temporary)	Linguistics	5 years	None
Priyanka Padhy	M.A.	Assistant Professor (Temporary)	Psychology	5 years	None
Neha Arora	M.Phil.	Assistant Professor (Temporary)	Psychology	8 months	None
Bhawana Arora	M.Ed.	Assistant Professor (Temporary)	Science Education & Mathematics Education	2 years	None

11. List of senior visiting faculty:

A number of faculty members from reputed Universities visit the Department regularly to deliver talks, conduct workshops and engage with the students. Prof. Ken Jones, Fulbright Scholar, University of Southern Maine, USA conducted his research on gender and education at the Department for one full semester in 2010.

12. Percentage of lectures delivered and practical classes (programme wise) handled by temporary faculty:

Approximately 50% lectures and tutorials and 50% of practical classes were delivered by temporary faculty members in the last academic semester (January 2015 to May 2015).

13. Student-Teacher Ratio (Programme Wise): 14:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: As per NCTE norms, 1 post of curriculum laboratory attendant is sanctioned and filled. Two other posts of Resource laboratory attendant (1) and Steno typist (2) are sanctioned, but not filled presently.

15. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG.:

- Smriti Sharma, M.Sc. (CD), M.Ed.
- Kalyani A., M.Sc.(Physics), M.Ed., Ph.D.
- Tripti Bassi, M.A. (Sociology), M.Phil.
- Jonaki Ghosh, M.Sc. (Mathematics), Ph.D.
- Deepika Papneja, M.A.(Sociology), M.Ed.

- Shruti Chopra, M.Sc.(Physics), M.Ed.
- Pooja Singal, M.A. (English), M.Ed.
- Sujata Chatterjee, M.A (Linguistics), M.Phil.
- Priyanka Padhy, M.A. (Psychology)
- Neha Arora, M.A. (Psychology), M.Phil.: Presently not employed with LSR
- Bhawana Arora, M.Sc. (Physics), M.Ed.

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

- National funding agencies: None
- International funding agencies: None

17. Departmental projects funded by DST-FIST;UGC, DBT, ICSSR, etc. and total grants received:

- Dr. Kanika K. Ahuja, Dr. Kalyani A., Ms. Deepika Papneja and Dr. Megha Dhillon received the Innovation project grant (Amount of grant sanctioned: Rs. Ten Lakhs) from DU in 2012-13 for the project titled ‘The Imprisoned Dove: Transcending Conflict and Building Cultures of Peace.’

18. Research Centre/facility recognized by the University:

The Aung San Suu Kyi Centre for Peace is a Research Centre/facility at LSR, established with funds granted by the University Grants Commission.

19. Publications:

Teachers	Books Authored/ Edited	Chapters in Books / Textbooks	Papers in Journals (National/ International)	Book Reviews in Journals	Monographs
Smriti Sharma	5	4	1	-	-
Kalyani A.	1	4	4	-	-
Tripti Bassi	-	15	1	2	-
Jonaki B Ghosh	4	10	3	-	-
Deepika Papneja	-	1	1	-	1
Shruti Chopra	-	-	-	-	-
Pooja Singal	-	-	-	-	-
Sujata Chatterjee	-	1	-	-	-
Priyanka Padhy	-	-	3	1	-

Bhawana Arora	-	3	2	-	-
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Ms. Smriti Sharma:**Book(s) Authored/Edited:**

- Kalyani, A. & Sharma, S. (2015). *Pedagogic Trajectories*. Compilation of papers presented in the National Seminar on Teacher Education, sponsored by UGC in September 2011. New Delhi: Synergy Books. (ISBN: 9789382059301)

Text Books Co-Authored (as part of a team):

- Looking around – Environmental Studies Book Class V. NCERT, Delhi, 2008. (ISBN: 978-81-7450-826-3)
- Looking around – Environmental Studies Book Class III. NCERT, Delhi, 2006. (ISBN: 81-7450-490-7). Available at <http://ncert.nic.in/NCERTS/textbook/textbook.htm>
- Indradhanush Series for EVS Khojain Aas-Pass for Class III, IV, V. SCERT, Delhi, 2003
- Indradhanush Series for Science for Class VI, VII, VIII. SCERT, Delhi, 2003

Chapter(s) in books:

- Sharma, S. & Chauhan, R. (2015). Digital Storytelling: A Pedagogic Tool to Foster Creativity. In A. Husain, I. Husain, A. Masih & H.K. Bhatia (Eds.). *Learning Technologies in Education* (pp. 651-661). Conference Proceedings of International Education Conference 2015 by Faculty of Education, Jamia Millia Islamia. New Delhi: Excel India. (ISBN: 97893869298)
- Sharma, S. & Gulati, N. (2015). Films as Pedagogic Tool in Initial Teacher Preparation. In A. Husain, I. Husain, A. Masih & H.K. Bhatia (Eds.). *Learning Technologies in Education*, (pp. 235-244). Conference Proceedings of International Education Conference 2015 by Faculty of Education, Jamia Millia Islamia. New Delhi: Excel India. (ISBN: 97893869298)
- Sharma, S. (2015). Pre-service Elementary Teacher Education: The Neglected Agenda. In Kalyani A. & S. Sharma (Eds.). *Pedagogic Trajectories* (pp. 13-24). New Delhi: Synergy Books. (ISBN: 9789382059301)
- Sharma, S. & Chauhan, R. (2014). Media Literacy Education: Bringing Digital Culture to the Classrooms. In A. Husain, A. Masih, I. Husain & H.K. Bhatia (Eds.). *Education as a Right Across the Levels: Challenges, Opportunities and Strategies* (pp. 1516-1525). Conference Proceedings of International Education Conference 2014 by Faculty of Education, Jamia Millia Islamia in collaboration with UNESCO. New Delhi: Viva Books. (ISBN: 978-81-30927-46-6)

Papers in Journals (National/International):

- Sharma, S. & Farroqi, F. (2011). In-service Teacher Education Programmes: A Constructivist Approach. *The International Journal of Learning*, 17(8), 163-172. (ISSN: 1447-9494)

Dr. Kalyani Akalamkam:**Book(s) Authored/Edited:**

- Kalyani, A. & Sharma, S. (2015). *Pedagogic Trajectories*. Compilation of papers presented in the National Seminar on Teacher Education, sponsored by UGC in September 2011. New Delhi: Synergy Books. (ISBN: 9789382059301)

Chapter(s) in books:

- Kalyani, A., Khandelwal, K., Papneja, D. & Dhillon, M. (2014). Understanding Conflict and Building Cultures of Peace in the Classroom. *Education as a Right Across the Levels: Challenges, Opportunities and Strategies* (pp. 1536-1546). International Education Conference Proceedings, Faculty of Education, Jamia Millia Islamia. New Delhi: Viva Books. (ISBN: 978-81-309-2742-8)
- Kalyani, A. & Wadhwa (2011). Environmental Education for Sustainable Development In B. Saxena (Ed.). *Contemporary Education* (pp. 78-113). New Delhi: Pearson India. (ISBN-978-81-5948-6)
- Kalyani, A. (2012). Assessment in Mathematics. In *Pedagogy of Mathematics* (pp. 237-259). New Delhi: National Council for Educational Research and Training. (ISBN 978-93-5007-189-2)
- Kalyani, A. (2009). Environmental Education for Sustainable Development. In V. Saxena (Ed.) *Source book for Teacher Educators* (pp. 111-158). Published by Central Institute of Education funded by Ministry of Human Resource and Development, Govt. of India.

Papers in Journals (National/International):

- Khandelwal, K., Dhillon, M., Kalyani, A. & Papneja, D. (2014). The ultimate attribution error: Does it transcend conflict? An investigation amongst Muslim adolescents in Kashmir and Delhi. *Psychological Studies*, 59(4), 427-435. (ISSN: 0033-2968)
- Kalyani, A. (2013). A Framework for Curriculum Sequencing. *International Journal of Learning*, 18(12), 35-48. (ISSN-1447 -9494)
- Kalyani, A. (2012). Reorienting Teacher Education to Integrate Education for Sustainable Development. *Journal of Teaching and Education*, 1(2), 135-142. (ISSN 2165-6266).
- Kalyani, A. & Mohanty, B. (2012). Reflections on Portfolios as Means of Authentic Assessment in a Teacher Education. *International Journal of Learning*, 18(7), 1-12. (ISSN: 1447-9494)

Ms. Tripti Bassi:**Chapter(s) in books:**

- Bassi, T. (2012). Women Down the Ages, a Unit for MSWE programme (Block: *Status of Women in India*) of IGNOU, New Delhi. (ISBN: 978-81-266-5789-6)
- Bassi, T. (2012). Situational Analysis of Women in India, a Unit for MSWE programme (Block: *Status of Women in India*), IGNOU, New Delhi. (ISBN: 978-81-266-5789-6)
- Bassi, T. (2012). Girl children: A Vulnerable Group, a Unit for MSWE programme (Block: *Status of Women in India*) of IGNOU, New Delhi. (ISBN: 978-81-266-5789-6)
- Bassi, T. (2012). Policy and Programmes for Women Empowerment in India, a Unit for MSWE-002 programme (Block: *Women and Development Initiatives*), IGNOU, New Delhi. (ISBN-978-81-266-5790-2)
- Bassi, T. (2012). Policy and Programmes for children in India, a Unit for MSWE programme (Block: *Care and Safeguard of Children*) of IGNOU, New Delhi. (ISBN-978-81-266-5792-6)
- Bassi, T. (2012). Global Initiatives and UN safeguards for Women, a Unit for MSWE programme (Block 2: *Women and Development Initiatives*), IGNOU, New Delhi. (ISBN-978-81-266-5790-2)

- Bassi, T. (2009). Gender in School. In Chandrashekharaiyah (Ed.). *Perspectives in Education: A Golden Jubilee Volume of JSS Mahavidyapeetha (1954-2004)* (pp. 627-642) JSS Granthamala, JSS Mahavidyapeetha, Jagadguru Dr. Sri Shivarathri Rajendra Circle, Mysore.
- Bassi, T. (2008). Rural-Urban Continuum and Urbanisation, a Unit for MSWE programme (Block 1: *Social Dynamics and Change*), June. (ISBN-978-81-266-3512-2)
- Bassi, T. & Biswal, C. (2008). Migration, a Unit for MSWE programme (Block 1: *Social Dynamics and Change*) of IGNOU, June. (ISBN-978-81-266-3512-2)
- Bassi, T. & Biswal, C. (2008). Development and Progress: Economic and Social Dimensions, a Unit for MSWE programme (Block 2: *Concepts of Development*), IGNOU. (ISBN-978-81-266-3513-9)
- Bassi, T. (2008). Gender Perspectives on Development, a Unit for MSWE programme (Block 2: *Concepts of Development*) of IGNOU. (ISBN-978-81-266-3513-9)
- Bassi, T. (2007). Concept of Family in Indian Context, a Unit for B.Ed programme (Block: *Family Life Education: Adolescence and Family Education*) of IGNOU, New Delhi. (ISBN 978-81-266-3085-1)
- Bassi, T. (2007). Role of Home, School and Religion, a Unit for B.Ed programme (Block: *Family Life Education*) of IGNOU with UNICEF, New Delhi. (ISBN: 978-81-266-3085-1)
- Bassi, T. (2007). HIV and Drug Addiction, a Unit for B.Ed programme (Block: *HIV Transmission and Testing*) of IGNOU with UNICEF, New Delhi. (ISBN: 978-81-266-3080-6)
- Bassi, T. (2006). Women's Development Initiatives in Education, a Unit for Bachelor of Social Work (BSWE) programme, Block 6 on *Empowerment of Women*, IGNOU, New Delhi. (ISBN-81-266-2395-0)

Papers in Journals (National/International):

- Bassi, T. (2003). Gender in School: Observations from an Exploratory Study, *Journal of Indian Education*, 29(3), 135-146. (ISSN 0972-5628)

Book Reviews in Journals:

- Bassi, T. (2009). Assessing the Quality of Education Across Nations. [Review of the book *Quality of Education: Planning their design and managing their impact*, by K. Ross & J. Genevois (Eds.)]. *Perspectives in Education*, 25(2), 81-89. (ISSN 0970-1575)
- Bassi, T. (2007). [Review of the book *Not by school alone. Perspectives in Education*]. 23(3), 188-192. (ISSN 0970-1575)

Dr. Jonaki B. Ghosh:

Text Books Co-Authored:

- Ghosh, J., Gandhi, H. & Kaur, T. (2010). *Hands on Maths For class VI*. New Delhi: Bharati Bhawan. (ISBN: 13 978-81-7709-972-0)
- Ghosh, J., Gandhi, H. & Kaur, T. (2010). *Hands on Maths For class VII*. New Delhi: Bharati Bhawan. (ISBN: 13 978-81-7709-973-7)
- Ghosh, J., Gandhi, H. & Kaur, T. (2010). *Hands on Maths For class VIII*. New Delhi: Bharati Bhawan. (ISBN: 10 81-7709-975-2)
- Ghosh, J. (2007). Series of books *Mathematics Laboratory Activities: Workbooks for Classes VII, VIII, IX and X*. New Delhi: Har-Anand Publications. (ISBN: 81-241-1178-2)

Chapter(s) in Books:

- Ghosh, J.B. (2014). Developing Students' Mathematical Thinking through Technology. *E-Proceeding of the National Conference on Math Pedagogy, 'Lets Mathematise-Lesson from Practice'*, (pp 27-41). Organised by the Department of Elementary Education, Jesus and Mary College, Delhi University in February 2014. (E-ISBN 978-93-5156-280-1)
- Ghosh, J.B. (2012). The Senior Secondary Mathematics Curriculum. In R. Ramamnujam & R. Subramaniam (Eds). *Mathematics Education in India: Status and Outlook* (pp. 107 – 125). Mumbai: Homi Bhabha Centre for Science Education, TIFR.
- Ghosh, J.B. (2007). Enhancing Conceptual Understanding in Calculus Using Class Pad 300, *Proceedings of the Asian Technology Conference in Mathematics(ATCM)held at Taipei*. (ISSN 1940-2279 CD ISSN 1840-4204 Online). Retrieved from <http://atcm.mathandtech.org/EP2007/EP2007.html>
- Ghosh, J.B. (2006). Enhancing Conceptual Understanding in Mathematics Through Lab Modules Via Computer Algebra, *Proceedings of the Asian Technology Conference in Mathematics (ATCM) held at Hongkong*. (ISSN 0-9763064-3-3). Retrieved from <http://epatcm.any2any.us/EP/EP2006/index.shtml>
- Ghosh, J.B. (2005). Visualizing and Exploring Concepts in Calculus Using Hand Held Technology, *Proceedings of the Asian Technology Conference in Mathematics (ATCM) held at Korea* in Dec 2005 (pp.). (ISSN 0-9763064-1-7). Retrieved from <http://epatcm.any2any.us/EP/EP2004/index.shtml>
- Ghosh, J.B. (2004). Encouraging Learning by Discovery Through Lab Activities via Computer Algebra. *Proceedings of the Asian Technology Conference in Mathematics (ATCM) held at Singapore* in Dec 2004. (Retrieved from <http://cimategro.mx/cantoral/Archivos%20PDF/9%20ACTM,%20Singapore.pdf>)
- Ghosh, J.B. (2004). The Influence of Technology in School Mathematics Education. In K K Dewan & M. Mustafa (Eds.). *Mathematics in the 21st Century* (pp. 12-18). New Delhi: Deep & Deep (ISBN 9788176295420)
- Ghosh, J.B. (2002). Integrating the Use of Computer Algebra into Traditional Mathematics Teaching. *Proceedings of the Asian Technology Conference in Mathematics (ATCM) held at Melaka, Malaysia*. (ISBN 983-41193-0-5). Retrieved from <http://epatcm.any2any.us/EP/EP2002/html/contributedpapers-graphics.html>
- Ghosh, J.B. (2015). Opportunities for Using Technology in Mathematics Classrooms. In Bharath Sriraman, University of Montana. *First Sourcebook on Asian Research on Mathematics Education*. (pp. 1703-1726) (ISBN 978-1623960285).
- Ghosh, J.B. (2015). Learning Mathematics in Secondary School: The Case of Mathematical Modelling Enabled by Technology. In Cho, Sung, Je. (Ed.) *Selected Regular Lectures from the 12th International Congress on Mathematical Education*. (pp. 1703-1726) (ISBN 987-3-319-17187-6).

Papers in Journals (National/International):

- Ghosh, J.B. (2010). Exploring Fourier Series and Gibbs Phenomenon Using Mathematica, *Australian Senior Mathematics Journal*, 24 (2), 6-21. (ISSN 0819-4564)
- Ghosh, J.B. (2004). Exploring Concepts in Probability Using the Graphics Calculator, *The Australian Mathematics Teacher*, 60(3), 25-31. (ISSN 0045-0685)
- Ghosh, J.B. (2003). Visualizing Solutions of Systems of Equations through Mathematica, *Australian Senior Mathematics Journal*, 17(2), 13-26. (ISSN 0819-4564).

Ms. Deepika Papneja:

Chapter(s) in a book:

- Kalyani, A., Khandelwal, K., Papneja, D. & Dhillon, M. (2014). Understanding Conflict and Building Cultures of Peace in the Classroom. *Education as a Right Across the Levels: Challenges, Opportunities and Strategies* (pp. 1536-1546). International Education Conference Proceedings, Faculty of Education, Jamia Millia Islamia. New Delhi: Viva Books. (ISBN: 978-81-309-2742-8)

Papers in Journals (National/International):

- Khandelwal, K., Dhillon, M., Kalyani, A. & Papneja, D. (2014). The ultimate attribution error: Does it transcend conflict? An investigation amongst Muslim adolescents in Kashmir and Delhi. *Psychological Studies*, 59(4), 427-435. (ISSN: 0033-2968)

Monographs:

- Papneja, D, Dahra, S., Leger, C., and Gyorkos, L. (2010). *Planning and Monitoring Units in Orissa: A Comparative Analysis*, UNICEF, New Delhi. (Case Study Report available online at <http://www.kcci.org.in/Document%20Repository/68.%20PMU%20orissa-ff.pdf>)

Ms. Sujata Chatterjee:

Chapter(s) in Books:

- Chatterjee, S. (2005). Tests of Language Proficiency (Ed.). *In Evaluation and Testing* (pp. 288-301). Mysore: CIIL. (ISBN: 81-7342-139-0)

Ms. Priyanka Padhy:

Papers in Journals (National/International):

- Padhy, P. (2013). Elephant in the Classroom: Responding to Mental Health Concerns of Students. *Voices of Teachers and Teacher Educators*, 2(3), 45-53. Available online at- http://www.teindia.nic.in/Files/Voices/Final_Vol_3_Dec_13_Voices.pdf
- Padhy, P. (2015). The Adaptive Advantage of Play. *Teacher Plus*, Feb. Available online at <http://www.teacherplus.org/primary-pack/the-adaptive-advantage-of-play> . (ISSN no. 0973-778)
- Padhy, P. (2015). Muddling our way to method. *Teacher Plus*, September. Available online at <http://www.teacherplus.org/2015/september-2015/muddling-our-way-to-method>. (ISSN no. 0973-778)

Book Reviews in Journals:

- Padhy, P. (2015). Muddling our way to Method. [Review of the book *Up the Down Staircase*, by Bel Kaufman] *Teacher Plus*, September 2015, 1-2. (ISSN 0973-998) <http://www.teacherplus.org/september-2015/muddling-our-way-to-method>

Ms. Bhawana Arora:

Chapter(s) in Books:

- Arora, B. (2012). Teachers in Globalized Scenario: Issues and Concerns. In D. Parimala (Ed.). *Role of Teachers in Changing Context: Policy and Practice* (pp. 288-301). New Delhi: Kanishka.(ISBN: 978-81-8457-374-9)
- Arora, B. (2013). Role of Teachers in Globalized Context: Bridging the Gap between Theory and Practice. In A. Husain, A. Masih, I. Husain, H.K. Bhatia (Eds). *Education*

as a Right Across the Levels: Challenges, Opportunities and Strategies (pp. 1352-1367). New Delhi: Viva Books. (ISBN: 978-81-309-2742-8)

- Arora, B. (2015). Globalization and Technology: The Growing Interdependence and its Impact. In A. Husain, A. Masih, I. Husain, H.K. Bhatia (Eds.). *Learning Technologies in Education* (pp. 708- 717). New Delhi: Excel India. (ISBN : 978-93-84869-29-8)

Papers in Journals (National/International):

- Arora, B. (2013). Perspective on Social Environment and Globalization: Policy and Practice. *Anveshnam, II* (1), 37-45. (ISSN: 2279-0004, Online ISSN: 2320-1843)
- Arora, B. (2015). Perspectives on Education and Globalization: Policy and Implications. *Contemporary Dialogue, II* (1-2), 15-24. (ISSN: 2348-8697)

20. Areas of consultancy and income generated:

Ms. Sharma did consultancy for Aga Khan Development Network (May-June, 2008). The main task was to provide inputs for implementation of BaLA (Building as Learning Aid) in the Municipal Corporation School, Nizamuddin Basti. The work included finalizing the floor plans of the school, finalizing class wise layouts, providing pedagogical rationale for the same and to give recommendations for usage of the BaLA elements. Income generated was Rs. 70,000/- of which 25 percent i.e. Rs. 17,500 was given to college as mandated. She also worked as a researcher in the Oral History Project for Jan Natya Manch, an organisation involved in popularizing street theatre as a form of voicing anger and public opinion, in collaboration with Ambedkar University from September - December 2012. She also undertook Review of NCERT EVS textbooks (Published in 2002) for Class 3, 4, 5 in the year 2004. She also assisted Ms. Deepa Grover (U.N. Consultant) in the preparation of the following reports:

- ‘Tomorrow’s Woman - Today’s Child’ - A Review of Achievements made and actions needed with respect to the Girl Child in the Beijing Platform for Action. A paper prepared on behalf of UNICEF Regional Office for South Asia & UNICEF East Asia and Pacific Regional Office for The High Level Inter-Governmental meeting (1999).
- The Maldives National Human Development Report – 2000 (Prepared on behalf of the United Nations Development Fund, the Maldives)
- Five Years On Progress in the advancement of South Asian Women and Girls since the adoption of the Platform of Action – Year 2000 (Prepared on behalf of the United Nations Fund for Women - South Asia Regional Office)

21. Faculty as members in a) National Committees, b) International Committee and c) Editorial Boards:

a. National Committees

Ms. Smriti Sharma:

- Member of Joint Review Mission on Teacher Education 2013 Jharkhand. Report can be accessed at - <http://www.teindia.nic.in/jrm.aspx>
- National Council of Teacher Education Syllabus Committee for preparation of Model syllabi for two year Diploma in Elementary Education in 2010. www.ncte-india.org/DED.pdf
- Committee for Development of Primary Science Kit at NCERT from October 2009- June 2010

Dr. Jonaki B. Ghosh:

- Member of Indo-Swedish Working Group on Mathematics Education, a national initiative funded by National Board of Higher Mathematics, GOI (2010-presently continuing)
- Member of a recently constituted national committee known as the National Initiative on Mathematics Education (NIME), GOI (2010-presently continuing)
- Member of Commonwealth Association of Science Technology and Mathematics Educators (CASTME) since 2002 -presently continuing (2002-presently continuing)
- Member of the Indian Mathematics Education Network (IMEN) (2005-presently continuing)
- Member of a group constituted by MHRD to deliberate on science and mathematics education (by the Rashtriya Aavishkar Abhiyan of MHRD) (2014-presently continuing)

b. **International Committees:** No faculty member of the Department is currently part of any International Committee.

c. **Editorial Boards:**

Dr. Jonaki B. Ghosh:

- Editor of the mathematics magazine, *At Right Angles*, published by the Azim Premji University, Bangalore since June 2012.

22. Student Projects:

- **Percentage of students who have done in-house projects including inter departmental/Programme:** 100%
- **Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/Industry/other agencies:**
 - 100% of students intern with schools as part of the programme with schools. First and second years intern with schools such as Bluebells, British School, K.R. Mangalam, Navyug Schools, and Shri Ram School. In the fourth year, they intern with government schools like - MCD and NDMC schools.
 - Five students in 2012-2013 worked as research associates in DU funded Innovation Project.
 - In 2000, 18 students along three faculty members worked with VINYAS, a Centre for Architectural Research and Design, on a UNICEF supported multidisciplinary project titled 'Developing the school built environment as teaching learning aids' under PEEP (Primary Education Enhancement Programme) to be implemented in MCD primary schools in Delhi to develop child centered learning environment.
 - Students of second and third years also collaborate with outside agencies for various small term research projects. For instance, owing to a sound understanding about children's literature imparted to students through colloquia on storytelling and children's literature in second year, NGOs such as Sir Ratan Tata Trust and Publishing houses such as National Book Trust of India hire our students as research assistants for collecting data for various initiatives such as gathering parents' opinions about existing scenario of children's literature, ways of enhancing the functionality of Delhi Public Libraries and so on.

23. Awards/Recognitions received by faculty and students:

Faculty:

Ms. Smriti Sharma has been a University Topper in B.Ed. (1996-97) and M.Ed. (1999-2000). She was a Fulbright Nehru Doctoral and Professional Research Fellow at University of Washington, Seattle from 2013-14.

Dr. Jonaki Ghosh: Received the CASTME (Commonwealth Association of Science Technology and Mathematics Educators) award in January 2002 for her project titled 'Mathematics Laboratory: A Means to Enrich School Mathematics'. This was accorded the second prize in an international competition for innovations in Mathematics and Science Education.

Ms. Deepika Papneja: Fulbright Scholar-in-Residence Fellowship for 2013-2014 for teaching at the Department of Education, Thomas College, Maine, USA.

Ms. Sujata Chatterjee was awarded the JRF in 1986 in Linguistics

Ms. Bhawana Arora: Recipient of Gold Medal from Jamia Millia Islamia for being University Topper in B.Ed. (2006-2007); Recipient of Gold Medal from University of Delhi for being University Topper in M.Ed. (2007-2009)

Students:

The Department of Elementary Education boasts of students of very high academic capability, who have also won accolades in sports and other extra-curricular events. A list of a few such awards/recognition received by students in inter-college, national/international events follows:

Academics (last 4 years):

University Positions:

Ms. Sarita Tiwari (2011-2015) received the Academic Prize for the session 2014-2015 in B.El.Ed. IIIrd Year for securing the highest marks in IIIrd Year. Ms. Himani Saini (2010-2014) received the prize for academic excellence in 2012 and 2013 for topping in college as well as at the University. Ms. Sakshi Sharma (2009-2013) received Sharad Panchapakeshan Memorial Gold Medal for topping in college and getting first position at University. Ms. Pooja Yadav (2008-2012) received Sharad Panchapakeshan Memorial Gold Medal. Ms. Taniya Bedi (2007-2011) received Academic prize for topping the college in fourth year and securing second position at the University.

Scholarships:

Ms. Sarita Tiwari received Shri Hari Dayal Walia Scholarship for the academic year 2013-2014 and 2014-2015. Ms. Kamlesh Sehgal (2009-2013) received Dr. H. E. Marga Schulze Merit Scholarship.

Achievements in Extra-Curricular Activities:

Ms. Pooja, II year (2014-2015) won 1st prize in Dance Competition at Hansraj College. Ms. Mrinal, II year (2014-2015) won 1st prize at Shahid Bhagat Singh College in street play competition, 2nd prize at BITS Pilani, at BIMTECH, Amity Law School. Ms. Yamini, 1st year (2014-2015) won 1st prize in Hindi Debate at Kamla Nehru College.

Sports Achievements:

Ms. Pooja, II year (2014-2015) won 3rd prize in 50 meter race in IP College, 3rd prize in 100 meter race at Para Olympic Sports meet, 3rd prize in 400 meter race at National Sports Meet ISBA, 1st prize in A-maze competition at St. Stephen's College. Ms. Deepika Sharma, 3rd year (2014-2015) was awarded the Best Cadet in Combined Annual Training Camp (October 2012). She represented LSR as well as Delhi Directorate at Republic Day Camp in January 2013 where she received the Guard of Honour Batch. She performed on behalf of National Cadet Corps for various Indian and Foreign dignitaries and VVIPs including the President of India and the then Prime Minister of India. She was also selected for an attachment camp to Officer Training academy, Chennai (October 2013) and went to Singapore as a part of Youth Exchange Programme (November 2013). Ms. Pooja, 1st year (2013-2014) received Trophy for Best Athlete at the Delhi University Equal Opportunity Cell Sports Meet. Ms. Bharti Beniwal (2009-2013) received Dr. Bharat Ram Open Sports Meet Cup for Judo Weight Category 63 Kgs., and also received Bronze Medal and Position (Delhi State) Judo in 2011.

Awards/Recognitions won over the years by alumnae:

Three of the alumnae of the Department have been recipients of the prestigious Fulbright Fellowship. Ms. Smriti Singh received Nehru-Fulbright doctoral fellowship for the year 2015-2016. Ms. Deepika Papneja of the batch of 2007 and Swati Sahni of the batch of 2006 have been Fulbright Fellows in 2013-2014 and 2012-2013 respectively for teaching and conducting research in the US. Some of the recent alumnae have been successfully placed with schools such as The Sri Ram School, The Heritage School (Ms. Geetika, Ms. Nisha from the batch of 2007 and Ms. Arushi, Ms. Kriti and Ms. Heena from the batch of 2012), Bharat National Public School (Ms. Anju and Ms. Deepa- batch of 2007 and Ms. Isha and Ms. Meenu from the batch of 2012), Shiv Nadar School (Ms. Meenakshi Kimothi, Ms. Nupur, Ms. Priyanka Ved and Ms. Shubhangi-batch of 2013), Srijan School (Ms. Jyoti Sethi- batch of 2004), Sanskriti School (Ms. Geet- batch of 2004), KR Mangalam World School (Ms. Aditi Mohan- batch of 2007) and Presidium School (Ms. Palak- batch of 2013) among others.

24. List of eminent academicians and scientists/visitors to the Department:

The Department of Elementary Education has hosted several reputed visitors over the years from India as well as abroad. A list of few selected visitors over the past four years follows:

- Dr. Nawang Phuntsog, Fulbright Research Scholar to India from California State University, USA
- Dr. Hema Ramanathan, Fulbright Nehru Senior Research Scholar to India from University of West Georgia, USA
- Ms. Jujja Weislander, renowned author of Children's books
- Prof. Betty Reardron, New York Peace Institute
- Mr. Manas Ranjan Mahapatra, Head, National Centre for Children's Literature, National Book Trust, New Delhi
- Prof. Farida Khan, Jamia Milia Islamia
- Prof. Janaki Rajan, Jamia Millia Islamia
- Prof. Geetha Nambissan, Jawaharlal Nehru University
- Dr. Abha Adams, Director, Step by Step School
- Prof. Anita Rampal, Central Institute of Education, University of Delhi

- Prof. Poonam Batra, Central Institute of Education, University of Delhi
- Prof. Indira Vijaysimha, Azim Premji University
- Prof. Pranati Panda, Professor, Department of Comparative Education and International Cooperation, NUEPA
- Prof. Aseem Shrivastava, environmental economist, activist and a freelance writer
- Dr. Ranjana Saikia, The Energy Research Institute
- Prof. Parvin Sinclair, Director, IGNOU
- Dr. Usha Menon, Jodo Gyan
- Prof. Amitabha Tripathi, Dept. of Mathematics, IIT Delhi
- Professor Amber Habib, Head, Dept. of Mathematics, Shiv Nadar University
- Prof. Karuna Chanana, Jawaharlal Nehru University
- Ms. Dipta Bhog, NCERT
- Dr. Kavita Arora, Child and Adolescent Psychiatrist, Children First

25. Seminars/Conferences/Workshops & the source of funding:

a. National:

- ‘Pedagogic Trajectories’, two day National Seminar organised in 2011, funded by UGC.
- ‘Gender and education’, panel discussion, discussant Prof. Karuna Chanan, Ms. Dipta Bhog, and Ms. Renu Malviya, in the Academic Congress 2014, supported by UN Women
- ‘The Flight of the Dove: Building Cultures of Peace in the Classroom’, seminar held in 2013, funded by DU under the Innovation Projects scheme
- ‘Technology and Innovations in the Classroom’, National seminar organised in 2013, funded by private companies Casio and Heymath

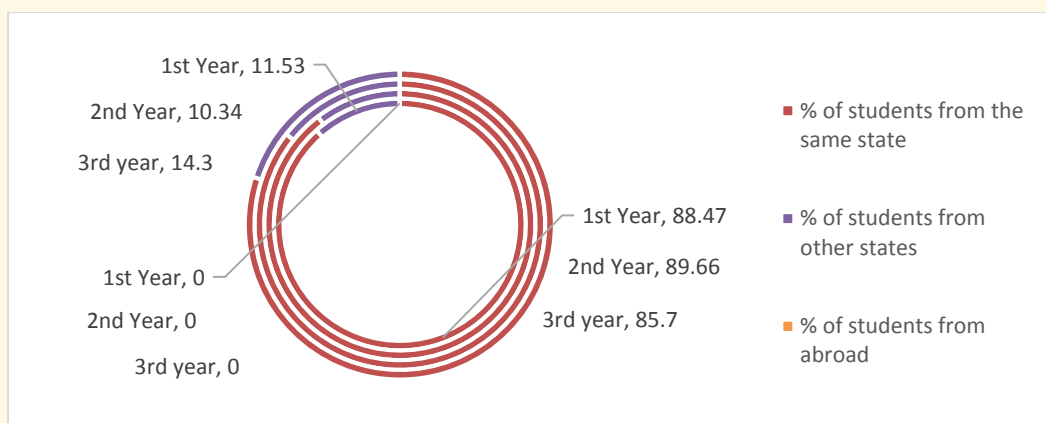
b. International: Nil

26. Student profile programme/course-wise:

Admission to the B.El.D. programme is done at the Central Institute of Education (CIE), University of Delhi through a centralized entrance examination based on written examination (140 marks) plus weightage of Class XII marks (10 marks) totalling to 150 marks. Since admissions are done centrally, the College does not have data for applications received and those selected. The pass percentage for the previous four batches is as follows:

Name of the Course/programme	Pass Percentage
B.El.D. 2014-15	Ongoing
B.El.D. 2013-14	96%
B.El.D. 2012-13	100%

27. Diversity of Students:



28. How many students have cleared national and state level competitive examinations such as NET/SLET/GATE/Civil services/Defence services etc.?

Every year approximately 30% and 75% students of the Department clear NET and CTET (Central Teacher Eligibility Test) exam respectively. This year, Ms. Deepika Sharma, Ms. Jyoti Yadav, Ms. Seema Saroj, Ms. Priya Dey, Ms. Megha Sharma, Ms. Akansha Patil, Ms. Zenab Ansari, Ms. Jyoti Raj, Ms. Lekha Sharma, Ms. Alisha Bajaj, Ms. Versha Jangid, Ms. Tanya Jain, Ms. Tanika Singh, Ms. Shivani Kumar and Ms. Khushbu Jain have cleared CTET exam conducted by CBSE. Ms. Ankita Rawat, Ms. Nikita Gupta, Ms. Bhawana Kapoor, Ms. Neetu Sharma, Ms. Shweta Sharma, Ms. Ankita Sharma, Ms. Sheba Kujur, Ms. Fridaus, Ms. Kiran, Ms. Riyanka and Ms. Komal of the batch of 2010-2014 cleared CTET last year. Ms. Ankita Sharma of the batch of 2010, Ms. Arti Pathak and Ms. Jyotsana Rajora of the batch of 2008-2012, Ms. Tanvi Bhati of the batch of 2009-2013 have cleared NET in education and are all pursuing higher education in institutes of great repute.

29. Student Progression: Approximate figures provided

Student progression	Against % enrolled
UG to PG	42%
PG to M. Phil.	4%
PG to Ph.D.	Information not available
Ph.D .to Post-Doctoral	Nil
Employed -Campus selection	52%
-Other than campus recruitment Entrepreneurship/Self-employment	Information not available 5-6%

30. Details of Infrastructural facilities:

a. Library

The Elementary Education section of the library provides a list of 1855 books and six journals – *Contemporary Education Dialogue*, *Journal of Educational Planning and Administration*, *Journal of Krishnamurti Schools*, *Journal of Teacher Education*,

Shieshnik Sandarbh, and *Shiksha Vimersh*. Faculty members and students also have access to a number of online journals, books, and to online libraries through DU Library and the UGC Online Library INFLIBNET Centre for which every faculty member and each student has been given a personalised ID and password.

b. Internet facilities for staff and students:

The college is Wi-Fi enabled. 30 desktops and 42 laptops with internet facilities are available for the faculty at all times for teaching/research. Faculty can also get laptops issued for classroom teaching and related work. Furthermore, 140 computers are available for students in the Library, Reference Section and Laboratories with Internet to work on their assignments.

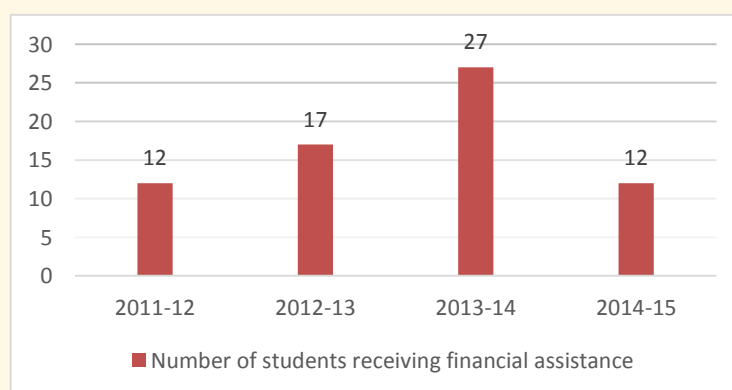
c. Classroom with ICT facilities:

The two classrooms allotted to the Department have a white board as well as a projection area on the wall, on which audio-visual presentations and slideshows can be shown using the LCD projector fitted in the classroom.

d. Laboratories:

The Department has a Curriculum Lab that is a space used not just for carrying out science and maths experiments but also for the development and use of curriculum material for various subjects. The curriculum lab contains soft boards that the students use to display materials as well as storyboards for the storytelling practicum. It also consists of storage space to store lab equipment used in the science courses of the B.El.Ed. Classroom furniture is arranged in a semi-circular fashion to facilitate mobility and allow the teacher to reach out to students individually. In addition, the Department also has a resource room, which consists of reading materials, predominantly textbooks along with reference materials across various subject areas. The resource room also acts as a documentation centre for publications of the Department including the newsletter *Sehar*, students' research work and projects, and archives of official communications. The resource room also houses departmental equipment such as laptop and camera. It also has 2 desktop computers that are available to the students and faculty for use. Science and Maths equipment and wall maps and globes used for Social Science teaching are also stored and maintained by the resource room. In addition, facilities such as a stationery kit and a medical kit are also available in the resource room.

31. Number of students receiving financial assistance from college, university, Government or other agencies:



32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:

The learning of students is enriched in various ways through a number of educational activities conducted within and outside the Department. Some of these programmes conducted over the last three years are discussed below:

Workshops: In 2014-2015, two workshops were organised. The first one was on storytelling by Ms. Harshita Gupta from Tales Ahoy and the second by TARSHI on responding to concerns about sexuality. In 2013-2014, a workshop on storytelling by Ms. Indira Mukherjee was conducted. In 2012-2013 five workshops were organised: with Mr. Kaushalendra Prapanna on 'Story Telling Skills', with Ms. Gunjan Sharma and Ms. Dipika from TARSHI on 'Sexuality Issues with Adolescents, with Ms. Choiti Ghosh from TRAM Theatre on 'Object Theatre', with Mr. Heemal Handoo Bhatt (HOD of Linguistics at SRDAV School, Delhi) on 'Classroom Management', and with Mr. Irshad Alam (from TALENT) on 'Story Telling Skills'.

Talks: Talks and interactive sessions with external experts are regularly organised for the students of the Department. In 2014-2015, orientation lecture for first year students by alumna Ms. Priya Dhawan from The British School, New Delhi was held. Talks on 'Understanding special needs and special education' by special educational needs coordinators Dr. Surbhi Rajpal and Ms. Sheela R.K. from The Shri Ram School, Vasant Vihar, 'The Changing Face of Delhi' by Dr. Dunu Roy (Director, Hazards Centre), using 'Ethnography' as a research method by Dr. Arshad Alam (Centre for Study of Social Systems, JNU) were organised. Interactive sessions with the Principal and teachers of Auro School on 'Innovative Pedagogies in Education' and with the Education group 'The New Leaf' at JNU were also organised. Students and faculty of the Department interacted with the faculty from the Lyceum Theatre, involved in Project Dream and University of Strathclyde at India-Scotland Webinar on Arts Education at The British Council. In 2013-14, orientation lecture for first year students by alumnae Ms. Shilpa Khasa and Ms. Kishneet Kaur was organised; talk on 'Teacher as Leader' by Ms. Manju Sehgal, Director and member of Educational Research, Design and Training, TeacherSITY was held. A session on research methodology by Ms. Meenakshi Thapa, Research Scholar, JNU was conducted. In 2012-13, an interaction with School Teachers (Ms Asmita Bhutani, Ms. Deepa and Ms. Anju) for Orientation for Internship was organised. Orientation for Story Telling and Children's Literature by Mr. Manas Ranjan Mahapatra (Head, National Centre for Children's Literature, National Book Trust, New Delhi); interactive sessions with Dr. Nita Kumar, the founding director of an alternative school Vidyasharam- The Southpoint School, Banaras, with Ms. Jujja Weislander (renowned author of children's books) and Mr. Robert Lennart (Psychotherapist) in collaboration with National Book Trust, New Delhi on 'Have the Grown-Ups Really Grown Up?', Dr. Nawang Phuntsog, Fulbright Research Scholar to India from California State University, USA., with Dr. Hema Ramanathan, Fulbright Nehru Senior Research Scholar to India from University of West Georgia, USA were also organised.

Trips: Alternative School Visits are organised as a mandatory part of the practicum Classroom Management and Material Development offered to the third year students. Group of students along with some faculty members visit one centre of innovative school

education in or outside Delhi. The purpose of the visit is to expose students to the practice of innovation in diverse settings: rural, urban, formal, non-formal etc. Learners interact, critically observe and reflect on various aspects of the organisation, functioning, curriculum and pedagogy. In the past five years, students have visited Eklavya, an NGO situated in Bhopal, Madhya Pradesh, SIDH (Society for the Integrated Development of Himalayas) situated in Mussoorie, Digantar, an NGO situated in Jaipur, Vidhyashram - The Southpoint School situated in Banaras and Bodh situated in Jaipur, Rajasthan as centres of innovative practices. The Department has two published reports on the experiences of these alternative school visits, 'Arts in Education: The Digantar Experience' (2001) and 'The Eklavya Experience' (2002).

Annual Academic Meet: In order to provide a platform for inter-college interaction to students, the Department organises *Sehar*, its annual academic meet every year. The meet is often centred around a particular theme and features events and workshops. Over the years, the Department has facilitated discussions on the topics: 'Revisioning Communities-Self and Identity in the Present Century', 'Childhood in a Neo-liberal Economy', 'Gender and Education', 'Education and Sustainable Development: Possibilities and Challenges', 'The Tagore Resonance', 'Looking through the lens of stories: Possibilities in a classroom', 'Issues of identity' and so on. Students are encouraged to present papers, dramatize their perspectives on various issues, indulge in group discussions, quizzes, create photo essays and arrive at an understanding on the discourse of the theme chosen through mutual exchange of ideas.

33. Teaching methods adopted to improve student learning:

The B.El.Ed. programme is based on a discourse that centres on the construction of knowledge and critical pedagogy. Students and teachers are constantly engaged in open discussions, debates and are required to work on authentic tasks in real settings. Thus, the teaching-learning situations are rooted in real life experiences, experiments and on-going reflections. A culture of critical inquiry and constant engagement with the real educational setups, whether it is community or schools, is the highlight of our teacher education discourse. Dialogic reflection and multiple perspectives enable the student-teachers to constantly examine and re-examine their notions of schooling. Construction of knowledge through reflection by comparing and contrasting of ideas is the central focus of our pedagogy. The pedagogical practices adopted in our programme enable the students to become reflective practitioners developing her own theories of practice, and examining it from a social justice perspective thus producing her own teaching knowledge. Hence the pedagogy adopted is liberating and emancipatory.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Faculty members and students of the Department of Elementary Education routinely participate in various extension and outreach activities of the College such as VAPP (Voluntary Agency Placement Programme), REACH (Reaffirming Equity, Access, Capacity and Humanism), NSS (National Service Scheme), *Prakriti*, Dhyana, Abhayaa-WDC (Women's Development Cell) and the Office of International Programmes. Ms. Bassi served as Staff Advisor of REACH Newsletter *Anubhuti* (2006-2008) that collates experiences of students in various activities of REACH. She also assisted in organizing various student workshops and heritage walks to Nizamuddin Dargah and Mehrauli in

2005 and 2007. She was also NSS Co-convenor (2007-2009; 2013-2014). She has also served as Staff Advisor to NSS Projects Udayan since 2005 and Sandrishti Swavalamban since its inception in 2008-2009; *Muskaan and Church for Transfiguration* (CFT) 2014-2015. Dr. Kalyani has been associated with REACH from 2004-2012. Ms. Sharma was associated with VAAP (2003-2005; 2006-2007) and NSS (2007-2008).

35. SWOC analysis of the Department and Future plans:

Strengths:

The Bachelor of Elementary Education - an integrated four year Teacher Education Programme is a grass root attempt to rejuvenate, transform and establish an organic link between schools and the larger educational discourse. It aims at redefining the social function of the school teacher in the context of achieving universalization of Elementary Education besides focusing on developing a deep critical understanding of the curriculum and pedagogy in teachers, who perform a transformative role in school education. Following a truly multi-disciplinary approach, the curriculum of this programme amalgamates the undergraduate studies in various disciplines with the educational theories and pedagogical experience in a phased manner. The programme offers a unique combination of liberal and professional education, preparing students not only for becoming teachers, but also equips them with the necessary background to pursue higher education. It also provides a platform to budding teachers and the discipline of education to forge relationships with and between subject matter and the varied teaching-learning contexts.

The bilingual nature of the programme posits construction of knowledge as a free process beyond linguistic barriers. Amongst our biggest strengths is the heterogeneity in the student population as well as faculty that contributes to the richness and vastness of the identities and experiences of the students and facilitates knowledge acquisition through dialogic reflection. Being a student in the Department is about exploring one's talents, ambitions and creativity, experimenting with one's capabilities and dabbling in the joy of realizing one's potential.

Weaknesses and Challenges:

To adequately fulfil the goals of the Department, we require more infrastructural support such as laboratories equipped with computer and multimedia facilities, classrooms equipped with smart boards and recording facilities. The faculty of the Department use computer software, video clips and films in the regular teaching – learning process and these need to be facilitated with adequate infrastructure. Laptops may be allocated to the Department so that students may access multimedia content in the classroom and also use these to make their presentations. Further as teacher educators we need to interact with school teachers and would like to conduct workshops for in-service teachers on an on-going basis. An allocation of funding for this purpose will be helpful.

Opportunities:

Multi-disciplinarity and inter-disciplinarity are strengths of our Department with each faculty member having her unique area of specialisation such as social science education, science education, mathematics education, language education, linguistics, psychology, and child development. Through these domains of knowledge we try to address various issues and concerns in the field of elementary education. Although located in an institute

of higher learning we have direct contact with schools on a regular basis and therefore have the opportunity to contribute and make an impact on the school education system. In fact we form a link between the school and university education system. As teacher educators we have the unique opportunity of nurturing our students so that they become professional teachers who are empowered with a broad vision of education, a perspective to understand children and who seek to adjust the system to children's needs.

Future Plans:

The Department hopes to expand its academic and professional activities in the near future. Some of the areas in which it wishes to grow are as follows:

- Start the Bachelor of Education (B.Ed.) Programme.
- Conduct certificate courses in Special Education to fill up gaps in this domain of knowledge and to capacitate teacher-trainees to deal with diversity in an empathetic manner.
- To become a 'Resource Centre for Elementary School teachers' of Government and private schools of Delhi. The Department hopes to establish state-of-the-art labs for Science, Mathematics, Social Science and Language and through these it intends to provide a platform for practitioners to reflect on innovative pedagogic practices in various subject domains.
- The Department intends to conduct a study related to gender and education to explore how professional B.El.Ed. programme capacitates students coming from disadvantaged socio-economic profiles to become empowered to not only deal with their lives better but to also impact school students in a positive manner.

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Evaluative Report of the Department of English



1. Name of the Department: English
2. Year of Establishment: 1956
3. Names of Programmes /Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):
 - UG – B.A. (Honours) English; B.A. (Programme) English
 - PG – M.A. English
4. Names of Interdisciplinary courses and the departments/units involved:

The Department of English offers the following courses:

- To Department of Hindi and Sanskrit: English (Qualifying Language Course)
 - To all Departments: English (Credit Language Course)
 - To the Department of Philosophy: Cultural Diversity in India (Concurrent Course)
 - To the Department of Hindi and History: Modern Indian literature (Discipline Centred Concurrent Course)
 - To Department of Elementary Education: O 2.1 English I; O 3.1 English II (Core Papers)
 - To the Department of B.A. (Programme): Advanced English A.1; Advanced English A.2; Language, Literature and Culture (Foundation Course)
 - To Department of Commerce: Business Communication (Core Course)
 - To Department of Statistics: Technical English (Compulsory Language Course)
 - To Departments of Psychology, Sociology, Economics, History, Political Science: Individual and Society (Interdisciplinary Course)
5. Annual/semester/choice based credit system (programme wise): Semester
 6. Participation of the Department in the courses offered by other departments:

Students from the English Department study the following courses from other departments:

 - Department of Philosophy: Ethics in Public Domain (Concurrent Course)
 - Department of Philosophy: Readings in Western Philosophy (Concurrent Course)
 - Department of Sociology: Introducing Sociology; Sociology of Contemporary India (Concurrent Course)
 - Department of History: Cultural History of Modern India (Concurrent Course)
 - Department of Hindi: Hindi (higher, lower) (Qualifying Language Course)
 - Department of Elementary Education: Environmental Studies (Compulsory Course)
 7. Courses in collaboration with other universities, industries, foreign institutions, etc.:

Not permitted as per University Ordinance
 8. Details of courses/Programmes discontinued (if any) with reasons:
 - Annual system was discontinued in 2010. The last batch graduated in April 2013.
 - Four Year Undergraduate Programme (FYUP) was discontinued in 2014 due to directives from DU.
 - B.A. (Programme) was discontinued in 2013 under the FYUP and reintroduced in 2014.

9. Number of teaching posts: As on 22 May, 2015

	Sanctioned for English & Journalism	Filled
Professors	Not Applicable	Not Applicable
Associate Professors	Not Applicable	7 (1 on study leave)
Asst. Professors	24	11 (1 Temporary)

10. Faculty profile with name, qualification, designation, specialisation (D.Sc/D.Litt./ Ph.D. / M.Phil. etc.): As on 22 May 2015

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Rita Joshi	Ph.D.	Associate Professor	Indian writing in English, Post-colonial literature	34 years	None
Madhu Grover	Ph.D.	Associate Professor	Colonial Studies, 18th century Studies, 19th century novel	34 years	None
Rukshana Shroff	M.Phil.	Associate Professor	Renaissance Drama, with a focus on Shakespeare	33 years	None
Arti Minocha	M.Phil.	Associate Professor	Modern British Literature, Modern Indian Theatre, Black American Literature	22 years	None
Maya Joshi	Ph.D.	Associate Professor	The Novel, Literary Theory, Indian Literature, Postcolonial Studies	21 years	None
Shernaz Cama	Ph.D.	Associate Professor	18th Century Literature, Minority and Cultural	32 years	None

			Studies, Zoroastrianism		
Mitali Mishra	M.Phil.	Associate Professor	Gender Studies, Indian Literature, Literary Theory, Modern Drama	18 years	None
Arunima Ray	Ph.D.	Assistant Professor	Postcolonial Literature, Indian Writing in English, Dalit Literature	10 years	None
Dipti Nath	M.Phil.	Assistant Professor	Visuality, Gender Studies, Popular Culture, Indian Poetry	15 years	None
Maitreyee Mandal	M.Phil.	Assistant Professor	Gender studies, Queer Studies, Women's Writing	2 years	None
Janet Lalawmpuii C.	M.Phil.	Assistant Professor	Romantic Poetry, Contemporary Public/Popular Culture, Gender Studies	5 years	None
Ngangom Maheshkanta Singh	M.Phil.	Assistant Professor	Children's Literature, Culture Studies, Folklore	4 year	None
Karuna Rajeev	M.Phil.	Assistant Professor	19th Century Studies, 19th Century Russian Literature, Literary Theory	3 years	None
Wafa Hamid	M.Phil.	Assistant Professor	Gender Studies, Popular Culture, Literary Theory	3 years	None
Jonathan Koshy Varghese	M.Phil.	Assistant Professor	19th Century American Novel, American Modernism, Modern American Drama	2 years	None
Taniya Sachdeva	M.Phil.	Assistant Professor	Renaissance Drama, Queer Studies,	2 years	None

			American Drama		
Rachita Mittal	M.Phil.	Assistant Professor	American Literature, African-American Women's Writings	8 months	None
Maitrayee Roychoudhury	M.Phil.	Assistant Professor (Temporary)	19th century British Writing	4 years	None

11. List of senior visiting faculty:

- Dr Rose Sackefiyo, Winston Salem State University, USA, visited the Department in 2013.
- Dr. John Wiltshire, La Trobe University, Australia, acclaimed Jane Austen critic, visited the Department in 2003.
- Prof Terence Collits, La Trobe University, Australia visited the Department in 2001.
- David Lynn, Fulbright Scholar, Kenyon College, USA, visited the Department in 1996 and 2001.
- Dr. Janis T. Hensen, Fulbright Scholar, visited the Department in 1991.

12. Percentage of lectures delivered and practical classes (programme wise) handled by temporary faculty:

Approximately 30% lectures and tutorials for B.A. (Honours) English were delivered by temporary faculty in January and February 2015.

100% of English lectures and tutorials for B.A. (Programme) were delivered by temporary faculty in January and February 2015.

Thereafter, since the appointment of all permanent members in February and March 2015, almost all the classes are handled by permanent faculty and one temporary faculty member.

Approximately 6% classes for Honours and 16.6% for B.A. (Programme) are delivered by temporary faculty.

13. Student -Teacher Ratio (programme wise):

B.A. (Honours) English- 15:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not required by the Department

15. Qualifications of teaching faculty with D.Sc. / D.Litt. / Ph.D. / MPhil. / PG.:

- Rita Joshi: M.A. (English), M.Phil. (English), Ph.D. (English)
- Madhu Grover: M.A. (English), M.Phil. (English), Ph.D. (English)
- Rukshana Shroff: M.A. (English), M.Phil. (English)
- Arti Minocha: M.A. (English), M.Phil. (English)
- Maya Joshi: M.A. (English), M.Phil. (English), Ph.D. (English)
- Shernaz Cama: M.A. (English), M.Phil. (English), Ph.D. (English)

- Mitali Mishra: M.A. (English), M.Phil. (English)
- Arunima Ray: M.A. (English), M.Phil. (English), Ph.D. (English)
- Dipti Nath: M.A. (English), M.Phil. (English)
- Maitreyee Mandal: M.A. (English), M.Phil. (English)
- Janet Lalawmpuii C.: M.A. (English), M.Phil. (English)
- Ngangom Maheshkanta Singh: M.A. (English), M.Phil. (English)
- Karuna Rajeev: M.A. (English), M.Phil. (English)
- Wafa Hamid: M.A. (English), M.Phil. (English)
- Jonathan Koshy Varghese: M.A. (English), M.Phil. (English)
- Taniya Sachdeva: M.A. (English), M.Phil. (English)
- Rachita Mittal: M.A. (English), M.Phil. (English)
- Maitrayee Roychoudhury: M.A. (English), M.Phil. (English): Presently not employed with LSR

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

- a. National funding agencies: None
- b. International funding agencies and grants received: None

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:

Others:

- a. Ms. Kasturi Kanthan, Ms. Rukshana Shroff, Dr. Priti Dhawan, Dr. Kanika K. Ahuja, and Dr. Megha Dhillon received the Innovation project grant (Amount of grant sanctioned: Rs. Three Lakhs) from DU in the year 2013-15 for their project titled 'Vasudhev Kutumbakam: Creating Sustainable Global Partnerships in Higher Education'
- b. Fulbright Faculty Exchange Programme between LSR and Kenyon College, Ohio (Travel Grant, Hospitality and stipend for 3 faculty members (Dr. Chandra Joshi, Dr. Anjana Sharma and Dr. Maya Joshi) funded by U.S. State Government, 1999-2002

18. Research Centre/facility recognized by the University:

The Aung San Suu Kyi Centre for Peace is a Research Centre/facility at LSR, established with funds granted by the University Grants Commission.

19. Publications

Teachers	Books Authored/ Edited	Chapters in Books / Textbooks	Papers in Journals (National/ International)	Book Reviews in Journals	Monographs
Rita Joshi	2	1	2	-	-
Madhu Grover	2	-	1	-	-

Rukshana Shroff	1	-	-	-	-
Arti Minocha	-	3	-	-	-
Maya Joshi	3	2	2	3	-
Shernaz Cama	3	4	-	-	-
Mitali Mishra	-	-	1	5	-
Arunima Ray	-	3	4	1	-
Dipti Nath	-	2	-	-	-
Maitreyee Mandal	-	1	-	-	-
Janet Lalawmpuii	-	-	-	-	-
Ngangom Maheshkanta Singh	-	-	-	-	-
Karuna Rajeev	-	2	-	1	-
Wafa Hamid	-	1	2	-	-
Jonathan Koshey Varghese	-	-	-	-	-
Taniya Sachdeva	4	-	3	-	-
Rachita Mittal	-	-	-	-	-

Dr. Rita Joshi:**Books Authored/ Edited:**

- Joshi, R. (2015). *The Simla Paintings and Other Stories*. Delhi: Heritage Publishers, 2015. (ISBN 978-81-7026-337-1)
- Joshi, R. (1993). *The Awakening, The: A Novella in Verse*. Delhi: USB (ISBN 10: 8185674388 ISBN 13: 9788185674384)

Chapter(s) in a book:

- Joshi, R. (2004). Distorted Female Characters in the Early Fiction of Salman Rushdie. In M. Lal, S. Panja, & S. Satpathy (Eds.). *Signifying the Self: Women and Literature* (pp. 226-236). New Delhi: MacMillan. (ISBN 1403924058)

Papers in Journals (National/ International):

- Joshi, R. (2013). Travels in History and Geography: Interview with William Dalrymple, *World Literature Today*, March, 47-50. (ISSN 0196-3570)
- Joshi, R. (2008). The Writer as Traveller: The World of Vikram Seth, *World Literature Today*, 82(3), 47-50. (ISSN 0196-3570)

Dr. Madhu Grover:**Books Authored/Edited:**

- Grover, M. (Ed.) (2001). *John Dryden's MacFlecknoe*. Delhi: Worldview Publications. (ISBN: 81-86423-58-3).
- Editorial Board, *Modern Indian Literature: Poems and Short Stories* (Edited by and for the Department of English, University of Delhi) (New Delhi: Oxford University Press, 1999) (ISBN-13:978-0-19-565118-8; ISBN-10: 0-19-565118-9).

Paper(s) in Journals (National/International):

- Grover, M. (1990). 'Some Debts' and five other poems. *Indian Literature: Sahitya Akademi's Literary Bi-monthly*, 33(5), (pp. 25-29). (ISSN 0019-5804)

Ms. Rukshana Shroff:**Book(s) Authored/Edited:**

- Shroff, R. and Mehta, K. (2011). *Joyous Flame: The Parsi Zoroastrians*. Delhi: Parzor Foundation. (ISBN 978-81-910957-0-8)

Ms. Arti Minocha:**Chapters in a Book:**

- Contributed 3 lessons: 3 (History of Theatrical Traditions in India), 4 (Evolution of Sanskrit and Folk Theatres) and 5 (Modern Indian Theatres) for History Course 10, Paper titled Cultures in the Indian Subcontinent –I, ILL, University of Delhi, 2012. Available at <http://vle.du.ac.in/mod/resource/view.php?id=11669>

Dr. Maya Joshi:**Books Authored/Edited:**

- Tulku, L. D. & Joshi, M. (2010). *Pramana: Dharmakirti and the Indian Philosophical Debate*. New Delhi: Manohar Publishers. (ISBN: 9788173048555)
- Joshi, M. (2006) (Ed.). *My Life My Times: The Autobiography of Kushok Bakula*. New Delhi: World Buddhist Trust.
- Joshi, M. (Ed.) (2002). *Mary Shelley's Frankenstein*. New Delhi: Worldview Publications. (ISBN-10: 8186423648).

Chapters in books:

- Joshi, M. (2015). Opting out of the Mould: The English Option in B. El. Ed. In A. Kalyani & S. Sharma (Eds.). *Pedagogic Trajectories* (pp. 160-164). New Delhi: Synergy Books India. (ISBN: 978-93-82059-30-1)
- Joshi, M. (2012). Buddhism in India Today: Problems and Possibilities of a Pluralistic Paradigm. In K. Dhammasami et al. (Eds.). *Teaching Dharma in New Lands* (pp. 326-333). Academic Papers presented at the 2nd International Association of Buddhist Universities' Conference, Ayutthaya, Thailand.

Papers in Journals (National/International):

- Joshi, M. (2009). Rahul Sankrityayan's Journeys of the Self: Nation, Culture, Identity. *Studies in Humanities and Social Sciences*, XVI (1&2), 119-147. (ISSN: 0972-1401)
- Joshi, M. (2004). Drama in Translation: Two Teaching Texts. *Creative Forum: Journal of Literary and Critical Writings* (Special Number: Indian Literatures in Translation), 17(1), 49-56.

Book Review in Journals:

- Joshi, M. (2002). Of Human Resilience. [Review of the book *Anaro and Other Stories*, by M. Bhagat]. *The Book Review*, XXVI (2), 45-46. (ISSN: 0970-4175)
- Joshi, M. (2002). Re-reading Premchand. [Review of the book *The World of Premchand*, by D. Rubin] *The Book Review*, XXVI (12), 27-29. (ISSN: 0970-4175)
- Joshi, M. (1996). A Delicate Equation. [Review of the book *Song of the Loom*, by R. Govind (Trans.)]. *The Book Review*, XX, (9), 16-17. (ISSN: 0970-4175)

Dr. Shernaz Cama:**Books Authored/Edited:**

- Lilaowala, A.Z. and Cama, S. (2013). *Threads of Continuity: The Zoroastrian Craft of Kusti Weaving*. Delhi: Parzore Foundation (ISBN: 9788191095715).
- Sengupta, D. & Cama, S. (Eds.) (2003). *Blake, Wordsworth and Coleridge*, Delhi: Worldview Publications. (ISBN: 81-86423-75-3)
- Cama, S. & Mathus, S.C. (1998) (Eds.). *The Muse and Minorities: Social Concerns and Creative Cohesion*. New Delhi: Steering Committee, *The Muse and Minorities*. (ISBN: 81-87129-02-6)

Chapters in a Book:

- Cama, S. (2014). Sacred spaces: Diversity of religious traditions. In A. N. Balslev (Ed.). *On World Religions: Diversity, Not Dissension* (pp. 73-84). New Delhi: Sage. (ISBN: 978-81-321-1834-3)
- Cama, S. (2014). Sacred Armour: Ritual garments of the Parsi Zoroastrians. In J. Dhamiji (Ed.). *Sacred Textiles of India* (pp. 38-50). Delhi: Marg Publications. (ISBN: 9383243015)
- Cama, S. (2014). Parsi Embroidery: An intercultural amalgam. In M. Louise, N. Z Feng & L. Vardarjan (Eds.). *Global Textile Encounters* (pp 263-275). Copenhagen: Oxbow Books (ISBN: 978-1-78297-735-3).
- Cama, S. (2010). The Embroidery Cupboard: Oral Accounts of Parsi Embroidery. In S. Shah (Ed.). *Peonies and Pagodas* (pp. 176-183). Surat: Garden Silk Mills in association with TAPI Collections. (ISBN: 978-81-905935-1-9)

Ms. Mitali Mishra:**Paper(s) in Journals:**

- Mishra, M. (1999). Instant gratification. *The Journal*, 1 (2), 12.

Book Reviews in Journals:

- Mishra, M. (2005). [Review of the book *First Sun Stories: Unusual Folktales from the North-East* and twenty one other stories.] *The Book Review*, 29(11), 36. (ISSN: 0970-4175)
- Mishra, M. (2004). [Review of Collection of 41 Children's Books]. *The Book Review*, 28(11), 22. (ISSN: 0970-4175)
- Mishra, M. (2003). [Review of Rajee Raman's *Apu Learns to Trumpet* and twelve other books]. *The Book Review*, 27(11), 29. (ISSN: 2001-1086).
- Mishra, M. (2002). [Review of Sandhya Rao's *All Free: A Folktale from Gujarat* and sixteen other tales]. *The Book Review*, 26(11), 21. (ISSN: 2001-1086).
- Mishra, M. (2000). [Review of H. Chaudhary's *The Case of the Himalayan Herb* and one more story]. *The Book Review*, 24(11), 49. (ISSN: 2001-1086).

Dr. Arunima Ray:**Chapters in a book:**

- Ray, A. (2014). Tagore's Critique of Nationalism: Reading Four Chapters. In Ray, Sarkar and Bhattacharya (Eds.). *Writing Difference: Nationalism, Identity and Literature* (pp. 100-114). New Delhi: Atlantic. (ISBN 978-81-269-1938-3)
- Ray, A. (2014). The Difference that Matters: Representation of Caste, Gender and Violence. In Mahasweta Devi (Ed.). *Unmasking Power: Subjectivity and Resistance in Indian Drama in English* (pp. 159-176). Guwahati: Papyrus (ISBN 978-93-81287-40-8)
- Ray, A. (2011). Gender in Dalit Discourse: Reading Sivakami's *The Grip of Change*. In Girindra Narayan Ray and Jaydip Sarkar (Eds.). *The Postcolonial Woman Question: Readings in Indian Women Novelists in English* (pp. 197- 212). Kolkata: Books Way. (ISBN 978- 93- 80145- 84- 6)

Papers in Journals (National/ International):

- Ray, A. (2015). From the Koel's Call to a Rusty Nail's Song: Understanding Buddhadeva Bose's Poetic Odyssey, in *Muse India*, 44, July-August. (ISSN: 0975-1815). Available at <http://www.museindia.com/viewarticle.asp?myr=2012&issid=44&id=3518>
- Ray, A. (2012). Desire, Power, Transcendence: Reading Arundhati Roy's *The God of Small Things* in *Muse India*, 46, November-December 2012, literary e-journal. (ISSN: 0975-1815). Available at <http://www.museindia.com/viewarticle.asp?myr=2012&issid=46&id=3742>
- Ray, A. (2011). Caste, Gender and Dalit Women's Discourse of Difference: Reading Bama's *Sangati* and Sivakami's *The Grip of Change* in *Journal of the School of Language, Literature and Culture Studies*, Special Issue on Dalit Literature, Spring, 58-65. (ISSN 0972-9682)
- Ray, A. (2011). Signatures of Subversion: Reading Bama's *Sangati*. *The Atlantic Literary Review*, 12(1), 46-61. (ISSN 0972-3269)

Book Reviews in Journals:

- Roy, A. (2012). Ma, Mati, Manush and the Politics of Our Didi. [Review of the book *My Unforgettable Memories*, by M. Bannerjee].45. (ISSN: 0975-1815). Retrieved from <http://www.museindia.com/viewarticle.asp?myr=2012&issid=45&id=3638>

Ms. Dipti Nath:**Chapters in a Book:**

- Nath, D. (2014). Gender and Religion (Unit 5) for the MA Course in Women's and Gender Studies, IGNOU. Course Code: MWG 006. Course Title: *Gendered Nation*. (Part of the 2nd Year Gender, Literature and Culture specialisation.) MPDD/IGNOU/P.O.5H/JULY2014. (ISBN: 978-81-266-6785-7)
- Nath, D. (2009). All said in a knot: The Politics of Language and Identity in *Midnight's Children*. In *Rushdie the Novelist: From Grimus to the Enchantress of Florence*. New Delhi: Pencraft International. (ISBN 81-85753-95-4)

Ms. Maitreyee Mandal:**Chapter(s) in a Book:**

- Mandal, M (2014). Narrating Queer Lives (Unit 4) for the M.A Course in Women's and Gender Studies, IGNOU. Course Code: MWG-008. Course Title: *Gender & Life Narratives*. MPDD/IGNOU/P.O 5H/JUNE2014. (ISBN: 978-81-266-6704-8).

Ms. Karuna Rajeev:**Chapters in a Book:**

- Rajeev, K. (2014). Course material on Marginalisation in the Gendered Nation segment to the M.A. programme in *Women's & Gender Studies* (pp. 285-308). New Delhi: Indira Gandhi National Open University (IGNOU). (ISBN: 978-81-266-6785-7)
- Rajeev, K. (2013). Introduction. In Fyodor Dostoyevsky's *The Brothers Karamazov* (1880) (pp. ix-xiv). New Delhi: Rupa Publications. (ISBN-13 9788129129482; ISBN-10 8129129485)

Book Review in Journals:

- Rajeev, K. (2015). [Review of the book *The Mysterious Ailment of Rupi Baskey*, by H.S Shekhar]. *The Book Review*, 39(1), 36. (ISSN: 2001-1086).

Ms. Wafa Hamid:**Chapter(s) in a book:**

- Hamid W. (2014). Lyric History of the Interregnum: A Study of the Poetry of Faiz Ahmed Faiz. In Prof. Ali R. Fatihi (Ed.). *Internalizing Faiz Ahmed Faiz* (pp. 217-225). New Delhi: Lambert Academic Publishing. (ISBN: 978-3-8454-1724-0)

Papers in Journals (National/ International):

- Hamid W. (2014). Anandavardhana's Dhvani Theory and the Urdu Ghazal, *The Vedic Path*, 88(1&2), 88-98. (ISSN: 0970-1443)
- Hamid W. (2012). Gender in the Ghazal. *Points of View*, 19(2), 126-131. (ISSN: 0971-605X)

Ms. Taniya Sachdeva:**Books Authored/ Edited:**

- Sachdeva, T., Khajuria, H. & Chaudhry, S. (2011) (Eds.). *Ideas and Jellyfish*. New Delhi: Prakash Books. (ISBN 978 81 7234 373 6)
- Sachdeva, T., Sanyal, S., Batra, V., Talapatra, U. & Singhania, R. (2010). *Just Plain BadLuck*. New Delhi: Prakash Books. (ISBN 978 81 7234 343 9)
- Levy, P. & Sachdeva, T. (2010) (Eds.) *Sadhus*. New Delhi: Prakash Books. (ISBN 978 81 7234 334 7)
- Kasyap, S. Sachdeva, T. (2010) (Eds.) *At 5, San Thome*. New Delhi: Prakash Books. (ISBN 978 81 7234 352 1)

Papers in Journals (National/ International):

- Sachdeva, T. (2013). Existential Streaks in William Shakespeare's *King Lear* (1603–06) and Samuel Beckett's *Endgame* (1957), *International Multidisciplinary Research Foundation Journal*, 1, 60-62. (ISSN 2347 3479)
- Sachdeva, T. (2013). Existential Streaks in William Shakespeare's *King Lear*, *Journal of Drama Studies*, 7, 184-187. (ISSN 0975-1696)
- Sachdeva, T. (2013). Death of the American Dream in the plays of Arthur Miller, Edward Albee and David Mamet, *International Multidisciplinary Research Foundation Journal*, 1, 55-59. (ISSN 2347 3479)

20. Areas of consultancy and income generated:

The faculty members of the English Department are very active in taking up advisory work for various governmental agencies, other educational institutions, etc. Following are some details:

Dr. Madhu Grover:

- Advisor to the Interview Board of Staff Selection Commission (GOI), August 2014
- Subject Expert and Consultant for a U.G.C. Sponsored and Funded Film titled 'The City in T. S. Eliot' produced at Jamia Milia Islamia, broadcast by D.D. National Television as part of the UGC Distance Education Programme, May, 1997

Ms. Rukshana Shroff:

- Consultant for a Film on the Renaissance funded by the UGC, directed by Ms. Tabasum Khan and filmed at Jamia Millia Islamia. This was broadcasted on Doordarshan as part of the UGC Distance Education Programme in the 1990s

Dr. Maya Joshi:

- External Expert for the Board of Postgraduate Studies Meeting for Redesigning of the M.A. English Programme at Jammu and Kashmir University, Srinagar, J&K, November, 2013
- Participant in National Consultation on Syllabus Formation for designing the innovative English Syllabus for the newly founded Sikkim University, March-April, 2008
- Consultant (honorary capacity) for Tibet House's (New Delhi) academic seminars and other events, 1999-2013

Dr. Shernaz Cama:

- Coordinator and Co-Curator International programme with several Ministries & National Museum, NGMA, IGNCA of GOI, in collaboration with SOAS, University of London, Ever-lasting Flame International Programme, 2014 onwards
- Appointed the Contact person in India for the multinational candidature file on Navroze. The other countries that presented on Navroze from their own perspective were Afghanistan, Azerbaijan, Iran, Kazakhstan, Kyrgyzstan, Pakistan, Tajikistan, Turkey and Uzbekistan. Dr. Cama presented the Indian perspective through oral traditions, performing arts, rituals and social practices, practices concerning nature and traditional craftsmanship. This was submitted to UNESCO for the Intangible Cultural Heritage of Humanity Award and won the Intangible Cultural Heritage Award in 2014
- Appointed member of the Steering Committee of APOC- an interdisciplinary research project located in the Ecole des Hautes Etudes en Sciences Sociales (EHESS), Paris to guide Anton Zykov, Ph.D candidate (2015)
- Appointed academic advisor to the US Fulbright-Hays doctoral researchers Mr. Dinyar P. Patel (2013) and Mr. Daniel J. Sheffield (2008) to supervise the progress of their research work in India, affiliated with PARZOR
- Appointed as consultant to guide Rashna Nicholson, Doctoral student at the Theatre Department of the Frei Universitat, Berlin in 2010 and to guide Kianoosh Rezanian, Research Scholar from the University of Goettingen, Germany in 2014
- Director, Government of India, Ministry of Minority Affairs, 'Jiyo Parsi' National Programme, 2013 onwards

- Appointed as guide by USIEF to Ms. Kayhan Irani, Writer, At-Large, Jackson Heights, New York, a Fulbright Nehru scholar conducting research on 'Paisley: Shifting Cultural Identity as seen through Zoroastrian Embroidery Traditions' for a book (2012)
- Copy edited several books for Mapin Publishing, such as *Bridal Durries of India* by Anne Shankar and Jenny Housego (1997), *The Flamed Mosaic: Indian Contemporary Painting* by Neville Tulli (1997), *Resorts of the Raj* by Vikram Bhatt (1998), *The Gatha: Songs in Praise of Wisdom* by Pилоo Nanavutty (1999), and *India in Focus: Camera Chronicles of Homai Vyarawalla* by Sabeena Gadihoke (2006).
- Project Advisor for a film titled *In War and Peace - the life of Field Marshal Sam Manekshaw*, MC, directed by Jessica Gupta, a PARZOR production in 2003. She was also the Executive Producer of the film *Asha - the Law of Harmony* which was produced by PARZOR foundation in 2003.
- Director, International UNESCO PARZOR PROJECT 302 IND 4070, 1999 onwards

Ms. Dipti Nath:

- Member, Advisory Board of Anglian Medal Hunt, an organisation that encourages and trains Olympic athletes, since 2013 (Honorary post, no income generated)

Ms. Karuna Rajeev:

- Committee member for the Indian School Certificate Examination (ISC) Syllabus Review Committee for the English and Literature in English at the ISC level from 10-11 December 2012

21. Faculty as members in a) National Committees, b) International Committees and

c) Editorial Boards:

a. National Committees:

Dr. Shernaz Cama:

- Council Member of the Jiyo Parsi Steering Committee, GOI, 2013 onwards
- Parzor Executive Council, 1999 onwards
- Parsi Representative of the Temple of Understanding Executive Board, India, 2007 onwards
- Member of the Board of Governors, Indian Spinal Injuries Centre, 2009 onwards

b. International Committees:

Dr. Shernaz Cama:

- Fulbright-Hays Programme Advisor, India, 2008 onwards
- Fulbright-Nehru Programme Advisor, India, 2008 onwards
- SOAS Everlasting Flame Coordinator, 2014 onwards
- Fellow Member of AIIT, Ancient India & Iran Trust, Cambridge, UK, 2005 onwards
- Co-Chair of the Zoroastrian Return to Roots Programme, 2012 onwards

c. Editorial Boards:

Dr. Maya Joshi: Chief Editor, Tibet House Bulletin, the annual publication of Tibet House, New Delhi, 1999-2013

22. Student projects:

- a. Percentage of students who have done in-house projects including inter departmental/programme: 100%
- b. Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/Industry/other agencies:
 - About 20% of students have been placed for projects with media houses like magazines, newspapers, television channels, NGOs, etc. They have completed internships with organisations like *The Times of India*, *Hindu*, *Hindustan Times*, *Campus Connect*, NDTV, CRY, etc.
 - Five students in 2013-15 worked as research associates in DU funded Innovation Project described earlier.

23. Awards/Recognitions received by faculty and students:

Faculty:

Dr. Rita Joshi:

- British Council scholarship to research on D H Lawrence at Girton College Cambridge 1981-1982
- Short term British Council grant under Visitorship scheme to research on D H Lawrence at Cambridge, 1981-82
- Charles Wallace Trust Grant, to research on Indian fiction in English at Cambridge, 1992
- Associate-in-Residence, Indian Institute of Advanced Study, Simla, 2001-2004

Dr. Madhu Grover:

- British Council Grant for a short 2-3 week Academic Visit Programme in London, UK, April 1999

Ms. Rukshana Shroff:

- Distinguished Teacher Award - University of Delhi, 2009
- Darabshaw Achievement Award in the Field of Education and Social Service, 2014

Ms. Arti Minocha:

- University Grants Commission award of Junior Research Fellowship to pursue research (1990-92)
- The Charles Wallace Trust Grant for research in UK, 2014

Dr. Maya Joshi:

- Yudhisthir Memorial Prize awarded to Best Student in English at the South Campus (DU), 1990
- First Position in M.A. (Part I) English, Delhi University, 1990
- UGC Junior Research Fellowship for pursuing M.Phil. Research, 1992
- Recipient of grant (travel and board) LSR-Kenyon College Fulbright Faculty Exchange Programme, 2002
- Associate-in-Residence, Indian Institute of Advanced Study, Simla, 2001-2004
- The Charles Wallace India Trust Grant, 2005

Dr. Shernaz Cama:

- UNESCO Seal of Excellence Award for Revival in Craft, 2008 and 2012
- Mancherji Edalji Joshi Memorial Trust ‘Outstanding Contribution Award for Services to the Zoroastrian Community’, 2004
- The Federation of Zoroastrian Anjumans of India, ‘Mazda Education Foundation Award’ for Education, Research, Science & Technology, 2004

Ms. Mitali Mishra:

- NV Thandani Prize for Delhi University Gold Medal for B.A. Degree, 1994
- Awarded UGC, NET-JRF, 1996

Ms. Dipti Nath:

- Raj Kumar Kohli Prize for Best M.Phil. paper in English, Delhi University, 1999

Ms. Ngangom Maheshkanta Singh:

- Awarded UGC-NET JRF, 2011

Ms. Karuna Rajeev:

- Gold medallist in M.A. at Jawaharlal Nehru University, New Delhi with a CGPA of 8.75 out of 9 and M.Phil. with a CGPA of 8.57 out of 9
- UGC, NET-JRF, 2009
- P. Karunakaran gold medal for the highest marks in the Women’s Writing Paper, 2004-2007 in B.A., St. Francis College for Women, Hyderabad
- V. Sreedevi Prize for the Best Outgoing NSS Student and National Youth award Winner, 2007 in B.A., St. Francis College for Women, Hyderabad

Ms. Wafa Hamid:

- Awarded the South Asian Undergraduate Student Leader Institute (SAUSLI) Grant hosted by Dickinson College, Carlisle, Pennsylvania, U.S.A., organised by the U.S. State Govt., June 22 – August 04, 2005
- Gold Medallist in M.A. English at Jamia Millia Islamia, New Delhi, 2009

Students:

The Department of English boasts of students of very high academic capability, who have also won accolades in sports and other extra-curricular events. A list of few such awards/recognitions received by students over the last four years in inter-college, national/international events follows:

Academics Awards:**University Positions:**

- Highest Marks in English: Ms. Shrilaxmi Tiru, 66.9% (B.A. (Hons) III year, 2013-14)
- Ms. Abhilasha Sawlani, first year, Ms. Ishita Sareen, second year, Ms. Ranjini Nair, third year, Ms. Tabish Bhatt and Ms. Shubhi Mittal of M.A, topped their respective courses in 2014 and also obtained position in the University
- In 2013, Ms. Shrilaxmi Tiru, third year and Ms. Alisha Nangia, M.A. Final, topped their respective courses and also obtained position in the University
- In 2012, Ms. Shrilakshmi Tiru, second year, Ms. Mouli Banerjee, third year, Ms. Alisha Nangia, M.A Previous and Ms. Ipshita Ghosh, M.A. Final, topped their respective courses and also obtained position in the University

- In 2011, Ms. Ishita Malhotra, first year, Ms. Mouli Banerjee, second year, Ms. Girija Suri, third year, Ms. Ipsita Ghosh, M.A Previous, topped their respective courses and also obtained position in the University.
- Ms. Niyati Sharma, M.A Final stood first in Delhi University

Scholarships:

- University of Delhi (South Campus) Endowment Scholarships: Ms. Sanjeev Gianchandani and Ms. Tabish Bhatt (M.A. in English, 2014-15)
- Rotary Club of Delhi Scholarship: Ms. Jasleen Arora (M.A. in English, 2014-15)
- University of Delhi, South Campus Endowment Scholarship: Ms. Ipsita Ghosh (M.A. English, 2012-13 and 2011-12)
- Dr. H. E. Marga Schulze Merit Scholarship: Ms. Indira Rawat (B.A. Honours III year, 2012-2013)
- University of Delhi, South Campus Endowment Scholarship: Ms. Alisha Nangia, M.A and Ms. Shangmila Dilbung Lamkang (2012-13)
- Dr. H. E. Marga Schulze Merit Scholarship: Ms. Indira Rawat and Ms. Rinku Shekhawat (2011-2012)
- Foundation for Academic Excellence and Access Scholarship: Ms. Shangmila Dilbung Lamkang (B.A. Honours III year, 2013-14, 2012-13 and 2011-12); Ms. Chaitanya K. (2010-2011)
- POSCO scholarship: Ms. Girija Suri (2010-11)

Achievements in extra-curricular activities:

- Ms. Swastika Jajoo, first year, was invited to New York to receive the KidSpirit 2014 Poetry Award for the 'Most Illuminating Poem' in 2015
- In 2013-14, Ms. Shyamolie Singh, Second Year won the DSC Prize Essay Contest
- Won prizes at University of Delhi Flower Show: In 2014-15, Ms. Vishaka Singh, third year and Ms. Rajshree Sharma, third year; In 2013-14, Ms. Yashaswani Basu, Ms. Tanvi Khemani, Ms. Vishakaha Singh and Ms. Rajshree Sharma all from third year; In 2011-12, Ms. Vishaka Singh, First Year; In 2010-11, Ms. Arunima Singh, Ms. Rummana Zaidi and Ms. Khushali Bakshi, all from second year

Sports Achievements:

In 2014-15, Ms. Vasundhara Puri won 5 gold medals, 5 silver medals and 2 bronze medals at the Women's Festival Swimming Meet, Delhi State Open Aquatic Meet and Inter College Swimming Meet, in various events. Ms. Meghna Kakaria won 11 gold medals and 2 silver medals in various state and inter college Table Tennis Championships. Ms. Sanajana Sehwat won 3 gold medals, 2 silver medals and 1 bronze medal in state, zonal and inter college competitions. She was also declared best Women's Player, Air Rifle at the Dr. Bharat Ram Open Sports Meet Shooting Competition. Ms. Jasmine won a silver medal in the North Zone Basketball Tournament.

In 2013-14, Ms. Vasundhara Puri won 6 gold medals, 5 silver medals and 5 bronze medals at the Delhi University Inter College Swimming Championship, Delhi State Swimming Championship meet and other State level and Inter University Championships. Ms. Natallia Khaneijo won a silver medal in the All India Tennis Association Women's Tournament.

In 2012-13, Ms. Meghna Kakaria won 2 gold medals at the 46th Hero Haryana State and Inter District Championship. Ms. Vasundhara Puri won 3 gold, 5 silver and 2 bronze medals at the state and inter university swimming championships.

In 2011-12, Ms. Rinku Sehrawat won the Best Athlete's Trophy (Category B1) and 3 gold medals in the Equal Opportunity Cell Athletics Meet. Ms. Bhavna Singh won a bronze medal in Dr. Bharat Ram Open Sports Meet Shooting Championship. Ms. Natallia Khaneijo won a gold medal in Dr. Bharat Ram Open Sports Meet Lawn Tennis Tournament. Ms. Shivalia won a gold medal in Dr. Bharat Ram Open Sports Meet Badminton Tournament.

Awards/Recognitions won over the years by distinguished alumnae:

The Department of English has produced several literary geniuses over the years. To name a few, Anjana Appachana, a well-known novelist has written a book of short stories titled *Incantations* and a novel titled *Listening Now*. One of her short stories titled 'Sharmaji' was included in *Mirrorwork: Fifty Years of Indian Writing*, a collection edited by Salman Rushdie and Elizabeth West. Appachana received the O. Henry Festival Prize and a creative writing fellowship from the National Endowment for the Arts in the US.

Ambika Sengupta, well known as a playwright and writer for children, has published several books, including *The Exquisite Balance* (1985), *The Story of the Road* (1993), *How the Path Grew* (1997), *The Clever Carpenter and Other Stories*, *The Naughty Dog and Other Stories*, *Waterflowers*, *Vikram and Vetal* (2006) and *Vikramaditya's Throne* (2007). She received a senior fellowship of the Government of India to write plays for children in English (1999-2001).

Poile Sengupta, writer and actor, wrote *Ammulu* that was shortlisted for the 2012 Commonwealth Short Story Prize. She has been thrice on the jury of Trinity College, London 'International Competition of plays for young people'.

Tsering Wangmo Dhompa is the first Tibetan female poet to be published in English, including publications like *My Rice Tastes Like the Lake*, *In the Absent Everyday*, *A Home in Tibet*, etc. Her first book of poems, *Rules of the House* (2002) was a finalist for the Asian American Literary Awards in 2003.

Gitanjali Prasad, a Senior Press Fellow from Wolfson College, Cambridge, UK, is the author of the popular children's book, *The Sun is like a Football* that was translated into Hindi and Bengali. K.E. Priyamvada, author of *Animal Antics* (2012), currently the Editor at Sahitya Akademi, won Mastermind India, a solo quiz contest, telecasted on BBC World, in the year 2000.

Lakshmi Kannan, an eminent bi-lingual poet, novelist, short story writer and a translator, who writes in English and Tamil, has published twenty books that include four collections of poems in English, of which *Unquiet Waters* was published by Sahitya Akademi in 2005.

Dr. Padmini Mongia, literary theorist and scholar, abstract visual artist, poet, children's fiction writer, is Professor of English at Franklin & Marshall College, PA, United States (2001-present) and has also been Associate Professor of English, Jawaharlal Nehru

University, and Visiting Associate Professor at University of Rome, 'La Sapienza'. Among her numerous publications on literary theory is the eminently celebrated *Contemporary Postcolonial Theory: A Reader* (1997). She has received several awards and fellowships, including NEH Fellowship (2001-2002), National Endowment for the Humanities Summer Seminar, University of Pennsylvania (1994), Sparks Fellowship Designate, The Pennsylvania State University (1983-84), Folger Institute Fellowship (1983), to name a few.

Dr. Srilata Raman, Associate Professor, Department for the Study of Religion & Centre for Diaspora and Transnational Studies at Toronto University, is the author of *Self-Surrender (Prapatti) to God in Srīvaiṣṇavism. Tamil Cats and Sanskrit Monkeys* (2007), and *Words and Deeds: Hindu and Buddhist Rituals in South Asia* (2005). Mukulika Banerjee, Associate Professor in Social Anthropology at the London School of Economics, has written prominent books like *Why India Votes?*(2014), *The Pathan Unarmed* (2000), and co-authored *The Sari* (2003).

Dr. Ananya Vajpeyi, outstanding academician and Rhodes Scholar, published a book *Righteous Republic: The Political Foundations of Modern India* which was named book of the year 2012 by *The Guardian* and *The New Republic*. It received the 41st Thomas J. Wilson Memorial Prize from Harvard University Press, the Tata First Book Award for Non-Fiction (2013), and the Crossword Award for Non-Fiction (2013). Keya Ganguly, Professor in the Department of Cultural Studies and Comparative Literature at the University of Minnesota, is the author of *States of Exception: Everyday Life and Postcolonial Identity* (2001) and *Cinema, Emergence, and the Films of Satyajit Ray* (2010). She is the recipient of many awards, including Faculty Sabbatical Supplement Award (2007-2008), Grant-in-Aid of Research, University of Minnesota (2002-03), President's Multicultural Research Award, University of Minnesota (1997-1999).

Priyanka Gill, batch of 2001, founder and Editor-in-Chief POPxo, a well-known blog, has just been conferred FICCI FLO Women's Achievers Award 2015-16.

Some others are well-recognized in the world of media and cinema. For instance, Prof. Shohini Ghosh, documentary filmmaker, co-founded the Mediastorm Collective, an all-women documentary collective which, in 1992, received the Chameli Devi Jain Award for Outstanding Work among Women Media Professionals. In 2002, Prof. Ghosh's first independent documentary, *Tales of the Night Fairies*, won a Best Film award at Jeevika 2003 and was shown in 13 countries.

Shilpi Gulati, rising documentary film-maker, alumnus also of the School of Media and Cultural Studies, Tata School of Social Sciences, is winner of the National Award for Best Anthropological/Ethnographic film 2014, *Qissa-e Parsi*, The Parsi Story, and has also made *Dere Tun Dilli* (2012) (produced by Public Service Broadcasting Trust) as a result of research dissertations done by her and Divya Cowasji on the ethnic communities they hail from.

Shilpi Nupur Asthana, Indian Film Director debuted with the critically acclaimed youth film *Mujhse Fraaandship Karoge* (2011) produced by the Y-Films banner. Mini Mathur, an Indian television host, actress and model, hosted many popular shows including *Indian Idol*, and *Dilli dil se*. Lillete Dubey is an acclaimed theatre director,

television and film artist. She has appeared in numerous movies, including Mira Nair's *Monsoon Wedding* etc. She has directed a number of plays, most notable being Mahesh Dattani's *Dance Like a Man*, the longest running play in English, having completed 497 shows across the world. Tillotama Shome, an award-winning Indian film actress, is well-known for her performances in Mira Nair's *Monsoon Wedding*, Florian Gallenberger's *Shadows of Time*, Claire McCarthy's *The Waiting City*, to name a few. Her performance in *Qissa* won her the best actress title in the New Horizons Competition of the seventh Abu Dhabi Film Festival (2013).

Arpana Caur, distinguished Indian painter has been exhibited since 1974 across the globe. She has been invited to various countries and awarded, including a gold medal in VI International Triennale, 1986 in Delhi. She was commissioned by Hiroshima Museum of Modern Art to execute a large work for its permanent collection for the 50th anniversary of the Holocaust in 1995, and by Bangalore city and the city of Hamburg to do large non-commercial murals in public spaces. Vasundhara Tiwari, another well-known painter has participated in 24 important national and international exhibitions which included Contemporary Indian Art. She has a long list of honors and awards, including Senior Fellowship by Ministry of Culture, Government of India (1996-98), Sahitya Kala Parishad Annual Awards (1996), Junior Fellowship to Outstanding Artists, Department of Culture, Government of India (1988-90), Silver Medal, 1st Biennale of International Contemporary Art, Algiers (1987), Sanskrit Award (1987), Delhi State Award, Sahitya Kala Parishad Annual (1987), etc.

Pallavi Saran, renowned classical dancer, constantly won numerous inter-college dance competitions while studying at LSR. In 2000 and 2001, she won the first prize at the Indian Institute of Technology Festivals. In August 2004, Pallavi was awarded the Rajiv Gandhi National Award for Dance. Vasundhara Vidalur, batch of 2007, won the Best Female Vocalist award at the Jack Daniels Awards in 2014 for her work on her debut album 'Ampersand'.

Ameeta Verma Duggal, well-known advocate, was awarded a British Chevening Scholarship by the Foreign and Commonwealth Office to study at the College of Law, New York from 1996 – 1997. She now has a flourishing practice in advising clients with respect to the Foreign Trade Policy (FTP), commercial arbitration and civil and corporate litigation.

Pema Choedon (2012 batch) was recently conferred Miss Tibet 2015.

24. List of eminent academicians and scientists/visitors to the Department:

The Department of English has hosted several reputed academicians over the years from India as well as abroad. A list of a few selected visitors follows:

- Mr. Amitav Ghosh, novelist
- Mr. Indrajit Hazra, eminent writer
- Mr. Jeet Thayil, reputed author and poet
- Prof. Nivedita Menon, Centre for Comparative Politics & Political Theory, Jawaharlal Nehru University
- Dr. Brinda Bose, Centre for English Studies, Jawaharlal Nehru University

- Dr. Rose A. Sackefiyo, Associate Professor of English at Winston Salem State University, United States
- Prof. Rukmini Bhaya Nair, Department of Humanities and Social Sciences, Indian Institute of Technology, Delhi
- Prof. V. Sanil, Department of Humanities and Social Sciences, Indian Institute of Technology, Delhi
- Prof. Aditya Nigam, Centre for the Study of Developing Societies (CSDS)
- Prof. Udaya Kumar, Department of English, Delhi University
- Prof. Simi Malhotra, Department of English, Jamia Millia Islamia; Advisor to the Lt. Governor of Delhi
- Mr. William Dalrymple, award winning historian and writer
- Mr. Tenzin Tsundue, well-known poet, writer and Tibetan activist
- Dr. Rupendra Guha Majumdar, Associate Professor, Department of English, Delhi University
- Ms. Farzana Doctor, Toronto-based novelist and psychotherapist
- Mr. Arjun Mahey, former Head of the English Department of St. Stephen's College
- Mr. Mukul Kesavan, Indian historian, novelist and, political and social essayist

25. Seminars/Conferences/Workshops organised & the source of funding:

a. National:

- The English Department Academic Meet, Litmus 2015, took the form of a national seminar, with the theme 'Narratives of Contemporaneity'. The keynote speaker was Prof. Aditya Nigam. Amongst the other speakers present were Ms. Kavita Krisnan, Dr. Rakhee Moral, Prof. Rukmini Sen and Ms. Karuna Nundy (Funded by LSR)
- Paper presentations by students in 'Outing' Possibilities, Disrupting Heteronormativities: Alternate Sexualities and Contemporary Indian Cinemas' session on 'Alternate Sexualities', Academic Congress, 2014 (Supported by UN Women)
- Two-day national conference titled 'Traditions of Intellectual Inquiry: Histories, Politics, and Responses' on 22nd-23rd March, 2013. It brought together scholars of high academic rigour and international repute from IIT Delhi, JNU, AUD, CSDS and DU, like Prof. Rukmini Bhaya Nair, Prof. V Sanil, Prof. Aditya Nigam, Prof. Nivedita Menon, Prof. Udaya Kumar, Prof. Simi Malhotra among others (Funded by LSR)
- LITMUS, the annual literary meet of the English Department was organised at a national level from 18th March 2013 to 21st March 2013, the theme being 'Alternative Interpretations of the Canon' (Funded by LSR)

b. International:

- International Faculty Seminar 'A Passage to India' for faculty of Winston Salem State University, USA, held at LSR, August 2013 (Funded by a grant received by Winston Salem University for faculty enhancement)

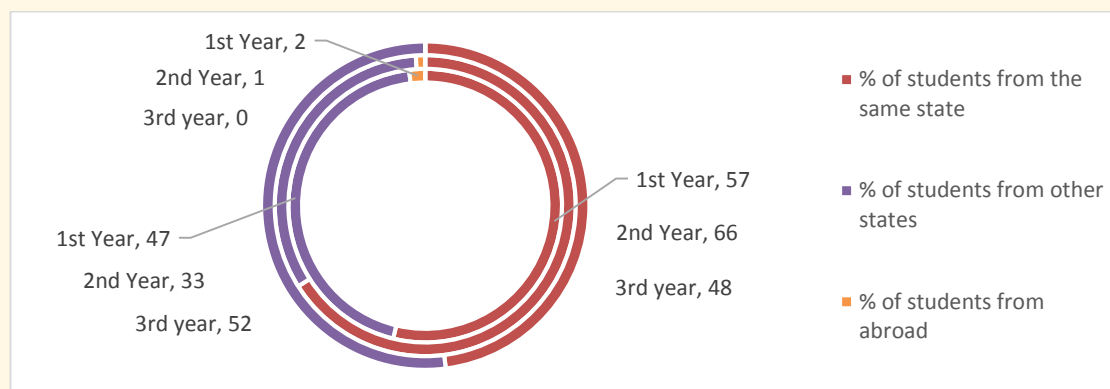
26. Student profile programme/course-wise:

Name of the Course/ programme	Applications received	Enrolled		Pass percentage
		*M	*F	
B.A. (Honours)	65500	-	114	Ongoing

English, 2014-15				
B.A. (Honours) English, 2013-14	56526	-	111	96%
B.A. (Honours) English, 2012-13	Common Aptitude Test in English, DU	-	104	98.6%

*M=Male *F=Female

27. Diversity of Students: Approximate figures provided



28. How many students have cleared national and state level competitive examinations such as NET/SLET/GATE/Civil services/Defense services etc.?

Most of our students go on for higher studies and qualify for many competitive examinations, for instance, Tridha Chatterjee cleared JRF (NET) in Linguistics in 2011. Dr Sucheta Chaturvedi cleared JRF (NET) in 1991. Since we are an undergraduate college, they do not qualify during their tenure at LSR, and information is not available. Information regarding students who have cleared Civil services is not available.

29. Student progression: Approximate figures provided

Student progression	Against % enrolled
UG to PG	60%
PG to M. Phil.	Information not available
PG to Ph.D.	Information not available
Ph.D .to Post-Doctoral	Information not available
Employed	10-15%
-Campus selection	Information not available
-Other than campus recruitment	Information not available
Entrepreneurship/Self-employment	Information not available
Entrepreneurship/Self-employment	5-10% (Many of our students have entered the fields of media, creative writing, publishing, academia and journalism)

30. Details of Infrastructural facilities:

a. Library:

The English section of the library offers an exhaustive list of 12549 books and six journals: *Critical Quarterly*, *Indian Literature*, *Journal of Indian Writing in English*, *Novel*, *Shakespeare Quarterly*, and *Time Literary Supplement*. Faculty members and students also have access to a number of online journals, books, and accessibility to libraries through DU Online Library.

b. Internet facilities for staff and students:

The college is Wi-Fi enabled. 30 desktops and 42 laptops with internet facilities are available for faculty at all times for teaching/research. Faculty can also get laptops issued for classroom teaching and related work. Further, 140 computers are available for students in the library, reference section and laboratories, with Internet, to work on their assignments.

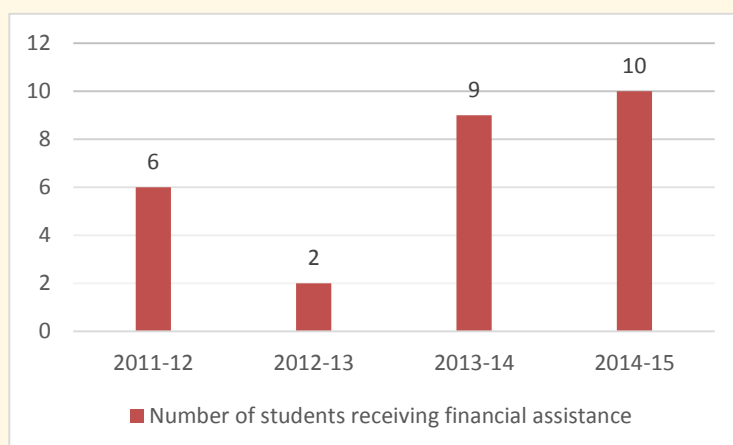
c. Classroom with ICT facilities:

Many classrooms assigned to the English Department have ICT facilities.

d. Laboratories:

None required by the Department.

31. Number of students receiving financial assistance from college, university, government or other agencies:



32. Details on student enrichment Programmes (special lectures/ workshops/seminars) with external experts:

The Department has been actively involved in organising programmes and events such as Academic Meets, paper presentations, lectures, movie screenings etc. for student enrichment.

Seminars:

In 2014-15, the Department organised a national seminar around the theme 'Narratives of Contemporaneity in India'. The Keynote lecture was delivered by Prof. Aditya Nigam. Mr. Orijit Sen, Ms. Pramada Menon, Ms. Vebhuti Duggal and Mr. Jonathan Koshy were the panellists in an interesting session on 'Non Literary Narratives', which examined a variety of narratives including graphic novels, art and Bollywood films. Another panel discussion

on 'The Self and the Nation' comprised of Ms. Kavita Krishnan, Dr. Rakhee Moral, Prof. Rukmini Sen, and Ms. Karuna Nundy. Sessions with authors Mr. Samit Basu and Ms. Meenakshi Reddy Madhavan on 'The Popular and the Canonical' were also held. The seminar was preceded by a poetry reading session by Ms. Sridala Swami, a talk by eminent historian Mr. Mukul Kesavan, and an interactive session with Mr. Vinod Jose of *Caravan Magazine*. Another two-day event titled 'Flanders Fields' was organised by the Department.

In 2012-13, as part of the conference 'Traditions of Intellectual Inquiry: Histories, Politics, Responses', Prof. Rukmini Bhaya Nair gave the plenary address. Prof. V. Sanil, Prof. Aditya Nigam, Prof. Udaya Kumar and Prof. Simi Malhotra also addressed the students on varied topics such as 'The Idea of the Critique and Contemporary Revolutions', 'Formations of the Modern and the Idea of the Political' etc. Prof. Nivedita Menon spoke on 'Deconstructing Nature: Feminist Interventions in Science.' In 2011- 12, four of the six authors shortlisted for the DSC Prize for South Asian Literature – Ms. Shehan Karunatilaka, Mr. Tabish Khair, Ms. Usha K. R. and Ms. Kavery Nambisan were invited for a panel discussion on 'Language and Identity'. Mr. Tabish Khair gave the keynote address on 'Literature and Otherness'.

Lectures:

In 2014-15, Mr. Indrajeet Hazra was invited by the Department for a reading of the book 'The Novel Cure'. In the year 2013-14, the English Department collaborated with the Psychology Department to organise a talk titled 'Manto's Works: An Interface of Psychology and Literature' by Dr. Deepti Sachdev (Ambedkar University). Dr. Brinda Bose (Department of English, DU) gave a talk on 'Who's Afraid of a Modernist Feminist'. Another talk on 'Poetic Utterances, Luminous Arithmetics' by Dr. Prasanta Chakravarty (Department of English, DU) explored the madness inherent in poetry. A talk on the 'One Dimensional Woman and the Feminization of Labour' by Dr. Nandini Chandra (Department of English, DU) was also organised. In a major international initiative, the Association invited Dr. Rose A. Sackefiyo (Associate Professor of English at Winston Salem State University, U.S.A.), for a lecture series. Reputed author and poet, Mr. Jeet Thayil, DSC Prize shortlisted authors Mr. Benyamin and Mr. Anand were also invited for interactive sessions. In 2012- 13, a lecture on 'Partition Literature' was delivered by Ms. Amrita Bhalla. A visit and session on 'Travel Writing as a Genre' by Mr. William Dalrymple, the award winning historian, critic and writer, and one of the co-founders of the Annual Jaipur Literature Festival, was an enlightening experience. Other prominent talks were 'Partition in Literature' by Dr. Tarun K. Saint (Department of English, Hindu College, and author of *Witnessing Partition*), poetry reading from his self-published book *Kora* by Mr. Tenzin Tsundue (a well-known poet, writer and Tibetan activist). Other speakers in that year included Dr. Rupen Guha Majumdar, Ms. Farzana Doctor and Mr. Arjun Mahey. In 2011- 12, Ms. Dipika Mukherjee (alumna of the College), Ms. Amrita Bhalla and Ms. Saswati Sengupta also delivered lectures on varied topics. In the preceding year, Prof. Sambuddha Sen, Prof. Subarno Chattarji and Dr. Christel Devadawson delivered highly enlightening lectures.

Annual Academic Meet: The Department of English regularly organises *Litmus*, its Annual Academic Meet. It includes paper presentations by students, a photography exhibition, interactive panel discussions by artists, writers, activists, and people from diverse fields.

In 2014-15, Litmus featured an interactive session with Ms. Kavita, one of the founders of *'Khabar Lahariya'*. Students also presented academic papers. A panel discussion on 'Languages and Translation Debates' was held with Mr. Aruni Kashyap and Dr. Akhil Katyal. The speakers discussed loss in translation, textual fidelity, multilingual poetry and the position of English as an increasingly 'Indianised' language. Another panel discussion by Prof. Ranjini Mazumdar, Mr. Agneya Singh and Mr. Kanav Gupta discussed why cinema is different from literature, the importance of technicalities in the formation of a story, the fusion of visual media and classical music in contemporary India. In 2013-14, students read papers in a session titled 'Outing' Possibilities, Disrupting Heteronormativities: Alternate Sexualities and Contemporary Indian Cinemas'. The session was chaired by Dr. Akhil Katyal of Shiv Nadar University. In 2012-13, Royal Sheikh's Spear Company performed *'The Complete Works of William Shakespeare'*. In 2011-12, Ms. Sanam Khanna, Ms. Mudita Mohile and Ms. Bindu Menon, participated in a discussion. In the preceding year's Annual Meet titled 'Literature and Visual Cultures', Shri Ashok Vajpeyi gave the keynote address while Ms. Radhika Baruah, Mr. Sumit Ray and Ms. Kadambari Mishra took part in a panel discussion on 'Graphic Novel and Comic Strips'. An extended discussion on the interface between films and novels by Prof. Subarno Chattarji, Dr. Tapan Basu and Mr. Maaz Bin Bilaal was also organised as part of the meet.

Workshops:

In 2012- 13, a creative writing workshop was conducted by Ms. Aditi Rao. In 2010- 11, an etymology workshop was conducted by Logophilia Education Pvt. Ltd, India's first and only Etymology Education organisation.

33. Teaching methods adopted to improve student learning:

The English Honours course is an intensive three-year programme that seeks to provide the students with a sound base in all the classics, in what was traditionally called English Literature. With the revised syllabus that came into effect in 2000, the disciplinary boundaries were stretched and fresh courses were introduced, such as a compulsory Indian Literatures in English to the 1st years; Optional courses in Popular Fiction and Classical Writing for the 2nd years, and; Anglo-American Writing and Literary Theory for the 3rd year students. Needless to say, our pedagogy has kept pace with these new developments, with faculty sharing their expertise as active participants in the formation of the new syllabus at the long drawn out consultative stage.

Our classes are lively, interactive spaces where students are encouraged to share their own perceptions, ask searching questions, and engage in discussions in an atmosphere that fosters self-expression balanced with respect for the rights of others to voice their opinions. We are particularly careful to nurture this spirit in a changing classroom that has seen a widening of the student base to include students from diverse socio-economic backgrounds and learning curves. In fact, this extreme diversity becomes a pedagogic tool, since we believe that validating the experiences of the diverse student body is an important aspect of the pedagogic goal in a Literature classroom, which sees Literature, not as an ivory tower product but, a contextually produced and socially mediated process.

Group discussions are a common feature in the classrooms and students often make presentations on their area of interest. While the traditional blackboard and whiteboard serve as trusted pedagogic tools, our faculty also makes liberal use of audio-visual aids,

such as power point presentations and film screenings to enhance the teaching-learning process and make the classes more engaging. Another very popular feature in our department has been regular film screenings of literary texts adapted on screen, sometimes in multiple versions. These then form significant bases for discussions on genre and interpretative possibilities. We have also invited dramatic groups to present their variants on the texts under study and, in some cases, students of the Dramatics Society have chosen to present their creative interpretations of literary works.

The English Department takes great pride in encouraging its students towards excelling beyond the syllabus. With this in mind, we keep up a regular parallel pedagogic process of talks, workshops, lectures, seminars and symposia. The Extra Curricular Activity periods, four times a week, provide adequate space for these parallel activities; while in some cases, a Saturday might be used to organise a Literary meet. These range from introductory lectures on research methodology, workshops on etymology and creative writing, specialized talks on specific authors, texts, and theories by specially invited experts, interactive sessions with creative writers and translators, intra-college and inter-college seminars where students present papers on topics chosen in consultation with them, as well as national and international faculty level seminars where we have explored the cutting edge of thought in a chosen area.

Classroom teaching is, however, the most basic form of engagement that we believe in. The class stretches into carefully planned tutorials, which become sites for intense discussions as well as spaces for students to present their own research on topics related to, but not restricted to the syllabus. The smaller size of the group allows for more intensive discussions and also creates a space for faculty to interact with students on a one-on-one basis.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Faculty members and students of the Department of English routinely participate in various extension and outreach activities of the college, such as VAPP (The Voluntary Agency Placement Programme), REACH (Reaffirming Equity, Access, Capacity and Humanism), NSS (National Service Scheme), *Prakriti*, Dhyana, Abhayaa: WDC (Women's Development Cell), and The Office of International Programmes.

Ms. Shroff has been the Staff Advisor of the VAPP since 2010. She has also been helping to oversee the activities of REACH, as Advisor, Students' Welfare from 2007 onwards. She worked with the Swavalamban project since its inception, and coordinated the setting up of Swavalamban Resource Centre with KPMG in 2012-2013. She was also involved with the Connecting Dreams Project under NSS since its inception in 2013. Ms. Minocha acted as the Staff Advisor of the Voluntary Agency Placement Programme (VAPP) from 2008-2010. She was also the convener of the National Service Scheme (NSS) from 1994-1995. Dr. Maya Joshi was the Course Director of 'Gandhi: Perspectives and Possibilities', a week-long intensive academic interdisciplinary interaction designed for the students of Ohio-Wesleyan University and LSR College in the year 2012. She was also the Faculty Coordinator of VAPP from 1998-2003. She, along with students, was part of the first Beej Swaraj Yatra culminating at Dehradun with the establishment of the Beej Vidya Peet in 2001 and, was involved in the setting-up of the VAPP Bulletin in 2002. Dr. Cama has been involved with *Prakriti* (Garden and Environment Club of LSR) as Faculty Advisor and has

been serving on the Garden Committee for the past twelve years. Ms. Mishra was the Convener of NSS for two years (1999-2000) and the Project Head of the Child Development Programme under the NSS in 1998-99 and 2001-2008. Ms. Rajeev acted as the Coordinator of the Equal Opportunity Cell (E.O.C) from August 2012 to May 2014. She was the Coordinator of REACH from 2012-2014. She was also a part of the planning, setting-up and procurement of technology at the Resource Centre, Swavalamban, along with the initial working and modalities in 2012-13. She acted as the Faculty Advisor for the NSS (Sandrishti Programme) from 2013-2014.

35. SWOC analysis of the Department and Future plans:

Strengths:

All activities of the Department, teaching-learning, evaluating, and governance are in congruence with the larger vision and objectives of the college. The English Department has always been at the forefront- to lead, guide and conduct student activities, academic, co-curricular and extra-curricular and has always helped the students of the department not only to think but to think differently. The emphasis is on critical and analytical thinking that helps students discover their true vocations and redefine accepted notions of success.

Learning and teaching English Literature is an interdisciplinary exercise. Texts are studied in their context and students are sensitized to not just the context but also the sub text. Literature teaching is broadened to embrace language, culture, society and ethics. This pedagogical approach also aims at introducing students to various literary traditions of India in the context of the cultural diversity and linguistic plurality of India.

The Department currently has seventeen faculty members whose fields of expertise range over wide areas. Indeed, the departmental strength is derived from the shared vision of a cohesive faculty that believes in providing an intellectual environment that is stimulating and enriching. We believe that teaching-learning is an enabling process that widens horizons, sharpens our responses to the framing social, cultural environment and motivates us to grow and seek.

Weakness:

As a Department we need to sensitize students to the fact that plagiarism is completely unacceptable in academia. Very often students tend to cut and paste from critical material without proper acknowledgements. The department constantly pulls up students for this and assignments that have obvious plagiarised material are not accepted. However we still need to find a foolproof method to stop this practice and possibly learn about technology that can help in this endeavour.

A weak link in our admission process is the fact that in the interest of transparency and objectivity we admit students only on the basis of marks. This does not allow us to gauge the students' suitability for a subject like English Literature which requires an ability to analyse, to read between the lines and understand the nuances of language.

Opportunities:

The English Department proposes to move ahead in new directions. It has already done so in terms of interdisciplinarity. The English Literature Course can be made relevant to the student's context so that the issues discussed through the reading of texts can be related to

larger social and philosophical concerns and students can become more aware and alert citizens.

Another important opportunity is to change systems of examination and evaluation to make a more creative and inventive use of Internal Assessments. Students can be trained to not only think out of the box and maybe come up with alternative endings for texts, or translate the texts but also could be asked to script dialogues or even incidents to embellish the text.

The increasing use of technology in the classroom has become an important tool in making classes more interesting and interactive. Film versions and adaptations of literary texts are easily available and enables students to understand how texts are represented through different forms.

Challenges:

The diversity of our student population is both an opportunity and a challenge. Students join the Department with diverse linguistic abilities and it is a challenge to ensure that each student's interest and needs are addressed.

Many students opt for English when they cannot get any other subject of their choice. They join the literature course even when they do not have an aptitude or interest in the subject. It is a great challenge to motivate these students so that their study of literature becomes enjoyable.

Another challenge arises from the fact that with the pressure of getting high scores in the school leaving examinations, very few students have the time to read, enjoy or comprehend literature before they enter college. These students need to be persuaded to take up reading, not only as a necessity but also as a hobby.

Future Plans:

The vision of the English Department is to create a progressive atmosphere, an excellent work culture and a very productive department ethos with motivated students and a committed faculty determined to give their best to the institution.

The interface between creative writing, languages and cultures of India that are uniquely multilingual needs to find a place of pride in our understanding of our contexts. This can be hopefully achieved because the English curriculum that DU offers reflects this mindset by incorporating a sizeable component of Indian regional literatures in translation. The English Department at LSR too, in its turn stands poised, eager to undertake such exploratory projects.

Critical and analytical thinking is what the English Department aims at. This is facilitated by a vision that helps make the curriculum both global and local in terms of selection of texts. Critical approaches to literature include contemporary radical theories like postmodernism, post colonialism, feminism, gender studies, race studies, and so on. Our academic commitment is to make utmost use of these intellectual possibilities both for the benefit of the students and the teachers. This will also create continuity between the teachers' academic pursuit in respect of their research and publication on the one hand and teaching on the other. In an ideal situation these two arenas should always be correlated.

This ambience will be further developed through some of the disciplines that we already have and some others which we look forward to establishing shortly. Workshops, lectures,

seminars, performances, debates, and exchange of teachers will be an exciting basis for the understanding of Translation Studies, Film Studies, Performance Studies, Media Studies and Culture Studies. The Department already has a long track record of holding seminars, workshops and lectures for students in these areas. The Department looks forward to providing opportunities to students to be creative and inventive in articulation and literary productions.

The multilingual and multicultural aspect of the country will always be kept in mind while imparting the knowledge of Literature. It will always be the endeavour of the English Department to equip the students with the most contemporary strategies of reading literature. The aim will always be to develop an environment where praxis and theory go hand in hand.

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Evaluative Report of the Department of Hindi



1. Name of the Department: Hindi
2. Year of Establishment: 1956
3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):
 - UG - B.A. (Honours) Hindi; B.A. (Programme) Hindi
 - PG - M.A. Hindi
4. Names of Interdisciplinary courses and the departments/units involved:

The Department of Hindi offers the following courses:

- Lower and Higher Hindi to all students (Qualifying Course)
- Course 2.5 (Hindi- B) to B. Com Honours (Credit Course)
- Hindi-A, Hindi-B and Hindi-C to B.A. Programme (Credit Course)
- Hindi Literature to other Honours Courses: History, Political Science and Sanskrit (Language Credit Course)
- Reading Gandhi to Hindi and Sanskrit Honours (Qualifying Course)
- Higher Concurrent Course for Sanskrit and Hindi medium students in other courses (HCC)

5. Annual/semester/choice based credit system (programme wise): Semester
6. Participation of the Department in the courses offered by other departments:

Students from the Hindi Department take the following courses from other departments:

- Department of English: English (Qualifying Course); English (Credit Language Course)
- Department of Elementary Education: Environmental Studies (Qualifying Course)
- Department of Sanskrit: Reading Gandhi (Qualifying Course)
- Department of History: Ancient Delhi, Concurrent Course; Ancient India (Allied Course in erstwhile FYUP)

7. Courses in collaboration with other universities, industries, foreign institutions, etc.:
Not permitted as per University Ordinance

8. Details of courses/Programmes discontinued (if any) with reasons:

- Annual system was discontinued in 2010. The last batch graduated in April 2013.
- The Four Year Undergraduate Programme (FYUP) was discontinued in 2014 due to directives from DU.
- B.A. (Programme) was discontinued in 2013 under the FYUP and re-introduced in 2014.

9. Number of Teaching posts: As on 22 May, 2015

	Sanctioned	Filled
Professors	Not Applicable	Not Applicable
Associate Professors	Not Applicable	2
Asst. Professors	10	5 (1 on Study Leave; 1 Temporary)

10. Faculty profile with name, qualification, designation, specialisation, (D.Sc./D.Litt./ Ph.D. /M.Phil. etc.): As on 22 May, 2015

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Amisha Aneja	M. Phil.	Associate Professor	Fiction, Poetry and Drama	25 years	None
Priti Prakash Prajapati	Ph.D.	Associate Professor	History of Hindi Literature, Literary Theory, Early Medieval Hindi Bhakti and Modern Poetry	18 years	None
Darshna Dhawal	Ph.D.	Assistant Professor	Fiction and Linguistics	11 years	None
Renu Gautam	Ph.D.	Assistant Professor	Linguistics and Modern Poetry	16 years	None
Sarika Kalra	Ph.D.	Assistant Professor	History of Hindi Literature, Modern Poetry, Media	11 years	None
Punam Meena	M.Phil.	Assistant Professor (On Study Leave)	Hindi Novel	4 years	None
Kanchan Verma	Ph.D.	Assistant Professor (Temporary)	Translation, Theatre	5 years	None

11. List of senior visiting faculty: None

12. Percentage of lectures delivered and practical classes (programme wise) handled by temporary faculty:

Approximately 17% lectures and tutorials for B.A. (Honours) Hindi and 14% lectures and tutorials for B.A. (Programme) Hindi were delivered by temporary faculty from January till May, 2015.

13. Student-Teacher Ratio (programme wise):

B.A. (Honours) Hindi- 16:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not Applicable**15. Qualifications of teaching faculty with DSc. /D.Litt. /Ph.D. /M.Phil. /PG.:**

- Amisha Aneja, M.A. (Hindi), PG Diploma in Journalism, M.Phil. (Hindi)
- Priti Prakash Prajapati, M.A. (Hindi), M.Phil. (Hindi), Ph.D. (Hindi)
- Darshna Dhawal, M.A. (Hindi), PG Diploma in Translation Theory and Practice, M.Phil. (Hindi), Ph.D. (Hindi)
- Renu Gautam, M.A. (Hindi), PG Diploma in Translation Theory and Practice, PG Diploma in Linguistics, M.Phil. (Hindi), Ph.D. (Hindi)
- Sarika Kalra, M.A. (Hindi), PG Diploma in Translation Theory and Practice, PG Diploma in Linguistics, PG Diploma in Journalism, M.Phil. (Hindi), Ph.D. (Hindi)
- Punam Meena, M.A. (Hindi), M.Phil. (Hindi)
- Kanchan Verma, M.A. (Hindi), B. Ed., PG Diploma in Translation Theory and Practice, Ph.D. (Hindi)

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

- a. National funding agencies: None
- b. International funding agencies: None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil**18. Research Centre/facility recognized by the University:**

The Aung San Suu Kyi Centre for Peace is a Research Centre/facility at LSR, established with funds granted by the University Grants Commission.

19. Publications:

Teachers	Books Authored/ Edited	Chapters in Books / Textbooks	Papers in Journals (National/ International)	Book Reviews in Journals	Monographs
Amisha Aneja	-	-	-	-	-
Priti Prajapati	2	1	4	-	-
Darshna Dhawal	-	1	-	-	-
Renu Gautam	-	-	-	-	-
Sarika Kalra	-	4	11	1	-
Punam Meena	-	-	-	-	-
Kanchan Verma	10	5	2	-	-

Dr. Priti Prajapati:**Books Authored/Edited:**

- Prajapati. P. (2014). *Dwandwa ki Sarajanatmakta aur Nirala ka Kavya*. New Delhi: Vani Prakashan. (ISBN: 978-93-5072-715-7)
- Prajapati. P. (2000). *Hazari Prasad Dwivedi ka Itihas-Drishti*. Delhi: Nirman Prakashan. (ISBN- 81-85184-83-6)

Chapter(s) in Book(s)/textbook(s):

- Prajapati. P. (2015). Viklang Stree Asmita aur Hindi Cinema. In D.Gautam and K. Mahendru (Ed.). *Bharatiya Cinema aur Nari* (pp. 140-143). Navbharat Prakashan. (ISBN: 978-93-82119-30-2).

Papers in Journals (National/International):

- Prajapati, P. (2014). Guru Raag ka Tanmaya Akhyan. *Samkalin Bhartiya Sahitya*, 175, 182-184. (ISSN:0970-8367)
- Prajapati, P. (2009). Nagarjun ka Kavyalok. *Alaav*, 24, 324-330. (ISSN:2278-5884)
- Prajapati, P. (2009). Algaav Ko Giraati Mili Chitra Jamborkar. *Adharshila*, 70, 21-22.
- Prajapati, P. (2009). Nirala Kavya mein Parampara aur Aadhunikta ka Dwandwa. *Sahriday*, 1, 70-80. (ISSN: 2230-8997)

Dr. Darshna Dhawal:**Chapter(s) in Book(s)/textbook(s):**

- Dhawal, D. (2015). Choonotiyon Ke Daur Mein Sahitya. In P. Sharma (Ed.). *Sahitya aur Uske Samajik Sarokar* (pp. 143-146). Nagpur: Vishwabharti Prakashan. (ISBN: 81-7499-110-2).

Dr. Sarika Kalra:**Chapter(s) in Book(s)/textbook(s):**

- Kalra, S. (2015). Kavi ki Rachnasheelta aur Samsamyik Sandarbh. In P. Sharma (Ed.). *Sahitya aur Uske Samajik Sarokar* (pp. 9-14). Nagpur: Vishwabharti Prakashan. (ISBN: 81-7499-110-2)
- Kalra, S. (2015). Stree Sarokaron Se Juda Hindi Cinema. In G. Dayanand & K. Mahindru (Eds.). *Cinema aur Samajik Sarokar* (pp. 155-158). Delhi: Navbharat Prakashan. (ISBN 978-93-82119-31-9)
- Kalra, S. (2014). Viklang Vimarsh: Jyon Mehendi ko Rang Ke Sandarbh Mein. In S. Maheshwari (Ed.). *Viklang Vimarsh ka Vishwik Pridrshya* (pp. 513-517). New Delhi: Bhawna Prakashan. (ISBN: 978-81-7667-298-6).
- Kalra, S. (2007). Sanskriti va popular culture: Arth aur swaroop. In V. Kanti Verma & Dr. Malti (Eds.). *Bhasha sahitya aur sanskriti* (pp. 282). Delhi: Orient Blackswan. (ISBN: 978 81 250 37927)

Papers in Journals (National/International):

- Kalra, S. (2015). Ghar. *Sahitya Kunj*, April. Literary Web Magazine. (ISSN: 2292-9754). Available at http://www.sahityakunj.net/LEKHAK/S/SarikaKalra/SarikaKalra_main.htm
- Kalra, S. (2014). Jayasi: Manavta Ke Paksh Dhar Kavi. *Gagananchal*, 37(1), Jan-Feb, 68-69. (ISSN: 0971-1430)

- Kalra, S. (2014). Ek Shor Tha ek Veerangi thi. *Sahitya Kunj*: May-June. (ISSN: 2292-9754). Literary Web magazine. Available at http://www.sahityakunj.net/LEKHAK/S/SarikaKalra/SarikaKalra_main.htm
- Kalra, S. (2014). Bahut Bada Gaon Hai Mera. *Sahitya Kunj*, Sept-Oct. (ISSN: 2292-9754). Literary Web magazine. Available at http://www.sahityakunj.net/LEKHAK/S/SarikaKalra/SarikaKalra_main.htm
- Kalra, S. (2014). Sau saal ki Dilli aur Hindi Kavita. *Sahitya Kunj*: June. Literary Web magazine. (ISSN: 2292-9754). Available at http://www.sahityakunj.net/LEKHAK/S/SarikaKalra/SarikaKalra_main.htm
- Kalra, S. (2014). Stree Sarokaron se Juda Hindi Cinema. *Sahitya Kunj*, October. Literary Web magazine. (ISSN: 2292-9754). Available at http://www.sahityakunj.net/LEKHAK/S/SarikaKalra/SarikaKalra_main.htm
- Kalra, S. (2014). Nightingale: My love (Short story). *Sahitya Kunj*, December. Literary Web magazine. (ISSN: 2292-9754). Available at http://www.sahityakunj.net/LEKHAK/S/SarikaKalra/SarikaKalra_main.htm
- Kalra, S. (2014). Uska Asmaan (Short story). *Sahitya Kunj*, December. Literary Web magazine. (ISSN: 2292-9754). Available at http://www.sahityakunj.net/LEKHAK/S/SarikaKalra/SarikaKalra_main.htm
- Kalra, S. (2013). Stree Sahitya: Jeevan ki Bahurangi Chata. *Bhasha*, 52 (3), Jan-Feb, 41-44. (ISSN: 0523-1418)
- Kalra, S. (2013). Mahavir Prasad Dwivedi: Ek Sampurna Sahityik Atma. *Gagananchal*, 36(6), Nov-Dec, 63-65 (ISSN: 0971-1430).
- Kalra, S. (2012). Uttarakhand ki Lok Sanskriti. *Panchwan Stambh*, 66(6), June, 32-34. (ISSN: 2348-4683).

Book Reviews in Journals:

- Kalra, S. (2014). Chir Ichcha ko Samarjit Kavitaeyin [Review of the book *Laut Aane Ke Liye*, by R. Ghildiyal]. *Sahitya Kunj*, December. Literary Web magazine. (ISSN: 2292-9754). Available at http://www.sahityakunj.net/LEKHAK/S/SarikaKalra/SarikaKalra_main.htm

Dr. Kanchan Verma:

Books Authored/Translated:

- Verma, K. (2015). *Hindi mein Shakespeare ke Sukhant Natak: Anudit Bhasha aur Kathya*. Delhi: Educational Publishing House. (ISBN: 978-93-5073-610-4)
- Verma, K. (2015). *Raja Henry V* (Trans.), of *King Henry V*. Shakespeare, William. Delhi: Educational Publishing House. (ISBN:978-93-5073553-4)
- Verma, K. (2014). *Raja Henry IV* (Trans.), of *King Henry IV*. Shakespeare, William. Delhi: Educational Publishing House. (ISBN:978-93-5073-2694)
- Verma, K. (2014). *Romeo-Juliet* (Trans.), of *Romeo-Juliet*. Shakespeare, William. Delhi: Educational Publishing House. (ISBN:978-93-5073-3530)
- Verma, K. (2013). *Raja Richard* (Trans.), of *King Richard*. Shakespeare, William. Delhi: Educational Publishing House. (ISBN:978-93-507270-0)
- Verma, K. (2011). *Jhansi ki Rani* (Trans.) of *Philip Cox's The Rani of Jhansi*, New Delhi: Prakashan Sansthan. (ISBN:978-7714-407-9)
- Verma, K. (2009). *Bahar ka Mausam* (Trans.) of Shakespeare's *Midsummer Night's Dream*, New Delhi: Prakashan Sansthan. (ISBN: 81-7714367-0)
- Verma, K. (2007). *Bharat Mein Mukta Vidyalayi Shiksha: Ek Parichay*, Delhi: Akademic Pratibha. (ISBN: 81-9036257-7)

- Verma, K. (2007). *Ganit ka Jadoo* (co-Trans.) of *Maths Magic*, New Delhi: National Council of Education, Research and Training. (ISBN: 81-7450-705-1)
- Verma, K. (2006). *Samajka Bodh* (Trans.) of *Understanding Sociology*, New Delhi: National Council of Education, Research and Training. (ISBN: 81-7450-614-4)

Chapter(s) in book(s)/textbook(s):

- Verma, K. (2013). Multiple Resistance in Dalit Autobiographies. In P. Kumar, (Ed.). *Literature and Marginality* (pp. 107 – 142). Delhi: Kalpaz Publication. (ISBN: 97893-5128-0231)
- Verma, K. (2013). Murdahiya Bahaisiyat Dalit Aatmakatha. In V. Kumar & V. Kumar (Eds.). *Dalit Sahitya Ka Samaj Shashtra Pal* (pp. 174 – 202). Delhi: Natraj Prakashan. (ISBN: 97-8938-350-201).
- Verma, K. (2013). Khabaron Ka Sansanikaran. In R. Gadkar (Ed.). *Electronic Banam Mudrit Madhyam* (pp. 105-118). Kanpur: Annapurna Prakashan. (ISBN:978-81-8935376-6)
- Verma, K. (2003). Kundali. In B.B. Jha & H.L Sharma (Eds.). *Value Based Supplementary material for Learners: Stories, Plays, Poems and Biographies for School* (pp. 31-35). New Delhi: NIOS.
- Verma, K. (2003). Ujjaley ki aur. In B.B. Jha & H.L Sharma (Eds.). *Value Based Supplementary material for Learners: Stories, Plays, Poems and Biographies for School* (pp. 5 – 9). New Delhi: NIOS.

Papers in Journals (National/International):

- Verma, K. (2012-13). Translation and Performance of Tagore's Plays in Hindi. *Journal of the School of Language, Literature and Cultural studies*, 18, 45-75. (ISSN: 0972-09682).
- Verma, K. (2006). Khul Gaye Jharokhey. *Prathmik Shikshak*, 1, 5-9. (ISSN:970-9312)

20. Areas of consultancy and income generated:

Dr. Kalra served as a member of the selection committee for evaluating the manuscripts for publications under the special scheme of Central Hindi Directorate, MHRD in June, 2015. She was also invited as a Resource Person to evaluate the manuscript of grant for publication by Central Hindi Directorate, MHRD, GOI in May, 2014. Income generated was in line with GOI norms.

21. Faculty as members in a) National Committees, b) International Committees and c) Editorial Boards:

- National Committees:** No faculty member of the Department is currently part of any National Committee.
- International Committees:** No faculty member of the Department is currently part of any International Committee.
- Editorial Boards:** No faculty member of the Department is currently part of any Editorial Board.

22. Student projects:

- Percentage of students who have done in-house projects including inter departmental/programme:** 100%

- b. Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/Industry/other agencies: Only a few students from the Department opt for internships outside the institution. Exact percentage is not available.

23. Awards/Recognitions received by faculty and students:

Faculty:

Dr. Amisha Aneja: UGC NET-JRF, 1989

Dr. Priti Prajapati:

- Vocational Excellency Award by Rotary Club, Delhi South (1999)
- Woman Achiever in Education Award by Andhra Vanitha Mandali (2007)
- Fellowship for research project in Literature 'Nirala ke Kavya mein Vastu aur Roop Ka Dwandwa' from Ministry of Human Resources and Development, GOI (1999-2000)
- Scholarships for learning Hindustani Classical Vocal Music from Sahitya Kala Parishad, Govt. of NCT Delhi (1981-86) and Department of Culture, Ministry of Human Resources and Development, Government of India (1987-88)

Dr. Darshana Dhawal: UGC NET-JRF, 2003

Dr. Renu Gautam: UGC NET, 1995

Dr. Sarika Kalra: UGC NET-JRF, 2003

Students:

The Department of Hindi boasts of students of very high academic capability who have also won accolades in sports and other extra-curricular events. A list of few such awards/recognitions received by students in inter-college, national/international events over the last four years follows:

Academics Awards:

- In 2015, Ms. Divya Joshi (First year), Ms. Priyanka Gond (Second year), Ms. Pooja Khanna (M.A. Previous) and Ms. Divya (M.A. Final) topped the course in college and also obtained positions in the University. Ms. Geeta Kumari (Third year) was awarded the Smt. Rukmani Devi Prize for the Highest Marks in Hindi.
- In 2014, Ms. Prema (Third year) was awarded the Smt. Rukmani Devi Prize for the Highest Marks in Hindi.
- In 2013, Ms. Pooja Khanna (Second year), Ms. Taru Assudaney (M.A. Previous) and Ms. Anuja Handa (M.A. Final) topped the course in college and also obtained positions in the University. Ms. Shubhra Niti (Third year) was awarded the Smt. Rukmani Devi Prize for the Highest Marks in Hindi.
- In 2012, Ms. Prema (First year), Ms. Shubhra Niti (Second year) and Ms. Samujjwala (M.A. Previous) topped the courses in college and also obtained positions in the University. Ms. Shubham Shree (Third year) was awarded the Saraswati Puraskar, a renowned award given for outstanding prose or poetry by the K K Birla Foundation, consisting of Rs ten lakhs, citation and a plaque. She also obtained first position in DU.

Sports Achievements:

- In 2012-13, Ms. Upasna won a Gold Medal and two Silver medals at the Delhi University Inter College Archery Tournament.
- In 2011-12, Ms. Shubhra Niti, Ms. Archana and Ms. Sadhana were part of the LSR team that won the overall Champion Team Trophy during the Third Annual Delhi University Equal Opportunity Cell Athletic Meet. Ms. Shubhra also won a silver medal in Long Jump under the B1 category.
- In 2010-11, Ms. Shubra won a Bronze medal for Long Jump at the Delhi University Equal Opportunity Cell Athletics Meet.

Awards/Recognitions won over the years by distinguished alumnae:

- Ms. Kamalini Dutt, well-known Bharatnatyam dancer, retired as Dy. Director General, Central Archives Dordarshan, New Delhi. She has produced over a thousand programmes, gaining appreciation from artistes and media experts for their high artistic merit and aesthetic standards. She was recently awarded Life Time Achievement award for Theatre Arts for her contribution to dance and other performing arts by Kri Foundation (2015).
- In 2015, Ms. Bhawana Garg received the Ladki Samman Award from the Ladki Foundation Trust for her outstanding performance in academics and for her work in the area of woman empowerment.
- Ms. Achala Sharma, former Head, BBC Hindi Service was awarded the World Hindi Honour at the Seventh World Hindi Conference (2003) for her significant contribution to the development and popularity of the Hindi language in the field of broadcast and literature. Among other achievements, she has to her credit two collections of radio plays, Passport and Jaren (Roots). She has also authored two novels and three collections of short stories.
- Ms. Suman Keshri (Batch of 1977) is a well-known name of contemporary Hindi poetry. She has published three collection of poems: 'Shabdaur Sapne' (Words and Dreams) - Not Nul Greenfields (2015), 'Monalisa ki Aankhen' (The Eyes of Monalisa – Rajkamal Prakashan, New Delhi (2013), and 'Yagyavalkya se Bahas' (An Argument with Yagyavalkya) – Rajkamal Prakashan, New Delhi (2008). Some of the poems including 'Draupadi' and 'Aurat' have been translated by Kabir expert Dr. Linda Hess, Stanford University, US. The same have been compiled in an Anthology- Six Delhi Poets. Available at <http://www.poetsprintery.co.za/index.php/introduction>
- Ms. Anu Singh Choudhary (Batch of 1999), a Communications Consultant, Documentary Filmmaker, Writer, Editor, Translator and Blogger all rolled into one, has published two books named *Neela Scarf* (2014) and *Mumma ki diary* (2015).
- Dr. Sushma Bhatnagar was the first Hindi interpreter in the Lok Sabha secretariat.

24. List of eminent academicians and scientists/visitors to the Department:

The Department of Hindi has hosted several reputed academicians over the years from India as well as abroad. A list of few selected visitors follows:

- Prof. Prabhakar Kshotriya, Eminent Writer and Critic
- Prof. Taraknath Bali, Eminent Bhaktikalini Critic
- Late. Prabhash Joshi, Noted Journalist
- Prof. Namvar Singh, Eminent Writer and Critic
- Prof. Vishwanth Tripathi, Eminent Writer and Critic
- Prof. Gopeshwaar Singh, Head of Hindi Department, University of Delhi

- Dr. Nityanand Tiwari, Eminent Writer and Critic
- Prof. Nirmala Jain, Eminent Writer and Critic
- Prof. Anvita Abbi, Linguist
- Dr. Vimlesh Kanti Verma, Translator
- Dr. Poonam Juneja, Secretary, Hindi Rajbhasha, GOI
- Dr. Sudha Singh, Eminent Writer
- Dr. Anamika, Poet and Critic
- Dr. Rekha Sethi, Eminent Writer
- Dr. Mamta Kalia, Eminent Writer
- Dr. Ravindra Kalia, Eminent Writer
- Dr. Rameshwar Rai, Eminent Writer
- Dr. Vinay Vishwas, Eminent Writer and Poet
- Prof. Apoorv Anand, Critic and Professor of Hindi in DU
- Prof. Suresh Rituparna, Writer, Educationist and Photographer

25. Seminars/Conferences/Workshops organised & the source of funding:

a. National:

A National Seminar titled 'Bhasha Sahitya Sanskriti: Bhoomandalikaran Aur Bazarwaad Ke Sandarbh Mein' was organised in 2008. Renowned speakers like Prof. Namvar Singh, Ms. Nirmala Jain, Late Sh. Prabhash Joshi, Sh. Prabhakar Shotriya, Prof. Sudhish Pachouri, Prof. Indranath Choudhary, Sh. Vishwanath Tripathi and others from various colleges of DU participated in this seminar (Funded by the College).

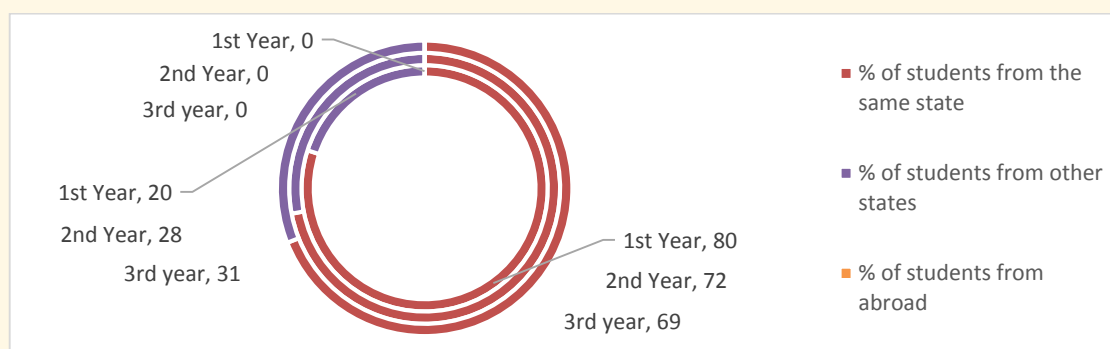
b. International: Nil

26. Student profile programme/course wise:

Name of the Course/ programme	Applications received	Enrolled		Pass percentage
		*M	*F	
B.A. (Honours) Hindi, 2014-15	29,230	-	37	Ongoing
B.A. (Honours) Hindi, 2013-14	23,902	-	33	90%
B.A. (Honours) Hindi, 2012-13	6,250	-	26	94%

*M=Male *F=Female

27. Diversity of Students: Approximate figures provided



28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Most of our students opt for higher education and qualify for many competitive examinations. Since we are an undergraduate college, they do not qualify during their tenure at LSR, hence complete data is not available. Many of our former students are teaching at DU, having cleared the UGC-NET exam, for instance Dr. Shivani George at Shyama Prasad Mukharjee College, Ms. Aparajita at Miranda house. Ms. Nidhi Sharma and Ms. Jashodhara Bora also cleared NET in 2012. Still others have cleared UGC NET-JRF, for instance, Ms. Shubham Shree (2012), Ms. Shashi and Ms. Deepa Singh. Some, after clearing UGC NET-JRF too are currently teaching assistants in the Department of Hindi at University of Delhi- Ms. Kulsum Mehwish (2010), Ms. Swati Sonal and Ms. Jyoti Thakur (2009). Information regarding students who have cleared Civil services is not available.

29. Student progression (Approximate figures are provided)

Student progression	Against % enrolled
UG to PG	45%
PG to M. Phil.	3-4%
PG to Ph.D.	2-3%
Ph.D .to Post-Doctoral	Information not available
Employed -Campus selection -Other than campus recruitment	Nil 10-15%
Entrepreneurship/Self-employment	Information not available

30. Details of Infrastructural facilities:

a. Library:

The Hindi section of the library offers an exhaustive list of 16,630 books and five journals: Dastaveiz, Hans, Naya Gyanodaya, Sameeksha, and Samkaleen Bharatiya Sahitya. Faculty members and students also have access to number of journals, books, and accessibility to libraries through University of Delhi Online Library and UGC Online Library INFLIBNET Centre where every faculty and students have been provided with a personalized ID and password.

b. Internet facilities for Staff & Students:

The College is Wi-Fi enabled. 30 desktops and 42 laptops with internet facilities are available for faculty at all times for teaching/research.. Further, 140 computers are available for students in the library, reference section and laboratories with internet to work on their assignments.

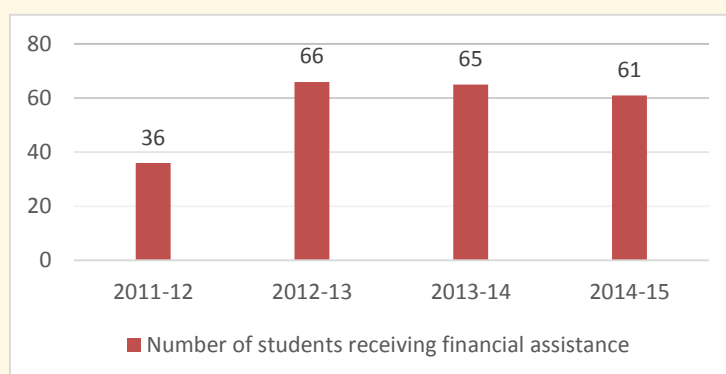
c. Classrooms with ICT facility:

Many classrooms assigned to the Department have projectors and screens.

d. Laboratories:

Not required by the Department.

31. Number of students receiving financial assistance from college, university, government or other agencies:



32. Details of student enrichment programmes (special lectures/ workshops/ seminar) with external experts:

The Department of Hindi organises several talks, workshops, and kavi sammelans to hone the students' theoretical understanding of texts and concepts and make the subject interesting.

Academic Meet: In 2012-2013, the academic meet of the Hindi Department – Vagarth- was organised with great fervor. Poetry competitions, Sahityik Antakshari and quiz competitions were organised during the function.

Talks: In 2014-15, the Department of Hindi invited Prof. Apoorvanand for a talk titled 'Sahitya Kyun'. In 2013-2014, Dr. Vishvanath Tripathi was invited to speak on Tulsi and the unique qualities of Tulsi literature. The Department also conducted a talk on 'Relevance of Hindi at International Levels' on 12th September, 2013. Invited speakers were Dr. Vimlesh Kanti Verma, eminent linguist, Mrs. Poonam Juneja, The President of World Hindi Secretariat and Joint Secretary, Department of Official Language, GOI and Dr. Madhuri Subodh, former faculty of the college. Ms. Juneja and Dr. Verma presented their views on the topic 'Videsho Mein Hindi' in 2013. A talk on the theme 'Samkaleen Hindi Sahitya me Stree Asmita ke Ayam' was also organised wherein eminent academicians like Dr. Prabhakar Kshotriya and Dr. Sudha Singh presented their views. Famous theatre artist and singer Shri Shekhar Sen also presented his Ekalnatya Kabir/Soor in 2013.

In 2012-2013, Dr. Sushma Bhatnagar, an interpreter in the Lok Sabha with a great zeal for learning and teaching Hindi Literature, was invited to deliver a series of lectures on the Ghazal form. Special lectures of Dr. Sushma Bhatnagar were organised from time to time during the session to benefit students of all the three years of Hindi Honours. On the occasion of Tulasi Jayanti, Prof. Gopeshwar Singh, Head, Hindi Department, University of Delhi presented an intensive lecture on Tulasi and expressed how the literature of Tulasi inspired him. Mr. Gagan Sharma was invited on the occasion of Hindi Diwas to speak on the topic 'Computer and Hindi'.

In the academic year 2011-2012, a talk by Shri Prabhakar Srotriya on 'Vartman Parivesh of Hindi' was organised. As part of 'Meet the Author' series, the association invited Dr. Purushotam Agarwal in the month of October. He spoke on his book Kabir. In this series,

Dr. Rekha Sethi was also invited for a talk and panel discussion on her book *Vigyapan.com* in the month of March. Prof. Nirmala Jain spoke on her book *Katha Samayke Teen Humsafar* which is based on Krishna Sobti, Manu Bhandari and Usha Priyamvada. On this occasion Dr. Rameshwar Rai and Ms. Achala Sharma delivered lectures and a panel discussion was also held.

Kavi Sammelan: A Kavi Sammelan was held in 2012 where poets Anamika, Vinay Vishwas, Laxmi Shankar Vajpeyi and Hemant Kukreti participated. Another Kavi Sammelan was organised which was conducted by the famous poet Ashok Chakradhar with poets such as Balswaroop Rahi and Pushpa Rahi (2005).

Workshops: Over last few years many workshops have been conducted by eminent people on various topics such as translation, language, creative writing, script writing, drama writing, media and computers, such as Dr. Puran Chand Tondon, Prof Ashok Chakradhar, Devendra Raj Ankur, Anu Singh, Gagan Sharma, Dr. Ravi Sharma.

33. Teaching methods adopted to improve student learning:

The pedagogy employed by the faculty members' attempts to not only develop students' keen interest in the language but also a sharp intellect to explore various aspects of our social tapestry, historical perspective and sociological context through language and literature. Towards this end, seminars, symposiums and talks are organised regularly by the Department as a means of improving student learning. Films on the lives and work of *littérateurs* related to the course are screened from time to time. Resource persons have also been invited to talk about the Indian Diaspora to educate students on international aspects of the Hindi Language. The Department organises events which are inter disciplinary in nature and attempts to highlight various trends and literary forms evolving in the field of Hindi Literature. Short term certificate courses in creative writing, media, book review, film appreciation, translation etc. are also organised to supplement the Hindi Honours Programme.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Faculty members and students of Department of Hindi routinely participate in various extension and outreach activities of the college such as VAPP (Voluntary Agency Placement Programme), REACH (Reaffirming Equity Access Capacity and Humanism), NSS (National Service Scheme), *Prakriti*, Dhyana and Abhaya: WDC (Women's Development Cell). For instance, Dr. Prajapati was staff advisor, NSS (1997-2005). She was also a member of REACH from 2002 to 2010 and 2013 to present. Dr. Kalra was staff advisor, NSS from 2008 to 2012. Ms. Dhawal was member of REACH (2006-2009) and NSS (2005-2010).

35. SWOC analysis of the Department and Future plans:

Strengths:

The Department of Hindi not only carries forward the rich tradition of Hindi language and literature, but also recognizes Hindi as an excellent tool of economic growth and commercial upliftment. The MNCs and the manufacturers of various products know that in order to reach a vast market they have to take the route of Hindi and other regional languages. Hindi has become an important language in this computer and internet driven

age and its reach has spread much beyond everybody's imagination and expectations. New Hindi channels on radio and television, new Hindi magazines, newspapers and blogs are mushrooming every-day. It is in this context that the Department of Hindi aims to empower students, especially those coming from small towns and with limited resources. This is our biggest strength.

Weakness and Opportunities:

The aim of the Hindi Department at LSR is to make students better citizens besides giving them a good formal education. Hindi literature includes many dimensions of social, political, financial and psychological genres, linking a student of Hindi Literature closely with the society. Language is a tool through which a student of Literature relates to social concerns. In a society increasingly taking to English as a medium of communication, we face the problem of integrating our students into the 'mainstream'. Yet, Hindi relates itself to applied fields viz. translation, linguistics, media, teaching of language, computers etc. The students of Hindi have a broad horizon in front of them. There is ample scope for employment in Hindi print media and Hindi electronic media. We provide Linguistics and Media as optional subjects in the final year of Hindi Honours. It helps them move in the direction of applied Hindi.

Challenges:

The challenge that we face is to develop analytical skills of literature in our students. There is a dearth of Hindi translations and reading material in Hindi for most of the subjects that our students opt for, putting them at a disadvantage.

Future Plans:

Amongst other plans, we intend to bring out a journal in the coming semester. This journal will contain research papers, critical analysis of various literary trends and creative writing works of faculty and students.

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Evaluative Report of the Department of History



1. Name of the Department: History

2. Year of Establishment: 1956

3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):

- UG- B.A. (Honours) History; B.A. (Programme) History
- PG- M. A. History

4. Names of Interdisciplinary courses and the departments/ units involved:

The Department of History offers the following courses:

- To the Department of B.A. Programme: History of India upto c. 300 B.C.E., History of India c. 300 B.C. to Eighth Century A.D., History of India III: 8th to 18th Century, History of India IV (8th to 18th Century), Issues in the World History I: The 20th Century, Issues in the World History II: The 20th Century (all Discipline-Centred Courses)
- To the Departments of Political Science, English, Sociology: Cultures in India: Modern (Concurrent Course)
- To the Departments of Hindi and Sanskrit: Ancient Delhi (Concurrent Course)
- To the Departments of Political Science, English, Hindi and Sanskrit: History of India up to c. 300 BCE: History of India c. 300 BCE up to 8th century CE (both Allied Papers for erstwhile FYUP)

5. Annual/Semester/Choice based credit system: Semester

6. Participation of the department in the courses offered by other departments Students from the History Department study the following courses from other departments:

- Department of English: English (Qualifying Language Course); English (Credit Language Course); Individual and Society (Interdisciplinary Concurrent Course); Discipline Centred Concurrent Course (Modern Indian Literature)
- Department of Hindi: Hindi (Qualifying Language Course); Hindi Literature (Concurrent Course); Hindi (Credit Language Course)
- Department of Political Science: Citizenship in a Globalizing World (Concurrent Course); Gandhi and the Contemporary World and Understanding Ambedkar (both Allied Papers for erstwhile FYUP); Reading Gandhi (Qualifying Course)
- Department of Elementary Education: Environmental Studies (Compulsory course)

7. Courses in collaboration with other universities, industries, foreign institutions, etc:

Not permitted as per University Ordinance

8. Details of courses/Programmes discontinued (if any) with reasons:

- The Annual system was discontinued in 2010. The last batch graduated in April 2013.
- The Four Year Undergraduate Programme (FYUP) was discontinued in 2014 due to directives from DU.
- B.A. (Programme) was discontinued in 2013 under the FYUP and re-introduced in 2014.

9. Number of teaching posts: As on 22 May, 2015

	Sanctioned	Filled
Professors	Not Applicable	Not Applicable
Associate Professors	Not Applicable	6
Asst. Professors	15	6 (2 Temporary)

10. Faculty profile with name, qualification, designation, specialisation, (D.Sc./D.Litt./Ph.D./M.Phil. etc. : As on 22 May 2015

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Meera Baijal	M. A.	Associate Professor	Medieval	43 years	None
Debatri Bhattacharjee	M. Phil.	Associate Professor	Modern	32 years	None
Vasudha Pande	Ph. D.	Associate Professor	Modern	27 years	None
Smita Sahgal	Ph. D.	Associate Professor	Ancient	26 years	None
Prabha Rani	Ph. D.	Associate Professor	Modern	19 years	None
Ujjayini Ray	Ph. D.	Associate Professor	Ancient	16 years	None
Shwetanshu Bhushan	Ph. D.	Assistant Professor	Ancient	13 years	None
Nayana DasGupta	M. Phil.	Assistant Professor	Medieval	9 years	None
Pankaj Jha	M. Phil.	Associate Professor	Medieval	17 years	None
Ismail V.	Ph. D.	Assistant Professor	Modern	5 years	None
Shatarupa Bhattacharya	Ph. D.	Assistant Professor (Temporary)	Ancient	10 years	None
Sonali Mishra	Ph. D.	Assistant Professor (Temporary)	Medieval	7 years	None

11. List of senior visiting faculties: None

12. Percentage of lectures delivered and practical classes (programme wise) handled by temporary faculty:

- Approximately 20% lectures and tutorials for B.A. (Honours) History were delivered by temporary faculty from January to May, 2015.
- Approximately 33.3% lectures and tutorials for B.A. (Programme) were delivered by temporary faculty from January to May, 2015.

13. Student-Teacher Ratio (programme wise):

B.A. (Honours) History- 21:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: None**15. Qualifications of teaching faculty with D.Sc. /D.Litt. /Ph.D. /M.Phil. /P.G.:**

- Meera Baijal, M.A. (History)
- Debatri Bhattacharjee, M.A. (History), M.Phil. (History)
- Vasudha Pande, M.A.(History), Ph.D. (History)
- Smita Sahgal, M.A.(History), M.Phil. (History), Ph.D. (History)
- Prabha Rani, M.A.(History), Ph.D. (History)
- Ujjayini Ray, M.A.(History), Ph.D. (History)
- Shwetanshu Bhushan, M.A. (History), M.Phil. (History), Ph.D. (History)
- Nayana DasGupta, M.A. (History), M.Phil. (History)
- Pankaj Jha, M.A. (History), M. Phil. (History)
- Ismail V., B.Ed., M.A.(History), Ph.D. (History)
- Shatarupa Bhattacharya, M.A. (History), M. Phil. (History), Ph.D. (History)
- Sonali Mishra, M.A. (History), M. Phil. (History), Ph.D. (History)

16. Number of faculty with on-going projects from (a National (b International funding agencies and grants received:**a. National funding agencies:**

- Dr. Smita Sahgal, ‘Masculinity in Early India: Exploring the possibility of a Discourse’, Indian Council for Historical Research (ICHR), August, 2014, 2.5 Lakhs

b. International: None**17. Departmental projects funded by DST-FIST;UGC, DBT, ICSSR, etc. and total grants received:**

- Dr. Pande received a grant from SEPHIS, The South –South Exchange Programme for Research on the History of Development, Cruquiusweg 31,1019AT Amsterdam, The Netherlands (Amount of Grant: USD ten thousand two hundred) in July 1996-June1998 for ‘The Making of Modern Kumaun with a Comparative Perspective on Western Nepal circa 1815-1930’.
- Dr. Sahgal received a grant from Indian Council for Historical Research (ICHR) (Amount sanctioned: Rs. one lakh fifty thousand), Completed in 2011 for ‘Niyoga: Commissioned Procreation and Sexual Regulation in Early India’.

18. Research Centre/facility recognized by the University:

The Aung San Suu Kyi Centre for Peace is a Research Centre/facility at LSR, established with funds granted by the University Grants Commission.

19. Publications:

Teachers	Books Authored/ Edited	Chapters in Books / Textbooks	Papers in Journals (National/ International)	Book Reviews in Journals	Monographs
Meera Baijal	-	-	-	-	-
Debatri Bhattacharjee	-	1	-	-	-
Vasudha Pande	2	2	5	6	-
Smita Sahgal	1	3	11	4	-
Prabha Rani	-	-	2	-	-
Ujjayini Ray	6	-	-	-	-
Shwetanshu Bhushan	-	-	-	-	-
Nayana Dasgupta	-	4	1	-	-
Pankaj Jha	-	7	2	3	-
Ismail V.	-	-	-	-	-
Shatarupa Bhattacharya	-	-	4	-	-
Sonali Mishra	-	-	1	-	-

Ms. Debatri Bhattacharjee**Chapter (s) in Book:**

- Bhattacharjee, D. (2010). Russian Revolution. In D. Vijay, M. Bhardwaj, & V. Chowdhary (Eds.), *European History: Dimensions and Directions* (pp. 610-620). The Delhi University Hindi medium textbook for undergraduate students. New Delhi: University of Delhi and Printland India. (ISBN: 978-93-80172-32-3)

Dr. Vasudha Pande:**Books Authored/Edited:**

- Pande, V. (2015). *Cultures in the Indian Sub-continent –Volume I*. (ISBN: 978-93-85611-61-2)www.vle.du.ac.in
- Pande, V. (2015). *Coltures in the Indian Sub-continent Volume II*. (ISBN: 978-93-85611-62-9)www.vle.du.ac.in

Chapter(s) in Book:

- Pande, V. (2014). Divergent Historiographical Traditions: A Comparative Study of Gorkha Rule in Kumaun and Far Western in Nepal. In M.P. Joshi, S. Thapa, J. Pant & R. Shah (Eds.), *Before Emergence of Nation States* (pp. 106-142). Almora: Almora Book Depot (ISBN: 978-81-85865-09-6)
- Pande, V. (2010). Nationalism and Culture. In Upinder Singh (Ed.). *Modern India: The History of Modern India, c 1750-1950*. e-lesson for National Mission for

Education. Available at

http://www.academia.edu/10469826/Nationalism_and_Culture_e-lesson_Modern_India

Papers in Journals (National/International):

- Pande, V. (1996). Law, Women and Family in Colonial Kumaun. *India International Centre Quarterly*, 23, 106-120. (ISSN: 0376-9771)
- Pande, V. (2015). Anthropogenic Landscapes of the Central Himalayas. *Seminar*, 673, 48-53. (ISSN: 0971-6742)

Occasional Papers:

- Pande, V. (2015). Making Kumaun Modern: Family and Custom c.1815-1930. Occasional Paper, Nehru Memorial Museum and Library (pp. 1-81). (ISBN: 978-93-83650-65-1)
- Pande, V. (2014). Making Kumaun Modern: Customs and Beliefs c.1815-1930. Occasional Paper, Nehru Memorial Museum and Library (pp. 1- 77). (ISBN: 978-93-83650-56-9)
- Pande, V. (2013). Stratification in Kumaun 1815-1930. Occasional Paper, Nehru Memorial Museum and Library (pp. 1- 90). (ISBN: 978-93-83650-01-9)

Book Reviews in Journals:

- Pande, V. (2008). [Review of the book *Becoming India*, by A. Alam]. *Seminar*, 584, 73-81. (ISSN: 0971-6742)
- Pande, V. (2003). [Review of the book *A Princely Imposter* by P. Chatterjee]. *Seminar*, 522, February, (ISSN: 0971-6742) <http://www.india-seminar.com/semframe.html>
- Pande, V. (1993). [Review of the book *Aspects of India* by M. Chase & N.G. Barrier]. *Indian Historical Review*, Vol. XIX, 134-137. (ISSN: 0376-9876)
- Pande, V. (1994). [Review of the book *In the aftermath* by M.N. Nayak and three others]. *The Book Review*, XVIII (10), 30-31. (ISSN: 0970-4175)
- Pande, V. (1992). [Review of the book *India: The Roots of Crisis* by S. Saberwal]. *Indian Historical Review*, Vol. XIX, 133-134. (ISSN: 0376-9876)
- Pande, V. (1988). [Review of the book *Intimate Enemy* by A. Nandy]. *Indian Historical Review*, Vol. XI, 264-265. (ISSN: 0376-9876)

Dr. Smita Sahgal:

Books Authored/Edited:

- Shrimali K.M., Gupta, V., Singh, M., Sahgal, S., Choudhary, P., & Shah, S. (2013). *Teaching History*. New Delhi: Aakar Publication. (ISBN: 9789350022436)

Chapters in Book:

- Sahgal, S. (2014). Alternatives Marginalised: Fluctuations in Brahmanical Paradigms on the Niyoga. In D. N. Jha (Ed.). *The Complex Heritage of Early India, Essays in Memory of R.S. Sharma* (pp. 475-512). New Delhi: Manohar Publishers and Distributors. (ISBN: 978-93-5098-058-3)
- Sahgal, S. (2013). Negotiating Spaces in Patriarchal Frames: A Comparative Reflection on Draupadi and Madhavi's Representation in *The Mahabharata*. In N. Chaturvedi (Ed.). *Equipollent Issues and Women in Post Independent India* (pp.151-163). New Delhi: Pratyush Publications. (ISBN: 9879382171225)
- Sahgal, S. (2013). Spread of Jainism in North India between Circa 200 BC and AD 300. In N.N. Bhattacharya (Ed.). *Jainism and Prakrit in Ancient and Medieval India:*

Essays for Jagdish Chandra Jain (pp. 205-232). New Delhi: Manohar Publishers and Distributors. (ISBN: 8173040982)

Papers in Journals (National/International):

- Sahgal, S. (2012). Gendered Inquiry into Niyoga: Appraising Institution from the Perspective of Female Actors. In *Proceedings of Indian History Congress, 72nd Session, Patiala* (pp. 179-192). Delhi: Indian History Congress. (ISSN: 2249-1937)
- Sahgal, S. (2010). Masculinity in Early India: Constructing an Embryonic Frame. In *Proceedings of Indian History Congress, 70th session, Delhi* (pp. 151- 163). Delhi: Indian History Congress. (ISSN: 2249-1937)
- Sahgal, S. (2006). Polyandry within Patriarchy: Reiteration of male Hegemony in the Social- Sexual Contexts of Early India. In *Proceedings of Indian History Congress, 66th Session, Shanti Niketan*, (pp. 199- 214). Delhi: Indian History Congress. (ISSN: 2249-1937)
- Sahgal, S. (2015). Niyoga [Levirate]: Conflict Resolution to Bruised Masculinity in Early India. *International Journal of Social Science and Humanity*, 6(4), 303-308. (ISSN: 2010-3646)
- Sahgal, S. (2012). Exploring the Beneficiaries: A Gendered Peep into the Institution of Niyoga in Early India. *Indian Historical Review*, 39(2), 163-198. (ISSN: 0376-9836)
- Sahgal, S. (2010). Mutations within the Tradition of Niyoga: An Assessment from Woman's Vantage. *Journal of Ancient Indian History*, xxvii, 116-132. (ISSN: 0075-4110)
- Sahgal, S. (2009). Reading Godharma; The Myth and Its possible Contexts. *Social Science Probings*, 21(1), 47-58. (Regd. No R. N. 42813/84)
- Sahgal, S. (2007). Women's 'consent' and Women's 'Agency': A Study of Madhavi in Mahabharata. *Social Science Probings*, 19(1), 1-10. (Regd. No. 42813/84)
- Sahgal, S. (2006). Locating Female Sexuality: A Study of Polyandrous Representations. *Social Science Probings*, 18 (2), 33-51. (Regd.No R. N. 42813/84)
- Sahgal, S. (2005). Looking at the Bull: Decoding its Myths. *Social Science Probings*, 17(2), 1-30. (Regd. No R.N. 42813/84)
- Sahgal, S. (1998). Strinirvana: A Dent in Spiritual Hegemony: A Historical Perspective. *Trends in Social Science Research*, 5(2), 40-45. (ISSN: 0971-6432)

Book Reviews in Journals:

- Sahgal, S. (2014). The Region in Historical Frame. [Review of the book *The Changing Gaze, Regions and constructions of Early India* by B.P. Sahu]. *Indian History*, I, 181-184. (ISSN: 2348-2850)
- Sahgal, S. (2007). Representing the Sacred. [Review of the book *Indian Architecture: Hindu Buddhist and Jain* by S. Sahai]. *Biblio*, XII (1 & 2), 37-39. (ISSN:0971-8982)
- Sahgal, S. (2007). [Review of the book *Bull in Indian Architecture: Upto sixth century* by B. Jha]. *Social Science Probings*, 16(1), 155-160. (Regd. No 42813/84)
- Sahgal, S. (1998). [Review of the book *India in the Age of Kanishka: Age of Global Interaction and Expansion* by M. Thakur]. *Trends of Social Science Research*, 5(1), 152-156. (ISSN: 0971-6432)

Dr. Prabha Rani:

Paper in Journal (National/International):

- Rani, P. (2011). When Kannaki was given a voice. *Studies in History*, 27(1), 1-20. (ISSN: 0257-6430)

- Rani, P. (2011). An Epic as a Socio-Political Pamphlet. *Portes*, 5(9), 79-99. (ISSN: 1870-6800)

Dr. Ujjayini Ray

Course Texts:

- Ray, U., Kapur, S., Sachdev, L. & Chopra S. (2013). *Footprints: Our Past, Planet and Society*. Class 6. New Delhi: Macmillan (ISBN-10: 9350595893, ISBN: 13: 9789350595893)
- Ray, U., Kapur, S., Sachdev, L. & Chopra S. (2013). *Footprints: Our Past, Planet and Society*. Class 7. New Delhi: Macmillan (ISBN-10: 9350595907, ISBN: 13: 9789350595907)
- Ray, U., Kapur, S., Sachdev, L. & Chopra S. (2010). *Footprints: Our Past, Planet and Society*. Class 8. New Delhi: Macmillan (ISBN: 10:9350595915, ISBN-13: 9789350595916)
- Ray, U., Kapur, S., Sachdev, L. & Chopra S. (2009). *Milestones*. Class 6. New Delhi: Macmillan. (ISBN: 9780230331129)
- Ray, U. & Kapur, S. (2009). *Milestones*. Class 7. New Delhi: Macmillan. (ISBN: 9780230331143).
- Ray, U. & Kapur, S. (2009). *Milestones*. Class 8. New Delhi: Macmillan. (ISBN: 9780230331143)

Ms. Nayana Dasgupta:

Chapter (s) in Books/Text Books:

- Dasgupta, N. (2007). Lesson 8, India between AD 750-1200. In History text book, Senior Secondary Course (pp. 120-131), National Institute of Open Schooling, Delhi.
- Dasgupta, N. (2006). Devotional Paths to the Divine. In *Our Pasts-II, Textbook in History for Class VII* (pp. 104- 121). NCERT, Delhi. (ISBN: 81-7450-724-8)
- Dasgupta, N., & Pande, S. (2005). Unit 5, Early Medieval Polities in North India 7th–12th centuries A.D. In *State in Early Medieval India Block 2*, part of the MA History course Political Structures in India, MHI – 04, Study material for the M.A. History programme of the IGNOU, Delhi. (ISBN - 81-266-2046-3)
- Dasgupta, N. (2004). Lesson 2, The Medieval Age, in *Social Science -I*, the Secondary level course on Social Science (pp. 17-30), National Institute of Open Schooling, Delhi.

Paper(s) in Journal(s) (National/International):

- Dasgupta, N. (2002). Unravelling Women's stories: Empowerment and Subversion through Wish-fulfilment. *Social Science Probings*, 14, (1-4), 27-35. (Regd. No. R. N. 42813/84)

Dr. Pankaj Jha:

Chapter(s) in Books:

- Jha, P. (2008). A Table Laden with Good Things: Reading a Fourteenth Century Sufi Text. In A. Gupta & S. Chakrovorty (Eds.). *Moveable Type: Book History in India* (pp. 3-25). New Delhi: Permanent Black. (ISBN: 81-7824-217-6)
- Jha, P. (2008). Itihās darśan. In S.S. Shashi (Ed.). *Sāmājik Vijnān ka Hindi Viśwakoṣ* (pp. 43-48). Delhi: Suryaprabha Prakashan. (ISBN: 81-7570-059-9)
- Jha, P. (2007). Translated Peasants, Landlords and the State: Agrarian Society and the Mughal Empire from English to Hindi, Kisan Zamindar aur Rajya: Krishi Samaj aur Mughal Samrajya. In N. Yadav (Ed.). *Themes in Indian History* (Bharatiya Itihas ke

Kuchh Vishaya), Part II, Class XII History Textbook (pp. 196-223). Delhi: NCERT. (ISBN: 81-7450-759-0)

- Jha, P. (2005). Caste and Society. In *The Timechart History of India*, (spreadsheet folio nos. 4-7). Bath: Robert Frederick (ISBN: 0-7554-5162-7)
- Jha, P. (2005). Religion. In *The Timechart History of India* (pp. 12-14). Bath: Robert Frederick. (ISBN: 0-7554-5162-7)
- Jha, P. (2005). Mughal Architecture. In *The Timechart History of India* (pp. 30-34). Bath: Robert Frederick. (ISBN: 0-7554-5162-7)
- Jha, P. (2004). Maneri's Malfuz: Writing Orality and Devising Public Space in a 14th century Muslim Settlement in Bihar. In M.D. Muthukumarswamy & M. Kaushal (Eds.). *Folklore, Public Sphere and Civil Society* (pp. 92-102). New Delhi: IGNC & NFSC. (ISBN: 81-901481-4-1)

Papers in Journals (National/International):

- Jha, P. (2014). Beyond the Local and the Universal: Exclusionary strategies of expansive literary cultures in fifteenth century Mithila. *Indian Economic and Social History Review*, 51(1), 1-40. (ISSN: 0019-4646)

Occasional Paper:

- Jha, P. (2013). Gender, Varṇa and Vidyapati. Occasional Paper Series (New), Nehru Museum and Memorial Library (pp. 1-31). (ISBN: 81 – 87614 – 90 – 0)

Book Review in Journals:

- Jha, P. (2013). [Review Essay on *Pollock, Busch and O'Hanlon*]. *Medieval History Journal*, 16(1), 221-232. (Print ISSN: 0971-9458 Online ISSN: 0973-0753)
- Jha, P. (2005). Idioms of Power. [Review of the book *Languages of Political Islam* by Muzaffar Alam]. *Biblio*, X (7-8), 33-34. (ISBN: 81-7824-062-9)
- Jha, P. (2012). Reeti Sahitya aur Sanskritik Patan ka Mithak. [Review of the book *Poetry of Kings: The Classical Hindi Literature of Mughal India* by Allison Busch]. *Nayapath*, 26(3-4). 137-39.

Dr. Shatarupa Bhattacharya:

Papers in Journals (National/International):

- Bhattacharya, S. (2007). Perceiving Gender through Genealogy. A Study of the Vākātakas. In *Proceedings of Indian History Congress, 68th session*, (pp. 127- 135). Delhi: Indian History Congress. (ISSN: 2249-1937)
- Bhattacharya, S. (2005). Implicit and Explicit Markers of Gender Identities: A study of the Vākāṭaka Inscriptions. In *Proceeding of Indian History Congress, 66th session, Shantiniketan*, (pp. 147- 154). Delhi: Indian History Congress. (ISSN: 2249-1937)
- Bhattacharya, S. (2015). Conquering Land, Conquering Women: Exploring the correlation between War and Sexuality in Early Medieval Indian Inscriptions. *International Journal of Social Science and Humanity*, 6(4), 297-302. (ISSN: 2010-3646)
- Bhattacharya, S. (2014). Issues of Power and Identity: Probing the Absence of Mahārājñī. A Survey of the Vākāṭaka Inscriptions. *Indian Historical Review*, 41, 19-34 (ISSN: 0376-9836)

Ms. Sonali Mishra:

Paper(s) in Journal(s) (National/International):

- Mishra, S. (2013). Satellite Towns and Production Centres of a Metropolitan Port Complex: The Masulipatnam Conglomerate in the Seventeenth Century. *Journal of the Institute for Research in Social Sciences and Humanities*, 8(1&2), 43-73. (ISSN: 0973-3353)

20. Areas of consultancy and income generated:

Dr. Vasudha Pande:

- Worked with Rasaja Foundation, H-38 Kailash Colony, New Delhi with Ashis Banerjee on a project titled The Colonial Architectural Heritage of the Himalayas, given by the Department of Culture Ministry of Tourism and Culture, vide No.F-11-4/2004-BTI, dated 12.3.2004 (Amount of grant Rs. 3,00,000).
- Worked with Rasaja Foundation, H-38 Kailash Colony, New Delhi with Shailini Saran on a project titled Miniature Painters of Shahjahanabad given by the Department of Culture, Ministry of Culture, vide No.F23-13?2004-A&A, dated 20.7.2004 (Amount of grant Rs. 50,000).
- Worked with Consultancy Development Centre, India Habitat Centre, New Delhi with Ashis Banerjee on a project titled Silk Carpets and Woolen Handicrafts (Carpets, Rugs and Shawls) in Srinagar District Jammu & Kashmir sponsored by Development Commissioner, Handicrafts, Ministry of Textiles, Government of India, vide No.K-12012/4/26/2003-04-P&R/4889, dated 28.4.2005 (Amount of grant Rs. 9,62,500).
- Worked with Consultancy Development Centre, India Habitat Centre, New Delhi with Ashis Banerjee on a project titled Study on Knowledge of Wood in Four Southern States, sponsored by Development Commissioner, Handicrafts, Ministry of Textiles, Government of India, vide NO.K-12012/4/39/2002-03/P&R/2953, dated 30.3.2003 (Amount of grant Rs.6, 56,000).
- Expert, Syllabus Revision History Council for the Indian School Certificate Examination, Nehru Place, New Delhi in January 2014
- Expert, Syllabus and Textbook Revision European History, Indira Gandhi National Open University, 4 August 2011
- Expert, Syllabus Revision, Jamia Millia Islamia, 26 -27 March 2008
- Member of Research Team to Study Students Attainment Levels in Sciences, Mathematics and Languages at the Secondary Level set up by the University of Delhi, 2012

Dr. Ujjayini Ray:

Member of the Ethics Committee of the Translational Health Institute (THSTI), Gurgaon (2013-present)

21. Faculty as members in a) National Committees, b) International Committees and c) Editorial Boards

a. National Committees:

Dr. Vasudha Pande

- Member, Board of Studies and Research Degree Committee, Kumaun University, Nainital, 2012 to 2015

Mr. Pankaj Jha

- Member, Book Selection Committee of Nehru Memorial Museum and Library, New Delhi, 2014-15.

b. International Committees:

Dr.Sahgal and Dr.Bhattacharya are both Senior Members of International Economics Development and Research Centre, 2015.

- c. Editorial Boards:** No faculty member of the Department is currently part of any Editorial Board.

22. Students' Projects

- a. Percentage of students who have done in-house projects including inter departmental/programme : 100%**

- b. Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/Industry/ other agencies.**

20% students have been associated with organisations, institutions and agencies outside college. Some examples are as follows: INTACH, United Nations, Becoming I Foundation (Youth Led Organisation), Bharati Airtel Ltd, Chehel (for underprivileged children), Azad Foundation, MKSS (Mazdoor Kisan Shakti Sangathan), Asmat, Teach for India, India Today, DU Beat, Archeaological Survey of India, National Musuem, and others.

23. Awards/Recognitions received by faculty and students:

Faculty

Dr. Vasudha Pande:

- Research Fellow Nehru Memorial Museum and Library, Teen Murti, New Delhi, 2013 to 2014, Writing Environmental Histories of Uttarakhand
- Fellow, ILL, University of Delhi, 2010 to 2012
- Teacher of Distinction Award, University of Delhi in 2009
- Fellowship, SEPHIS, South-South Exchange Programme for Research on the History of Development, Erasmus University Rotterdam, Netherlands, 1996 to 1998
- Srikant Dutt Memorial Fellow, Nehru Memorial Museum and Library, Teen Murti, New Delhi, 1984 to 1986

Dr. Smita Sahgal

- Felicitated by the Romanian Embassy for promotion of Indo- European Cultural ties, 2007
- Best Paper, Indian History Congress, 2006
- UGC NET-JRF, 1987

Dr. Ujjayini Ray

- Felix Scholarship for Doctoral studies at SOAS, University of London, 1994
- UGC-NET JRF, 1991
- University Prize, First position, B.A. Honours (History) Part II, Presidency University, Calcutta, 1988

- Rai Bahadur A. Roy Chowdhury Memorial Prize, First position, B.A. Honours (History) Part I, Presidency University, Calcutta, 1987

Dr. Pankaj Jha:

- Fulbright-Nehru Doctoral Research Fellowship, University of Texas at Austin, Texas, USA, 2013-2014
- UGC NET-JRF, 1992

Dr. Shatarupa Bhattacharya:

- Junior Research Fellowship from ICHR, 2003
- Prize for standing First in M.A. (History) in Miranda House, University of Delhi, 1999

Dr. Sonali Mishra: Junior Research Fellowship from ICHR, 2002

Students:

The Department of History boasts of students of very high academic capability, who have also won accolades in sports and other extra-curricular events. A list of a few such awards/ recognition received by students in the past four years in inter college, national/international college follows:

Academic Achievements:

Ms. Kanishka Singhal (Batch of 2015): In 2015, received offer of scholarship of £5000 from Kings College, London.

Ms. Sarah Ahmed (Batch of 2015): In 2015, received offer of a partial tuition reduction scholarship from Sarah Lawrence College and King's College, London.

Ms. Sanchia Thimanna (Batch of 2015): In 2015, received offer of scholarship/financial aid by the Graduate Institute of International and Development Studies in Geneva for the Master's programme in Development Studies, covering the tuition fees and a portion of living expenses.

Ms. Koyna Tomar (Batch of 2015)

- Offered the WJC Scholarship Fukuoka Women's University, Japan, 2015-2016
- The King's College London Summer School Scholarship, July-August 2014

Ms. Sanchita Srivastava (Batch of 2014): Delhi University South Campus Scholarship for 2014-2015

Ms. Vandinika Shukla (Batch of 2014): In 2015, she was elected as one of the Top 20 Inspirational Women at LSE by the Women's Network at LSE. She was awarded the Avengers Award 2014, voted by the Global Education and Leadership Foundation's Leadership forum in recognition of qualities of leadership, ethics, altruism and decisiveness of action.

Ms. Tejasvini Akhawat (Batch of 2013)

- International Award for Young People (IAYP), U.K. in 2013
- Scholarship for M.A. Programme of International History, Graduate Institute of International and Development Studies, 2013-2015
- Certified for displaying exemplary skills of research, leadership and diplomacy in Delhi Model United Nations Conference, 2012

Ms. Priyanka Shah (Batch of 2013): Indian Scholarship offered by the Sussex University in 2013 for £3000 reduced from her tuition fee, while pursuing Master's degree there.

Ms. Parul Bakshi (Batch of 2013)

- Recipient of the Indira Gandhi Single Girl Child Scholarship, 2013-15
- Recipient of the Mitsubishi Cooperation International Scholarship, 2014-15

Ms. Angel Kharya (Batch of 2013): Eiffel Excellence Scholarship, 2013 from the French Ministry of Foreign Affairs to facilitate her studies at the University in France

Ms. Shaleen Wadhwa (Batch of 2012)

- Awarded full tuition scholarship to attend 'Cultural Heritage Law' course, Geneva Summer School, University of Geneva in 2012
- Awarded NADFAS bursary at University College, London in 2012

Ms. Nidhi Tambi (Batch of 2012): Gandhi Fellowship, 2012

The following students topped College and also attained University positions:

2014-15:

- Ms. Sakshi Ghosh (First year) and Ms. Sakshi Pande (Second year)
- Ms. Nitya Pandey (Third year) also received the Smt. Manorama Desai Prize for the Highest Marks in History in the University
- Ms. Apeksha Gandotra (M.A. Previous) and Ms. Tanvi (M.A. Final)

2013-14:

- Ms. Sonal Singh (Third year) also received the Smt. Manorama Desai Prize for the Highest Marks in History in the University
- Ms. Rupali Thakur (M.A. Final)

2012-13

- Ms. Rohini Reenam (Second year)
- Ms. Purbasha Das also received the Smt. Manorama Desai Prize for the Highest Marks in History in the University
- Ms. Rupali Thakur (M.A. Previous) and Ms. Paridhi David Massey (M.A. Final)

2011-12

- Ms. Ankita Mukhopadhyay (First year) and Ms. Diva Gujral (Second year)
- Ms. Tanya Bharat Verma (Third year) received the Smt. Manorama Desai Prize for the Highest Marks in History in the University
- Ms. Paridhi David Massey (M.A. Previous) and Ms. Avni Mehta (M.A. Final)

Achievements in extra-curricular activities:

- In 2015, Ms. Kopal Nanda, Ms. Nandini Singhal and Ms. M. Sai Prassana were awarded for their performance at the Delhi University Flower Show
- In 2013-14, Ms. Ekta Rawat won the second prize at the IP College for Women Fest for Hindi Debating
- Ms. Chitranshi Srivastava won several debating competitions (Best Speaker Prize at Kirori Mal College and the Subhash Chandra Bose Memorial Debate in 2013; Second Prize at Jagan Institute of Management Studies). She also won prizes for poetry (First

Prize at the Self-Composed Poetry competition at Shri Ram College of Commerce Hindi Literary Fest and SGBT Khalsa College). She won First Prize in the elocution competition held at the AIIMS Cultural Fest.

Sports Achievements:

2014-15:

- Ms. Vaishali Shokeen and Ms. Biya Sidhu were part of LSR's basket ball team that was declared the Champions at the Delhi University Inter College Tournament and stood first in the prestigious Royals 3 on 3 Tournament held at Bal Bharti School. They stood third at this year's YMCA Inter College Basketball Tournament
- Ms. Shivani won the Silver Medal in Javelin Throw event at the Delhi State Athletics Championship
- The chess team led by Ms. Sonali Shah as Captain participated in the SRCC Sports Fest 2015 and stood second

2013-14

- Ms. Saranya Nayak won the Gold Medal at the Delhi University Inter College Athletics Meet for the 4x400m Relay
- Ms. Pragati Singh won the Gold Medal at the IIT Sports Meet Badminton Tournament

2012-13

- Ms. Nikita Khedia won the Bronze Medal at the Delhi State Table Tennis Championship
- Ms. Rashmi won two Silver Medals at the Delhi University Inter College Archery Tournament

2011-12

- Ms. Jasneet won the Gold Medal at the Delhi University Inter College Shooting Competition
- Ms. Jyoti Kumari won the Bronze Medal at the IIT Sports Fest, Mini Marathon
- In Golf, Ms. Aarushi Pershad represented the College in various tournaments including the Southern India Ladies Amateur Golf Championship at Bangalore and the Northern India Ladies Amateur Golf Championship at Noida

Awards/Recognition won over the years by distinguished alumnae:

- Prof. Vijaya Ramaswamy won the 'Best Woman Historian' Award for the period from 1996-2001 given by the Indian History Congress for the book *Walking Naked: Women, Society, Spirituality in South India* published by IAS, Shimla, 2nd edition, 2007. Her other recognitions include: Fulbright Fellow in 1988-89 at Berkely, California; Fellow of the Indian Institute of Advanced Study, Shimla from 1992-1995; Indo-Shastri Award for the year 1998 tenable at York university, Toronto; President of the Medieval India Section of the Indian History Congress, Mysore, 2003.
- Prof. Joya Chatterji is a Fellow of Trinity College, the Director of the Centre of South Asian Studies and the Editor of the journal *Modern Asian Studies*.
- Prof. Swati Parashar was a Fulbright Fellow on a national security programme at the Institute of Global Conflict and Cooperation, University of California, San Diego, US, in 2006.

- Dr. Nandini Sinha Kapur is the recipient of the prestigious Homi Bhabha fellowship and has been a visiting Scholar at Harvard, Chicago, Columbia, London and Leiden Universities.
- Dr. Anshu Malhotra was awarded the Hughes Fellowship at the Centre for South Asian Studies, University of Michigan, Ann Arbor in 2008. She was also awarded the Felix Scholarship for a Ph.D. at SOAS, University of London.
- Dr. Jayeeta Sharma won a Commonwealth Scholarship to do her Ph.D. at Cambridge University.
- Dr. Ruby Lal is the author of *Domesticity and Power in the Early Mughal World* (Cambridge University Press, New York, 2005), which won much acclaim, including more than fifteen reviews in major international journals and magazines such as *The New York Review of Books*, *The Economic and Political Weekly*, *Revue Historique*, and *The Times Literary Supplement*.
- Ms. Anisha Saxena was recipient of Fulbright scholarship.
- Dr. Aparna Balachandran was Visiting Fellow, Department of History, University of South Wales (2012) and Visiting Fellow, University of Plymouth (2011). She has won the Outstanding Essay Prize, 'Of Corporations and Caste Heads: Urban Rule in Company Madras, 1640- 1720', *Journal of Colonialism and Colonial History* prize for outstanding essay, 2008-2010; British Academy three month Visiting Fellowship at the School of Oriental and African Studies, London (2009); Fellow of the Faculty, Department of History, Columbia University, 2000- 2004; Columbia Traveling Grant for Dissertation Research, 2003-2004; Summer Research Grant, Department of History, Columbia University, 2001, 2004, 2005; American Institute of Indian Studies Summer Language Grant (Tamil). Summer 2001; and the University Gold Medal for standing first in the Master's Programme in History, Delhi University, 1997
- Dr. Ellora Puri - Regents' Fellowship, Univ. of Michigan, 2000-05; K.C. Mahindra Scholarship for Studies Abroad, K.C. Mahindra Educational Trust, India, 2000-05; Summer Research Grant, Institute for Research on Women and Gender, Univ. of Michigan (2005); Rackham Alumni Award, Horace H. Rackham School of Graduate Studies, Univ. of Michigan, 2005; Hewlett International Grant, Horace H. Rackham School of Graduate Studies, Summer Collaboration Research Grant, Dept. of Political Science, Univ. of Michigan, 2002.
- Ms. Ira Bindra, Director HR-India Region, GE India was a recipient of the Women Super Achiever Award in 2009.
- Ms. Anurupa Roy, a renowned puppeteer, puppet designer and director of the Puppet Theatre is recipient of the Usad Bismillah Khan Yuva Puraskar in Puppetry (2006).
- Ms. Vandana Kohli, filmmaker, photographer and columnist, has scripted, directed and edited projects for the National Geographic Channel, the History Channel and Doordarshan. She has received the National Award for *Tat Tvam Asi* (Best Sound Design) in 1997, Best Documentary Award and Special Jury Mention for *The Subtext Of Anger* at the Bangalore Short Film Festival and the Kolkata International Short Film Festival respectively in 2012, 'Emerging Global Leader' Award by the Youth Organisation, Delhi, in 2009 and the Best Director award for *Into the abyss: A Film on Major Depression* at the 28 Association of India, (RAPA) Awards in 2003.

24. List of eminent academicians and scientists/visitors to the Department:

The Department of History has hosted several reputed academicians over the years from India as well as abroad. A list of few selected visitors follows:

- Prof. Romila Thapar, Emeritus, Jawaharlal Nehru University

- Prof. Upinder Singh, Head of Department, History, University of Delhi
- Prof. Amar Farooqui, Historian, University of Delhi
- Prof. Arvind Sinha, Historian, Jawaharlal Nehru University
- Prof. Bansidhar Pradhan, Centre for West Asian Studies , Jawaharlal Nehru University
- Prof. B.P.Sahu, Historian, University of Delhi
- Prof. B. R. Nanda, Founder-Director of Nehru Memorial Museum & Library
- Prof. B. D. Chattopadhyay, Historian, Jawaharlal Nehru University
- Mr. Benoy K. Behl, Art Historian, Consultant Ministry of Tourism, Government of India
- Dr. Dilip Simeon, Historian, Chairperson Aman Trust
- Prof. D.N. Jha, Historian, Member ICHR
- Prof. Harish Trivedi, Department of English, University of Delhi
- Prof. Ian Barrow, Director of South Asian Studies Programme
- Prof. Irfan Habib, Historian, Padma Bhushan Awardee
- Mr. Jawed Naqvi, Veteran Journalist
- Prof. K.M. Shrimali, Senior Fellow, ICHR, Retired Professor, Delhi University
- Prof. Kumkum Roy, Historian, Jawaharlal Nehru University
- Prof. Madhavan Palat, Historian, Former Dean of School of Social Sciences, Jawaharlal Nehru University
- Mr. Mukul Kesavan, Historian, Jamia Milia Islamia, Delhi
- Prof. Partha Sarathi Gupta, Historian, University of Delhi
- Prof Rudrangshu Mukherjee, Historian, Asoka University
- Prof. Sabyasachi Bhattacharya, former Chairperson, Indian Council for Historical Research
- Prof. Shireen Moosvi, Historian, Member Indian History Congress
- Prof. Sumit Sarkar, Historian, University of Delhi
- Prof. Tapan Raychaudhuri, Emeritus, St. Anthony's College, Oxford
- Prof. Tan Chung, Honorary Director of the ICS/Institute of Chinese Studies, New Delhi.
- Prof. Tanika Sarkar, Historian, Jawaharlal Nehru University
- Prof. Uma Chakravarty, Fellow, ICHR

25. Seminars/Conferences/Workshops organised & the source of funding:

a. National:

- Seminar on 'The Historical in Literary Narratives' in 2014 (funded by LSR)
- 'Myths and Legends' in 2013 (funded by LSR)
- Department of History in collaboration with the American Centre, Delhi held the February Film Festival in 2011 (funded by LSR)

b. International: Nil

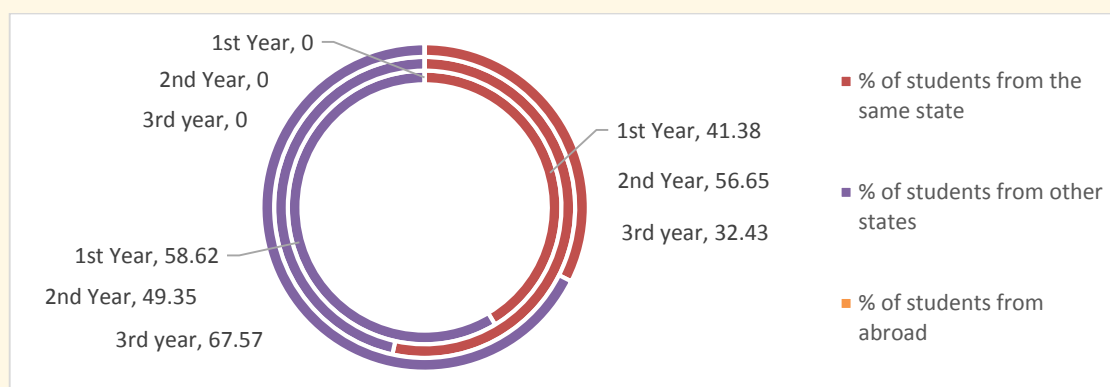
26. Student profile programme/course-wise:

Name of the Course/ programme	Applications received	Enrolled		Pass percentage
		*M	*F	
B.A. (Honours) History, 2014-15	30,900	-	92	Ongoing
B.A. (Honours) History, 2013-14	20,783	-	84	93%
B.A. (Honours)	8,240	-	150	97.2%

History, 2012-13

*M=Male *F=Female

27. Diversity of Students:



28. Students who have cleared national and state level competitive examinations such as NET/SLET/GATE/Civil services/Defence services etc:

Most of our students go on for higher studies and qualify for many competitive examinations. Since we are an undergraduate college, they do not qualify during their tenure at LSR. Many of our former students are teaching at DU, like Dr. Aparna Balachandran, Dr. Anshu Malhotra, Dr. Jaya Tyagi, Dr. Seema Bawa and other universities like Jamia Millia Islamia, like Dr. Ranjita Dutta, after having cleared NET. While complete information is not available, some of our alumnae have cleared civil services in the past few years for example, Shruti Mahajan, Mugdha Sinha, among others.

29. Student Progression: Approximate figures provided

Student progression	Against % enrolled
UG to PG	85-90%
PG to M. Phil.	40-50%
PG to Ph.D.	15-20%
Ph.D .to Post-Doctoral	10-20%
Employed	
-Campus selection	5%
-Other than campus recruitment	5%
Entrepreneurship/Self-employment	5%

30. Details of infrastructural facilities:

a. Library:

The History section of the library offers an exhaustive list of 7261 books and six journals: *Indian Economic and Social History Review*, *Indian Historical Review*, *Journal of Modern History*, *Puratattva*, *Studies in History* and *William and Mary Quarterly*. Books are periodically upgraded with national as well as international publications. Besides, the library also has the Book Bank, which provides support in the

form of relevant books for the less privileged students. Faculty members and students also have access to number of online journals, books, and accessibility libraries through University of Delhi online Library and UGC online Library INFLIBNET Centre where every faculty and student has been provided with a personalised ID and password.

b. Internet facilities for staff and students:

The college is Wi-Fi enabled. 30 desktops and 42 laptops with internet facilities are available for faculty at all times for teaching/research. Faculty can also get laptops issued for classroom teaching and related work. Further, 140 computers are available for students in the library, Reference Section and laboratories with Internet to work on their assignments.

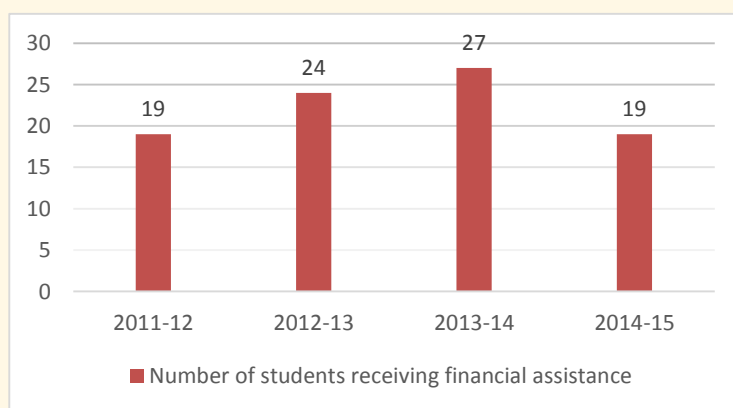
c. Classroom with ICT facilities:

Many classrooms assigned to the Department are equipped with projector for PowerPoint presentations. These rooms also have sound systems to facilitate audio-visual screenings. These facilities are frequently used by both faculty as well as students for presentations. Most of the teachers use these facilities for showing documentaries and relevant movies related to the course or informative in terms of learning. Besides the lecture rooms, the Department also has tutorial rooms for close group interactions and discussions. These spaces are well used by both students and teachers.

d. Laboratory:

Not required by the Department

31. Number of students receiving financial assistance from college, university, government or other agencies:



32. Details on student enrichment Programmes (special lectures/workshops/seminars) with external experts:

The History Department has been actively involved in organizing seminars, special lectures, workshops, movie screenings and field trips for student enrichment over the years.

Seminars: In 2014, the Department hosted a two day Academic Seminar titled ‘The Historical in Literary Narratives’. The seminar saw a diverse range of papers intersecting terrains of gender, nationalism and subjectivity while engaging with larger concerns of areas of convergence between historiography and literature. The Keynote lecture for the seminar was delivered by Dr. Madhavan Palat on ‘The Grand Inquisitor and the Holy Fool’. Papers were presented on Day one by eminent scholars including Dr. Shonaleeka

Kaul on 'Is the Rajatarangini History? Reconsidering Kalhan's epic poem', Dr. Mahalakshmi on 'Early Tamilakam: the Literary Imagination and The Constitution of the Self', Dr. Anand Taneja on 'History in a city without Literature- Some reflections on Delhi and Urdu', Dr. Anubhuti Maurya on 'Kashmir Jannat Nazir: Landscape of Mughal Imagination' and Dr. Najaf Haider on 'Your Money or Your Life - An episode of Thugee in a Mughal Autobiography'. Day two of the seminar had Dr. Tanika Sarkar speak on 'May a Historian engage with Literary Text: An attempt to read Tagore's Chhelebel', Dr. Anshu Malhotra on 'Gender and Caste in Punjab: Through an Autobiographical Fragment' and Dr. Vasudha Pande on 'Poetry to Prose- Narrating Rajula Malushahi: A Ballad from Kumaun'. As a precursor to the seminar, in the month of October, Dr. Jawed Naqvi spoke on 'Media and Nationalism - A Historical Perspective' followed by an interactive session with a few representatives from the 1947 Partition Archives who spoke on 'The Role of Oral History and Literature in Writing Narratives'.

Annual Meet: The Department regularly organises its annual meet Antiquity featuring quizzes, debates, film screenings, paper presentations, and competitions on literary or artistic expressions. In 2013, the theme was 'Myths and Legends'. Dr. Shireen Moosvi was invited to speak on the Legend of 'Anarkali' while Dr. Narayani Gupta shared her insights on 'Legends Surrounding Delhi'. In 2012, Antiquity was organised in collaboration with INTACH. Eminent historians Dr. Amar Farooqui and Dr. Arvind Sinha were invited to address the students. The highlight of the fest was the performance by Dastangoi. In 2010-11, Antiquity was organised in collaboration with the Indian National Trust for Art and Cultural Heritage. The theme was 'Dilli and its Changing Faces'. Prof. Sunil Kumar delivered a talk on 'The Medieval Past of a New Delhi Neighbourhood: Saket and Delhi-i-Kuhna' while Prof. Upinder Singh discussed 'Finding the Ancient in Modern Delhi'. Dr. Swapna Liddle spoke on 'A Future in the Study of the Past: Career Options after a Degree in History'.

Lectures: The Department of History, over the years, has hosted a variety of talks and interactive sessions with eminent historians and public intellectuals. For instance, Dr. Dilip Simeon and Prof. Apoorvanand spoke on 'Why should we talk about Gandhi now?' in February 2015 and Prof. Arvind Sinha gave a talk on 'The Scientific Revolution' in March 2015. In 2014, Prof. Ian Barrow gave a lecture on 'Creating a Colonial Currency: A History of the Rupee 1757-1858'. In the same month, Ms. Sudarshana Srinivasan lectured on 'Unexplored Monuments in Delhi'. Ms. Diva Gujral was invited to speak on 'Understanding Visual Culture', Prof. Bansidhar Pradhan on 'Examining the Israel-Palestine Conflict', and Prof. B P Sahu on 'Regional Histories and its forgotten importance'.

In 2013, Prof. Upinder Singh spoke on 'War in Ancient India', Prof. Kumkum Roy on 'Gender: A Tool for Analysis', Prof. Roy on the concept of 'Feminism', Ms. Supriya Singh on the 'Politics of the Environment'. Eminent Chinese Historian and Padma Bhushan awardee, Prof. Tan Chung, visited the college to deliver a guest lecture on the 7th of November, 2013. Another illustrated talk by Prof. Benoy K Behl on the Murals of India was well received by a packed audience of faculty and students.

In 2012, Dr. Vasant Shinde gave an insightful talk on 'Rakhigarhi and the decline of Harappa', Dr. Rudrangshu Mukherjee on the nature of the 1857 revolt, Dr. Farhat Hasan

on the issue of gender during the times of the Mughals, Prof. Irfan Habib on the 'Historiography of Caste' and Dr. Madhavan Palat on the much read and critiqued theories of E.J. Hobsbawm.

In 2011, Dr. Ashley spoke about the history of same sex relations, Dr. K.M. Srimali was invited for a Memorial Lecture to discuss the works of Dr. R.S. Sharma, Ms. Divya Narayan on the 'History of Food', Dr. Shalini Shah on 'Portrayal of Female Sexuality in Sanskrit Literature', Dr. Archana Ojha on 'Marginalisation of American Indians in America', Dr. Shereen Ratnagar on the 'Harappan Civilization' and Dr. K Padayya on 'Archaeology'.

Field Trips: Students are encouraged to visit historical sites. The Department organises trips to excavation sites as well as the National Museum every year. In 2014, a visit to the excavation site at Purana Qila with the Archaeological Survey of India was organised and students took part in the INTACH Heritage Forum. In 2013, Goa; in 2012, historical sites of Panna and Khajuraho; in 2011, outstation trip to Amritsar, McLeodganj and Dharamshala and a day trip to the National Museum and the Indira Gandhi National Centre for Arts was also organised to promote active learning.

Workshops: With the aim of making learning interesting, the department has conducted various workshops. In the year 2012-13, a series of workshops on 'Research Methodology' were conducted by alumnae and faculty members who instructed the students on how to interpret primary sources and write a research paper. In the academic year 2011-2012, the Department organised a Manuscript Conservation Workshop in association with the Indian National Trust for Art and Cultural Heritage (INTACH). This was followed by the Career Fair during which the students were introduced to various career options.

Film Screenings: A number of films followed by discussions have been screened in the Department for the students over the years. In 2014, an interaction with Mr. Pramod Dev, maker of the documentary 'Invisible Hands', a curtain raiser on what women's work is worth today was organised. The session saw heated debate among the students on what constitutes 'work' and how it may differ in the tangible and economic sense from person to person. In 2011-2012, *Gone with the Wind* and *Dr. Zhivago* were screened in association with Projekt. The Department also hosted the Black History Month Movie Festival in association with the American Centre, wherein the following movies were screened- *Rosa Parks Story*, *To Kill a Mocking Bird*, *Mississippi Burning*, *To Sir, With Love*, *Guess Who's Coming to Dinner* and *Amistad*. A rare BBC documentary on the bombing of Hiroshima and Nagasaki was also screened. In 2010-2011, the Department screened *Swaraj: The Hiwre Bazaar Village*, *Firaaq*, *A Passage to India*. Further, the Modern Indian Film Festival was organised for three days, wherein films such as *Shatranj ke Khiladi*, *Do Bhiga Zameen*, *Water* etc. were screened.

33. Teaching methods to improve student's learning:

Besides the common lecture method, the faculty conducts regular classes with an emphasis on panel discussions, group discussions among students (in tutorials) etc. Student centric teaching-learning methods are adopted and students are assigned areas/ topics to conduct research oriented study on certain special areas of each paper, or on related areas of

students' interest in the papers. The Department is also conscious of the needs of the Hindi medium students and special attention is provided to them.

Apart from the conventional format of delivering lectures, teachers in the Department have been using various other strategies for classroom teaching. Documentaries and films relevant to the course content of the specific papers are identified by individual teachers who teach those papers and are then screened for the class. These are usually followed by an interactive session facilitated by the teacher in which students discuss the visual/ audio-visual material they have viewed collectively for ensuring a meaningful and active learning experience. The faculty often uses power point presentations to summarize and reinforce the teaching-learning process that has already been carried out through the lectures. Most classrooms are well equipped with audio-visual facilities like OHP, screen, microphones and speakers. The space of the classroom is made a 'shared' space by weaving in participatory strategies, encouraging individual or group discussions on issues arising out of the lectures.

34. Participation in institutional social responsibility and extension activities:

Faculty members and students of the Department routinely participate in various extension and outreach activities of the College such as VAPP (Voluntary Agency Placement Programme), REACH (Reaffirming Equity Access Capacity and Humanism), NSS (National Service Scheme), *Prakriti*, Dhyana, Abhayaa : WDC (Women's Development Cell) and the Office of International Programmes. Faculty members have participated in several of these committees such as NSS, for which Dr. Sahgal served as Programme Officer (2014-15) and Convenor (2006-10). Dr. Ray was Convenor (1999-2007). Others served as NSS Staff Advisors: Ms. Bhattacharjee (2010), Ms. Dasgupta (2006- 2012), Dr. Bhattacharya (2011-15) and Ms. Bhushan (2004-06; 2011-15). Ms. Dasgupta is advisor to REACH (2013- present), along with Dr. Ismail (2011-12) and Ms. Mishra (2011-14). Mr. Jha served as VAPP staff Advisor (2006-09). Dr. Ray was Convenor, Abhaya: Women Development Cell, Staff Advisor (2011-13) and Ms. Rani, staff advisor (1997-2001; 2014-2015). Dr. Bhattacharjee (2009-10) served on the Committee against Sexual Harassment and Ms. Mishra has been a part of the Garden Committee since 2010.

35. SWOC analysis of the Department and Future plans:

Strengths:

History is not just learning about the past. Rather it provides the outlook to understand the present and also the future. It teaches us to understand and comprehend society, its challenges and as well its politics. The Department of history at LSR sees itself as playing a critical role in shaping the minds of students as they graduate from the institution. History as a discipline has evolved over a period of time and has entered into a fascinating pedagogical domain where the students and teachers are able to engage with multidimensional perspectives of society and culture. Methodological tools of understanding the past have undergone exciting changes to include oral narratives, new archeological material, visual sources and fresh approaches to archival material.

All this has not only created new interests in the subject but has also played a very important role in transforming the classroom experience. Our strength lies in having brilliant teachers who have brought their research experiences into the classroom. The

students therefore have the rare opportunity of imbibing much of this experience as well as having rich discussions in the tutorial classes. This has over the years helped students in shaping up as responsible and sensitive citizens with a keen understanding of social and cultural issues.

Weakness:

At LSR, every department strives to go beyond the prescribed curriculum. However the tyranny of the examination oriented system does impose its own set of constraints on creative teaching-learning. The curriculum as of now is too focused on large social, political and geographic categories. This does make it very difficult for the Department to focus on local histories, the absence of adequate representation to local histories and history of areas that are not part of the larger nationalist discourse is one of the weaknesses of the department. One major lacuna that the Department faces is in terms of the optional courses which we would wish to teach but which could not be undertaken due to logistical reasons.

Opportunities:

The Department of History has numerous opportunities to grow in a meaningful and creative way. The Department has made use of its location in the national capital to work with some of the leading historians of the country. The opportunity to bring them into the classrooms and seminar halls is truly special. Students make the most of this opportunity and learn a great deal from these interactions. The Department also makes use of the opportunity of being located in a liberal arts college to expose its students and faculty to new debates and ideas in the other fields of learning. The Department makes the most of the creative and literary opportunities that abound in LSR. The discipline of History gives immense opportunities to students both while in college and after they have graduated. Seminars, paper presentations, field trips, excursions, film screenings, exhibitions and a whole range of departmental activities give the students a fulfilling liberal arts experience. It hones their analytical skills as also their ability to grow as discerning individuals.

Challenges:

Affirmative action has changed the demographic composition of students who come to study History. The faculty is deeply aware of this and makes every possible effort to integrate students from diverse backgrounds. Students are given all possible assistance whether it is through extra classes in Hindi or added attention in tutorial classes. The faculty sees the students acquire confidence over the three years that they spend in college and gain immensely from the discipline itself. The Department would like to see all students have greater access to the vast and rich reading material through translations among other methods. There is a sustained effort made by each member of the faculty to familiarize these students with recent research in every way possible.

Future Plans:

With training in History, the students enter diverse professions and are able to grow very comfortably in all of them. Many opportunities lie in the academic field both in India and abroad. The civil services and the public sector in general have always been attractive openings for many students along with print and electronic media. The legal profession has attracted many serious students of history. New fields such as Museology and Art History are extremely popular options. The social sector also provides a vibrant platform

to students. We would like to hold more workshops for our students to expose them to the world of work in a concrete and creative way. Besides giving a variety of options to the students, we also aim to start workshops and short term courses on art history, cultural history, religious studies and many more. The Department sees itself as playing a critical role in enhancing the liberal arts experience of undergraduate students. This can be made possible by offering a wide range of options including courses in Visual History, Art History, Film History, Literature and History, Theories and History, History of Print Culture, and Histories of Regions-particularly the North East.

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Evaluative Report of the Department of Journalism



1. **Name of the Department:** Journalism
2. **Year of Establishment:** 1995
3. **Names of Programmes/ Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):** UG- BA (Honours) Journalism
4. **Names of Interdisciplinary courses and the departments/units involved:** Nil
5. **Annual/semester/choice based credit system (programme wise):** Semester
6. **Participation of the Department in the courses offered by other departments:**

Students from the Department of Journalism study the following courses from the other departments:

- Department of Political Science: Indian State and Democratic Polity; International Politics, Core Disciplinary Course, Introduction to Politics; Women, Power and Politics, Allied Course (in erstwhile FYUP)
- Department of Economics: Indian Business and Economics, Core Disciplinary Course

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** Not permitted as per University Ordinance
8. **Details of courses/ Programmes discontinued (if any) with reasons:**

The Four Year Undergraduate Programme (FYUP) was discontinued in 2014 due to directives from DU.

9. **Number of Teaching Posts:** As on 22 May, 2015

	Sanctioned for English & Journalism	Filled
Professors	Not Applicable	Not Applicable
Associate Professors	Not Applicable	Not Applicable
Asst. Professors	24	4 (1 Temporary)

10. **Faculty profile with name, qualification, designation, specialisation (D.Sc./ D.Litt./ Ph.D./ M.Phil., etc.):** As on 22 May 2015

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Shikha Jhingan	Ph.D.	Associate Professor	Media and Cultural Studies	12 years	None
Bindu Menon	Ph.D.	Assistant Professor	Early Cinema History, Religion and Media	10 Years	None

Vartika Nanda	Ph.D.	Assistant Professor	Television and Print Journalism	8 years	None
Vibhushan Subba	M.Phil.	Assistant Professor (Temporary)	Informal Production and Exhibition of Cult Cinema	1 Year	None

11. List of senior visiting faculty: None

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

Approximately 25% Lectures and Tutorials for B.A. (Honours) Journalism were delivered by temporary faculty from January 2015 to May 2015.

13. Student-Teacher Ratio (programme wise): B.A. (Honours) Journalism- 17:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Sanctioned 1 Lab Assistant; Filled 1 (Temporary)

15. Qualifications of teaching faculty with DSc / D.Litt. / Ph.D. / M.Phil. /PG.:

- Shikha Jhingan, M.A. (Mass Communication); MFA (Fine Arts, Film); Ph.D. (Cinema Studies)
- Bindu Menon, M.A. (Journalism and Mass Communication); Ph.D. (Cinema Studies)
- Vartika Nanda, M.A. (Mass Communication); Ph.D. (Mass Communication)
- Vibhushan Subba, M.A. (Mass Communication); M.Phil. (Cinema Studies)

16. Number of faculty with ongoing projects from (a) National (b) International funding agencies and grants received:

a. National funding agencies: None

b. International funding agencies and grants received:

Dr. Bindu Menon has received a Harold Coward India Research Fellowship at Center for Studies in Religion and Society, University of Victoria, Canada. Her research project is titled 'Transnational and Religious Publics, Jamaat-e-Islami and Visual Culture in South Asia and the Middle East'. She will hold the position from June to December 2015. The amount of Grant sanctioned is 18,000 CD Dollars.

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre/facility recognized by the University:

The Aung San Suu Kyi Centre for Peace is a Research Centre/facility at Lady Shri Ram College for Women, established with funds granted by the University Grants Commission.

19. Publications:

Teachers	Books Authored/ Edited	Chapters in Books / Textbooks	Papers in Journals (National/ International)	Book Reviews in Journals	Monographs
Shikha Jhingan	-	1	3	3	-
Bindu Menon	-	1	3	2	-
Vartika Nanda	7	6	3	-	-
Vibhushan Subba	-	-	-	-	-

Dr. Shikha Jhingan:**Chapters in books:**

- Jhingan, S. (2010). Teenaged Girls and Global Television: Performing the New Hindi Film Song. In S. Dewey & K. Brison (Eds.). *Super Girls, Gangstas, Freeters, & Xenomaniacs* (pp. 125-144). Syracuse: Syracuse University Press. (ISBN 978-0-8156-3274-0)

Papers in Journals (National/ International):

- Jhingan, S. (2013). Lata Mangeshkar's Voice in the Age of Cassette Reproduction. *Bioscope*, 4 (2), July, 97-114. (ISSN 0974-9276)
- Jhingan, S. (2011). Re-embodying the Classical: The Bombay Film Song in the 1950s. *Bioscope*, 2 (2), July, 157-179. (ISSN 0974-9276)
- Jhingan, S. (2009). The Singer, the Star and the Chorus. *Seminar* (Special Issue on Cinema), June, 598. (ISSN 0971-6742)

Book Reviews in Journals:

- Jhingan, S. (2011). [Review of the book *R. D. Burman: The man, the music*, by A. Bhattacharjee]. *Biblio*, XVI, 9-10. (ISSN: 0971-8982)
- Jhingan, S. (2010). [Review of the book *Bollywood Melodies: A History of the Hindi Film Song*, by G. Anantharaman]. *Biblio*, XV, 1-2. (ISSN: 0971-8982)
- Jhingan, S. (2008). [Review of the book *Dhadi Durbar: Religion, Violence and the Performance of Sikh History*, by M. Nijhawan]. *Contributions to Indian Sociology*, 42, 197-199. (Print ISSN: 0069-9667 Online ISSN: 0973-0648)

Dr. Bindu Menon:**Chapters in books:**

- Menon, B. (2014). Post Modernism and Gender (MWG 007). In Gender, Literature, Culture, Course Material for M.A Programme in *Women's and Gender Studies*, Indira Gandhi National Open University, New Delhi. (ISBN 978-81-266-6705-5)

Papers in Journals (National/ International):

- Menon, B. (2013). The Blazon call of Hip hop: Lyrical storms in Kerala's Musical Cultures. *Journal of Creative Communication*, 8(2/3), 231-250. (ISSN: 0973-2586 ONLINE ISSN: 0973-2594)

- Menon, B. (2009). Romancing History, Historicising Romance in *Circuits of Cinema: A Symposium on Indian Cinema in 1940s and 1950s*, Seminar, 598, June. (ISBN 978-81-88708)
- Menon, B. (2005). Identification, Desire and Otherness: Susanna and its Public, *Deep Focus*, January-May, 25-38. (ISBN 10:1593762895)

Book Reviews in Journals:

- Menon, B. (2010). [Review of the book *The Enigma of the Kerala Woman: A failed Promise of Literacy*, by S. Mukhopadhyay (Eds)]. Contributions to *Indian Sociology*, 44, 197-199. (Print ISSN: 0069-9667 Online ISSN: 0973-0648)
- Menon, B. (2009). [Review of the book *History through the Lens: Perspectives on South Indian Cinema*, by T. Bhaskaran]. *The Book Review*, XXIII.

Dr. Vartika Nanda:

Books Authored/Edited:

- Nanda, V. (2015). *Raniyan Sab Janti Hain*. Delhi: Vani Prakashan. (ISBN 978-93-5072-976-2)
- Nanda, V. (2015). *Khabar Yahan Bhi*. Delhi: Samayik Prakashan. (ISBN 978-81-7138-286-6)
- Nanda, V & Mehra, V. (Eds.) (2013). *Tinka Tinka Tihar*. Delhi: Rajkamal Prakashan. (ISBN: 978-81-267-2565-6)
- Nanda, V. (2012). *Thee. Hoon..Rahungi...* Delhi: Rajkamal Prakashan. (ISBN 978-81-267-2232-7)
- Nanda, V. (2011). *Marjani*. Delhi: Rajkamal Prakashan. (ISBN 2011978-81-267-2098-9)
- Nanda, V. (2010). *Television aur Crime Reporting*. Delhi: Rajkamal Prakashan. (ISBN 2010978-81-267-1943-3)
- Nanda, V. (2005). *Television aur Crime Reporting*. Delhi: Indian Institute of Mass Communication. (ISBN 81-87481-03-X)

Chapters in Books:

- Nanda, V. (2013). Ek Paati Facebook ke Naam. In S. Dwivedi (Ed.). *Social Networking: Naye Samay ka Samvaad* (pp. 29-32). New Delhi: Yash Publications. (ISBN 978-81-926053-6-4)
- Nanda, V. (2013). Jankraantiyon Main Dikhte Internet ke Fingerprint. In M. K. Mishra(Ed.). *Web Media aur Hindi ka Vaishvik Pridrshya* (pp. 32-36). New Delhi: Yugm. (ISBN 978-93-81394-43-4)
- Nanda, V. (2013). Mahila aur Vimarsh kee Zameen ke Beech. In V. Uppal (Ed.). *Naye Samay main Media* (86-95). New Delhi: Yash Publications. (ISBN 978-93-81945-61-2)
- Nanda, V. (2012). Light, Camera, Action, Anna. In A. Prakash (Ed.). *Annandolan: Sambhavnaayein aur Sawal* (pp. 157-167). Delhi: Harper Collins & India Today. (ISBN 978-93-50289-221-1)
- Nanda, V. (2011). Foreword. In A. Nagpal (Ed.). *From News to Infotainment to Tamasha* (pp. xvii- xx). New Delhi: Fuzion Works. (ISBN 978-81-903580-8-8)
- Nanda, V. (2011). Ek Minute ka Media Prashikshan. In S. Dwivedi (Ed.). *Media Shiksha – Mudde aur Apekshaayein* (pp. 55-57). New Delhi: Yash Publications (ISBN 978-93-81130-81-0)

Papers in Journals (National/International):

- Nanda, V. (2013). Purane Sawalon ke beech Naye Samadhanon kee Talash. *Media Vimarsh, December*, 46-48. (ISSN 2249- 0599)
- Nanda, V. (2012). Mahila aur Vimarsh kee Zameen ke Beech. *Media Vimarsh, July – Sept*, 46-50. (ISSN 2249-0599)
- Nanda, V. (2010). Media main India, India main Media. *Communication Today, July-Sept*, 108-109. (ISSN 0975 -217X)

20. Areas of consultancy and income generated:

Dr. Nanda has served as Member, Interview Board, M.A. in Convergent Journalism, Jamia Millia Islamia and was Media Advisor to the Crime against Women Cell of Delhi Police (2013-14). She was also member, Expert Committee for evaluation of programmes for DD Urdu Channel (2012). From 2009-13, she served as member, Evaluation Committee for the selection of self-financed commissioned programmes/proposals for Doordarshan. In 2011, she was Member, Selection Panel of BECIL for the recruitment of Marketing Executives for Development Communications in Prasar Bharati. In 2010, she served as a member, Expert Committee on Media Studies, NCERT for the compilation of Media Text Book for Class XI and was also Member, Board of Advisors for the Sunday Indian School of Journalism. She also made a short public service film, ‘Nanakpura Kuch Nahi Bhoolta’ addressing domestic violence. She is a media, gender and social commentator, whose programme ‘Sansad se Sadak Tak’ became a bridge between common man and policy makers. She also conceptualised, scripted and directed a musical video, ‘Tinka Tinka Tihar’, first such video shot in any prison in India, showcasing the musical wealth of Tihar inmates. Most of this work was honorary in nature and hence no income was generated. In some, TA /DA was given as per the government rules.

Dr. Jhingan, an independent documentary film-maker, conducted a video documentary workshop for ‘Doosra Dastak’ (2003), teaching rural children to use video to tell their own stories. She also worked as a member of the Technical Review Cum Selection Committee, Aga Khan Foundation for a project on Community Led Initiatives on Child Survival in 2009. The outcome of the project was the production of a documentary film. No income was generated as only sitting fees is paid to review film projects.

21. Faculty as members in a) National Committee b) International Committees and c) Editorial Boards**a. National Committees:**

Dr. Vartika Nanda

- Member, Expert Committee on Prasar Bharti, GOI under the chairmanship of Shri Sam Pitroda (Advisor to the then Prime Minister of India) (2013-14)
- Member, Advisory Panel of Ministry of Women and Child Development, GOI (2013-14)
- Member, Media and Communication Committee, AICTE (2013-14)
- Member, Course Committee on Media Studies, CBSE (2012)

b. International committees: Dr. Shikha Jhingan is a Member of the International Association of Women in Radio and Television since 1999.

- c. **Editorial Boards:** Dr. Nanda is an Associate Editor of the quarterly media journal, *Communication Today* (ISSN 0975-217 X) since 2009. She is also co-editor of 'Gaon ki Selfie' (since 2015), a monthly periodical dedicated to empower rural women with the tools of journalism.

22. Student projects:

- a. **Percentage of students who have done in-house projects including interdepartmental/programme:** 100%
- b. **Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/Industry/other agencies:**
 Nearly 90% of students from the Department do internship programmes/projects with media organisations like NDTV India, The Hindustan Times, Centre for Science and Environment and Khabar Lahriya, and advertising agencies like Ogilvy & Mather.

23. Awards/Recognitions received by faculty and students:

Faculty

Dr. Shikha Jhingan

- Received the Habib Kidwai Research Fellowship from the Media Resource Centre, AJK Mass Communication Research Centre, JMI. The subject of research was *Teenaged Girls and Global Television: Performing the Hindi Film songs*. Duration: January to December 2010. Amount received Rs. 15,000 per month.
- SPEAR Grant for archival work, Ratan Tata Trust, 2009.
- Fokus/IAWRT (International Association of Women in Radio and Television) to study History of the Female Voice in Hindi Film Songs. Duration August 2006 to July 2007. Amount received US Dollars 3800.

Dr. Bindu Menon:

- UGC NET-Junior Research Fellowship in 1998. India Research Fellowship, Centre for Studies in Religion and Society, University of Victoria, British Columbia, Canada from July 2015-December, 2015.
- Charles Wallace archival Grant to work in various British archives and Libraries (2007).
- SPEAR Grant for archival work, Ratan Tata Trust, 2009.

Dr. Vartika Nanda:

- 2015: *Laadli Media and Advertising Award for Gender Sensitivity* for the year 2013-14 for her public service film – *Nanakpura Kuch Nahi Bhoolta*. This film was selected as the Best issue based Documentary in Hindi for the Northern Region.
- Her book, *Tinka Tinka Tihar* (Co-authored with Vimlaa Mehra, IPS, DG, Tihar) is the first book of collection of poems written by selected women inmates of Tihar Jail. This book is a unique effort to give voice to women inmates and has now been included in the Limca Book of Records, 2015.
- 2014: The President of India, Shri Pranab Mukherjee conferred the Stree Shakti Puraskar, 2013 (Rani Gaidinliu Zeliang Award) on the occasion of International Women's Day at Rashtrapati Bhavan in New Delhi on March 8, 2014. This award has been given in recognition of her contribution in creating awareness on women's issues through media and literature.

- 2013: *Youth Icon of the Year Award* presented by Sh. Vijay Bahuguna, then Chief Minister, Uttarakhand in Dehradun.
- 2012: *Dr. Radhakrishnan Memorial National Media Award*.
- 2007: *Bharatendu Harishchandra Award* (2005) for the book *Television aur Apradh Patraakarita* published by the Indian Institute of Mass Communication, New Delhi. These awards are given by the Ministry of Information & Broadcasting, Government of India since 1983 to promote original writings in Hindi on journalism and mass communications.
- 2002: Topped M.A., Mass Communications from GJU, Hisar and was awarded the Gold Medal.
- 1994: Stood 2nd in the PG Diploma in Journalism from IIMC and was given the Rajasthan Patrika Award.
- 1993: Topped the entrance exam for the PG Diploma in Journalism from IIMC.

Dr. Shikha Jhingan:

Dr. Jhingan is a well known documentary film maker. Some of her past works include *Once this land was ours*, *The hidden story*, *Prisoner of gender*, *Barefoot Doctors* and *Born to Sing*. She also co-directed *The power of the image*, a twelve part documentary series on Bombay cinema. *Health Matters* (2005), her independent documentary, was shown at MIFF 2006. Her films have been shown and distributed widely by NGOs working in the area of health and social justice. She is also founder member of Mediastorm, an all-women's film making collective that was formed in Delhi in 1986. Mediastorm received the Chameli Devi Jain Award for excellence in media in 1992.

Mr. Vibhushan Subba:

Mr. Subba co-scripted a Documentary commissioned by the WHO SEARO 'Deeply Superficial' which won the CMS Vatavaran Environmental Awards for 2009 (Best of the festival Award: Indian Category).

Students:

The Department of Journalism boasts of students of very high academic capability who have also won accolades in sports and other extra-curricular events. A list of few such awards/recognitions received by students in inter-college, national/international events follows:

Academic Achievements:

- LSR-NUS Exchange programme: Sohini Chowdhury (2013)
- University Medal for B.A. (Hons.) Journalism: Neha Lal (2014), Agrima Bhasin (2011)
- Chevening Fellowship to participate in a programme on politics media and society at the University of Westminster, London: Raksha Kumar (2007)

Extra-curricular Achievements:

- Best delegate for Human Rights Council in Rome MUN 2014: Tarana Faroqi
- Best Journalist Award at National University of Juridical Sciences Model United Nations 2014: Anahita Sagar
- Women's Quizzing League: Aqsa Zaidi and Rajkanya Mohapatra (2014)
- Best Delegate, Strategy Policy Group (Econotize): Drushti Joshi (2014)
- Best Delegate, BITS-Pilani: Drushti Joshi (2014)

- Republic Day Camp, All India Bronze in MC and Best Delegate in Delhi: Shalu Yadav (2014)
- University of Delhi Flower Show, Second Prize for Table and any other arrangement: Hemul Goel and Priyanshi Jaiswal (2014)

Professional Achievements:

- Indian Broadcasters' Award: Prerna Suri Husar (2003)
- Ramnath Goenka Award for Civic Journalism (Prakash Kardaley Memorial Award) for reportage during the Commonwealth Games 2010: Mallica Joshi

Sports Achievements:

- 2015: Soumya Babbarwas, member of the Basketball Champion Team lifted the trophy. Zara Davina Mann won a bronze medal and a silver medal in state and inter-university shooting competitions. Shalini won 2 bronze medals; one in Delhi State Athletics Championship and the other in Dr. Bharat Ram Open Sports Meet Athletics Competition. Ritika won a bronze medal in Dr. Bharat Ram Open Sports Meet Judo Competition. Saumya won a silver medal as a part of the Delhi University team in North Zone Basketball Tournament.
- 2014: Zara Mann won 3 silver medal at various Inter College and Inter University Shooting Competitions. Ritika Saxena won a bronze medal in Dr. Bharat Ram Open Sports Meet JudoTournament.
- 2013: Zara Mann won 1 gold medal at Dr. Bharat Ram Open Sports Meet Shooting Championship, 1 Silver at Utrakhand State Shooting Championship and 2 bronze medals; 1 at Utrakhand State Shooting Championship and the other at Delhi University Inter College Shooting Championship.
- 2012: Vincy Davis won 4 silver and 1 bronze medal at Delhi University Inter College Archery Tournament. Ritika Saxena won 1 bronze medal at Delhi University Inter College Judo Championship.
- 2011: Akanksha Narain won 1 silver medal at Dr. Bharat Ram Open Sports Meet Chess Tournament and 1 bronze medal at Equal Opportunity Cell Chess Tournament.
- 2010: Manisha Kaushik won a silver medal at Dr. Bharat Ram Open Sports Meet Judo Championship. Meena won a silver medal at Delhi University Inter College Archery Meet.

24. List of eminent academicians and scientists/visitors to the Department:

The Department of Journalism has hosted several reputed academicians over the years from India as well as abroad. A list of a few selected visitors follows:

- Prof. Vinay Lal, South Asian and History, University of Los Angeles
- Dr. Joshua Castellino, Professor of Law and the Dean of the School of Law at Middlesex University
- Late Shri. B.G Verghese, Senior Journalist, Editor of The Indian Express and the Hindustan Times
- Ms. Chitra Subramaniam, Senior Journalist
- Prof. John Webb, Professor Swinburne University of Technology, Australia
- Mr. Ravish Kumar, Senior Executive Editor for NDTV India
- Mr. Sreenivasan Jain, Managing Editor NDTV 24X7
- Dr. Anupama Roy, Professor, Centre for Political Studies, Jawaharlal Nehru University

- Ms. Shuddhbrata Sen Gupta, Co-Founder Raqs Media Collective
- Mr. R. Jaganathan, Editor Firstpost
- Ms. Neerja Chowdhury, Columnist and Political commentator
- Dr. Shohini Ghosh, Professor, Video and Television, AJK Center for Mass Communication, Jamia Millia Islamia
- Dr. Chindu Shreedharan, Senior Lecturer in Journalism and Communication, Bournemouth University
- Ms. Sevanti Ninan Editor, The Hoot
- Dr. Britta Ohm, Associate Researcher, Department of Anthropology, Bern University
- Dr. Sabeena Gadihoke, Associate Professor, AJK, Mass Communication Research Centre, Jamia Millia Islamia
- Dr. Usha Ramanathan, an Internationally renowned expert on law and poverty
- Dr. Hilal Ahmad, Associate Professor, CSDS (Centre for the Studies of Developing Societies)

25. Seminars/Conferences/Workshops organised & the source of funding:

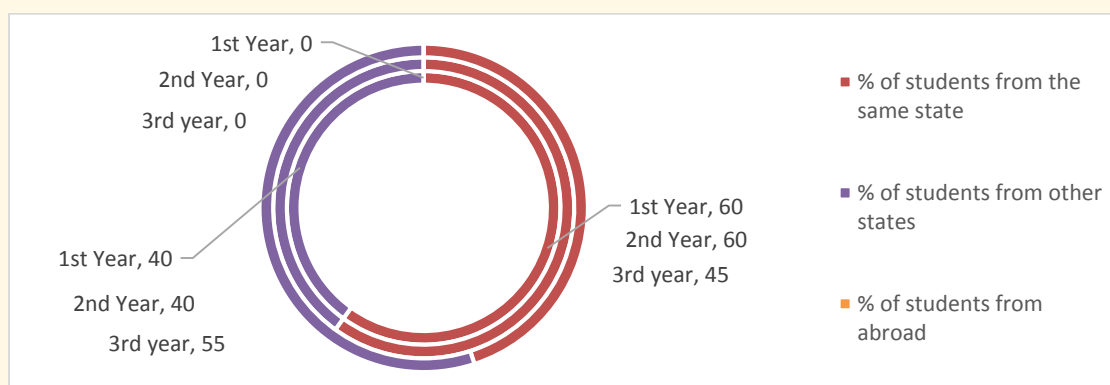
- National: Nil
- International: Nil

26. Student profile programme/ course wise:

Name of the Course/ programme	Applications received	Enrolled		Pass percentage
		*M	*F	
B.A. (Honours) Journalism, 2014-15	37065	-	37	Ongoing
B.A. (Honours) Journalism, 2013-14	31591	-	31	100%
B.A. (Honours) Journalism, 2012-13	Test	-	27	100%

*M=Male *F=Female

27. Diversity of Students: Approximate figures provided



28. How many students have cleared national and state level competitive examinations such as NET/SLET/GATE/Civil services/Defence services etc.?

Most of our students go on to pursue higher studies and qualify for many competitive examinations. Since we are an undergraduate college, they do not qualify during their tenure at Lady Shri Ram College for Women. Many of our former students are teaching at DU having cleared NET. While complete information is not available, some of our alumnae who have cleared NET in the past few years are: Ambar Ahmad (2001), Shivani Kapoor (2007), Tanvi Sirari (2007), Jigyasa Sethi (2011). Information regarding students who have cleared Civil services is not available.

29. Student progression: Approximate figures provided

Student progression	Against % enrolled
UG to PG	60%
PG to M. Phil.	Information not available
PG to Ph.D.	Information not available
Ph.D .to Post-Doctoral	Information not available
Employed -Campus selection -Other than campus recruitment Entrepreneurship/Self-employment	10-15% Information not available Information not available

30. Details of Infrastructural facilities:

a. Library:

The Journalism section of the library houses about 1028 books and subscribes to two journals which are available in hard copy: ‘Columbia Journalism Review’, ‘Journalism and Mass Communication Quarterly’. Faculty members and students also have access to a number of online journals, books, and accessibility to libraries through DU online Library and the UGC online Library INFLIBNET Centre for which every faculty member and student has been given a personalised ID and password.

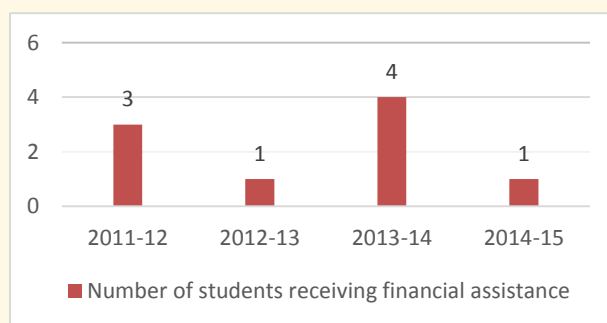
b. Internet facilities for staff and students

The college is Wi-Fi enabled. 30 desktops and 42 laptops with internet facilities are available for faculty at all times for teaching/research. Further, 140 computers are available for students in the library, Reference Section and laboratories with Internet and to work on their assignments.

c. Class rooms with ICT facility: Many classrooms have projectors and screens.

d. Laboratories: One Media Lab with Video Camera (2), Still Camera (2), Editing Suites (3), Microphones and recording devices (12).

31. Number of students receiving financial assistance from college, university, Government or other agencies:



32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:

The learning of students is enriched in various ways through a number of educational activities conducted within and outside the Department. Some of these programmes conducted over the last four years are discussed below:

Workshops: By organizing a number of workshops, the Department constantly endeavours to build a bridge between theory and praxis. In 2014-2015, a two day graphics designing workshop was organised to equip the students with the technical knowledge of using complicated software(s) like Adobe Photoshop and Adobe in Design. Faraz Farooq (Architect, Graphics Designer and Assistant Professor, Department of Architecture, Jamia Millia Islamia) and Bhriku Kalia (Architect and Graphics Designer) taught the participants principles of effective designing and the essential concepts of colours, balance and typography. Another workshop on video editing was conducted by Shaz Syed, a wildlife photographer and documentary filmmaker, nominated for the Jackson Hole award in the 'Best Emerging Science Filmmaker' category. He helped the students understand the nuances of good editing and taught them how to use, Final Cut Pro 10, Editing software that allows one to edit video and audio footage using the latest digital tools. In 2013- 2014, a four day workshop on camera and non- linear video editing was also conducted by Ms. Pallavi Paul, for the final year students. In 2012-2013, a number of workshops were organised. The students participated in a Film Appreciation Workshop conducted by Prof. Suresh Chabria (from the Film and Television Institute of India) and organised by the Public Service Broadcasting Trust. The students were also active participants in the FICCI-organised, two- day workshop on 'India's Position on Internet Governance in the UN'. For the final year students a two- day documentary Film Production and Camera Workshop was organised, with Ms. Laili Dutta (accomplished documentary film maker and cinematographer) and Ms. Saumya Varma (from Jamia Millia Islamia) as resource persons. An Editing Workshop was also conducted by Mr. Imran from the same University. In 2010-2011, Dr. Abhilasha Kumari, former Associate Professor from IIMC, conducted a five-day workshop on Research Methodology. A two-day workshop was conducted by Mr. Pervaiz Alam where he taught students the nitty-gritty of radio production.

Annual Academic Meet: Juxtapose is the Annual Academic Meet of the Department that has been the highlight event of every academic year. It is a platform that strives to facilitate dialogue, deliberation and debate, and touches upon various themes. In 2014-2015, a panel discussion on 'Election 2014 in New Media: In Retrospect' was organised. Panelists included Ravish Kumar (Senior executive editor for NDTV India), Venkitesh

Ramakrishnan (Associate Editor at Frontline) and R. Jagannathan (Editor at Firstpost & Firstbiz, Network 18). In 2013-2014 the theme centered around 'Government Surveillance versus Privacy of the Individual, with panellists as Ms. Shalini Singh (Deputy Editor, The Hindu), Mr. Pawan Duggal (Cyber Law Advocate), Dr. Usha Ramanathan (Independent Legal Researcher), Dr. Govind (CEO, NIXI) and Mr. Vibodh Parthasarathy (Centre For Media, Culture and Governance, JMI). Another panel discussion 'Mobile Phones and the contours of Citizen Journalism' included Ms. Preethi Herman (from Change.org), Ms. Sevanti Ninan (from The Hoot), and Ms. Megha Mamgain (from CNN IBN's Citizen Journalism show) was also organised. In 2012-2013, the meet was inaugurated by the then Union HRD Minister- Mr. Kapil Sibal and, the debates were led by Mr. Rajeev Chandrashekhar (Member of Parliament), Ms. Suhasini Haider (CNN –IBN) and Mr. Richard Allen (Director Public Policy, EMEA). Juxtapose also had two panel discussions which analysed key issues in Contemporary Journalism. The first panel on 'Development Communication and Rural Reporting' was moderated by Ms. Rukmini Srinivasan from The Times of India and the speakers included Dr. Vipul Mudgal from CSDS, Ms. Reetika Khera from SNS and Mr. Ravish Kumar from NDTV. The second panel moderated by Mr. Paranjoy Guha Thakurta had Mr. Shuddhabrata Sengupta, Mr. Iftikhar Gilani and Ms. Shohini Ghosh as discussants. In 2010-2011, as part of *Juxtapose*, a panel discussion on 'Alternative Journalism: Beyond the Convention' was organised. The panelists were Mr. Dave Bloss, a sports journalist, Mr. Amar Kanwar, a documentary film maker, Ms. Aarti Sethi and Mr. Jody Mc Philip, developmental journalist. *Juxtapose* over the years has also brought together various events such as Media Quizzes, Media Debates, Photography Competitions, often judged by external experts.

Seminars/ Special Lectures: Over the years, a number of talks and lectures have been held regularly for the students of the Department. In 2014-2015, second in series of the Dr. Manohar Shyam Joshi Chair Lecture, titled 'Science and the Media in the Age of Globalisation', was delivered by John Webb, Professor at the Swinburne University of Technology (Australia) and chaired by Dr. Rohan D'Souza, Associate Professor at the Shiv Nadar University. The lecture provided an enlightening insight into the yet unexplored world of science journalism. Another panel discussion on 'Modi and Media' analysed the impact of the BJP government at the Centre on the functioning of media. The panelists included Neerja Chowdhury (Columnist and Political Commentator at Caravan and Times of India) and Girish Nikam (Consultant/Anchor at Rajya Sabha TV).

In the year 2013-2014, the Department hosted the conversation series on Human Rights, Law, Development Communication & the Role of Media with Dr. Joshua Castellino, Professor of Law & Dean of the School of Law at Middlesex University, London, and eminent Human Rights Lawyer and Activist, Mr. Colin Gonsalves. Filmmaker Samina Mishra, showed her documentary 'The House on Gulmohar Avenue' and gave a lecture on self-reflexive documentary style. A lecture by acclaimed investigative journalist, Ms. Chitra Subramaniam, on 'Journalism as a Public Good' was also organised. A two-day, practice based Certificate Course on the same was also offered to the Journalism Students by her. A Guest lecture on Media Industry and Management by Mr. Rahul for the third year students, and an interaction with the women journalists of Khabar Lahariya- Geeta and Guddi, and LSR alumna- Poorvi Bhatnagar from Nirantar, focusing on Communication for Development and Rural Journalism (especially challenges of News Gathering and News Values), were also held.

In 2012-2013, one of the highlights was the Creation of the Manohar Shyam Joshi Chair in the Department. This was constituted as a lecture series by an eminent scholar from the Liberal Arts, Humanities or Media, in memory of the veteran Journalist and Writer Manohar Shyam Joshi. In the same year, Prof. Vinay Lal, from the Centre for South Asian Studies and History, at the University of Los Angeles, was invited as the first Chair and gave three stimulating lectures. These included 'Gandhi and the Politics of Fasting', 'City and Cinema' and 'Internet Hinduism'. In addition, talks on the pertinent issue of 'Ethnic Conflict in Assam' by Prof. Sanjoy Hazarika (Director, Center for North East Studies, Jamia Millia Islamia); 'Challenges of Reporting on Development Issues' by Ms. Dhupkar (Correspondent with IBN 7 LOKMAT, a Marathi news channel); 'Recent Trends in Integrated Marketing Communications' by Mr. Rahul Sharma (Deputy Director of Marketing and Communication, GEMS Education, Mumbai); 'Media and Cultural Policy Making in Britain: Distinctions between Policy and Practice' by Dr. Bethany Klein and Dr. Melissa Misbett (from the Leeds Institute of Communication) were organised. Lectures and panel discussions were organised by various industry bodies on 'New Media Technologies' and 'Internet Governance'.

In 2011-2012, a series of eminent speakers were invited by the Department. Prof. Clemens Jurgenmeyer spoke on the 'Euro Crisis', Prof. John Mark Webb gave a talk on 'Non-proliferation of Chemical Weapons', Dr. Vipul Mudgal from CSDS focused on 'Media Research and Sociology'; Ms. Kalpana Sharma discussed 'Urban Poverty and Reporting' while Mr. Perwaiz Alam from BBC spoke on 'Theatre and Radio'. In 2010-2011, Subir Ghosh, Head, Communication, WTI gave a scintillating lecture on wildlife journalism and documentary production. Ms. Smita Gupta, political editor of Outlook spoke to the students about the ethics of journalism and Mr. Rahul Sharma from Financial Express dealt with the issue of financial reporting. Mr. Saiyantana Chakraborty gave a lecture on the intricacies of reporting foreign affairs.

Student Productions: In 2012-2013, students curated film screenings on Development Communication followed by discussions on the eight Millennium Development Goals and India's achievements in this regard. A short documentary film 'Lost in Transition' made by a group of third year students of the Department was screened for public with a young audience in multiple venues. Other productions in the year 2013- 2014 included 'Second Life' and 'What a Shot!'

Film Screening and Discussions: In the year 2013- 2014, the Department held a film screening and discussion, which featured two films- '3-D Stereo Caste' and 'Don't Be our Fathers' directed by Mr. A.S. Ajith Kumar and Mr. Rupesh Kumar, exploring the contours of caste in text, composition, listening and performance. Both Mr. A.S. Ajith Kumar and Mr. Rupesh Kumar held the discussion and interacted with the students. In 2011-2012, the movie *Somewhere Between* was screened followed by a discussion with the director Ms. Linda Goldstein Knowlton in collaboration with the Sundance Film Festival.

33. Teaching methods adopted to improve student learning:

The Department lays emphasis on workshops, presentations, discussion on course readings in class, field trips and showcasing of documentary films, visual materials, and audio clips. The students are encouraged to work in video, radio, print and on-line media. Experts in various fields are invited for interaction in class. For example in 2014, we invited two

women tribal journalists from Bihar and Uttar Pradesh who work in India's well known rural newspaper Khabar Lahariya which is being run by women from rural heartland of North Indian States. This discussion helped students enrich their understanding of rural journalism, development communication and alternative modes of media. At the same time, we have also invited senior journalists from main stream media like the Outlook, CNN-IBN, NDTV and Rajya Sabha Television. In the final year students are mentored to work on their research dissertations in the field of media and communication research. In the paper 'Seminar on current issues' students are encouraged to research, write and do seminar presentations on a theme which is relevant in the current context. This involves intense readings and developing of individual research interests. For instance in 2013, students presented papers on Religion and media. In 2014, the seminar focused on Citizenship and its Challenges, and in 2015 on 'Unpacking the City.'

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

All students and faculty are actively engaged in extension activities and outreach programmes. Dr. Menon was the chairperson, Committee against Sexual Harassment at college (2007-2008) and later co-ordinator of the same (2012-2014). She also served as faculty advisor, WDC (2010).

35. SWOC analysis of the Department and Future plans:

Strengths:

The Department of Journalism has grown stronger and more vibrant over the years. This course, undoubtedly, is one of the most sought after courses in DU. The Department's belief that it has to do more than teach the tenets of journalism is its greatest strength. The Department of Journalism at LSR is mindful of the importance of communication in an open society, especially one that is unequal and hierarchy bound like ours. The strength of the Department lies in the fact that it seeks to convey to its students the importance of journalism in the larger project of building a democratic society. We seek to place the practice of journalism within a larger domestic and international context. This gives to our Department its greatest strength in preparing young women to join the world of communication equipped with a sense of ethics and a sharp awareness of the world around them. Our biggest strength is the ability to innovate and experiment. We constantly encourage our students to make changes and add new patterns of experiments especially with modules that are more inclined towards a practical approach. In terms of infrastructure, a fully functional and well equipped media lab with an attendant is most certainly one of our strengths.

Weakness:

The Department of Journalism's weakness stems from the fact that it is largely focused on English language journalism and professionals. The medium of instruction is also English and the projects and papers our students write are all in English. This does deny them very valuable exposure to a very diverse and rich terrain of journalistic work and practice in languages other than English. The Department however tries to overcome this weakness by inviting speakers and professionals from across the language spectrum.

Opportunities:

Opportunities are immense in LSR. We keep interface with the world of work and that enables us to understand the need for change in the requisite areas. We are fortunate to have the opportunity to invite the best of minds to the college so that our students get the benefit to develop deeper understanding of the field that they want to pick in the near future. The fact that the Department is located within a college that is a leader in social science and liberal arts education, gives to the faculty and students of the Department of Journalism an opportunity to interact with the best minds and engage with current academic debate in these fields, thus enriching the Department.

Challenges:

Sometimes it becomes difficult to create a balance between giving professional training inputs to students and enhancing their conceptual and theoretical understanding. Working in a structured time-table in a college/university that is geared towards semester-end exams poses further challenges in a professional course. We also feel constrained because infrastructure in our college is not completely geared towards a conducive environment for media education.

One of the biggest challenges that our Department faces is lack of proper integration in the college. Being a professional with a requirement of practical classes and workshops for hands-on training in the media, it becomes difficult at times to be in step with the other departments of the college. Secondly, not having a department in the University has also become a hindrance as it becomes difficult to address discipline related problems both at the college and the university level.

Future Plans:

For the future our vision is to provide to the students an ever improving dynamic platform for critical thinking, innovation and communication. We would like the Department of Journalism to be at the cutting edge of media education in which the media in the public sphere is both upheld and critically challenged. We would like the coming generation of students to engage with the practice of journalism in all its diversity in a creative manner as well as critically engage with it. We plan to offer workshops to students wherein they could interact with leaders from the field as well as increase the number of field visits to alternative media experiments. We would like to make our experiments with community radio and television into a bigger project that embraces not only our college but also the immediate neighborhood. We are also toying with the idea of bringing out a newspaper for the college, which would give our students much needed training in the area of print journalism.

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Evaluative Report of the Department of Mathematics



1. Name of the Department: Mathematics

2. Year of Establishment: 1956

3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):

- UG- B. Sc. (Honours) Mathematics; B.A. (Programme) Mathematics
- PG- M. Sc. Mathematics

4. Names of Interdisciplinary courses and the departments/ units involved:

The Department of Mathematics offers the following courses:

- Paper O 2.3 Mathematics I, O 3.3 Mathematics II to the Department of Elementary Education (Core Paper)
- Mathematical Awareness to the Department of Economics (Concurrent Course)
- Linear Algebra and Calculus to the Department of Economics (Allied Courses for erstwhile FYUP)

5. Annual/semester/choice based credit system (programme wise): Semester

6. Participation of the Department in the courses offered by other departments:

Students from the Mathematics Department take the following courses from other departments:

- Department of English: English (Qualifying Language Course); English (Credit Language Course)
- Department of Hindi: Hindi (Qualifying Language Course); Hindi (Credit Language Course)
- Department of Philosophy: Formal Logic (Concurrent Course)
- Department of Commerce: Financial Management (Concurrent Course)
- Department of Economics: Principles of Economics; Introductory Economics and Development Economics (Allied Courses for erstwhile FYUP)
- Department of Elementary Education: Environmental Studies (Compulsory Course)

7. Courses in collaboration with other universities, industries, foreign institutions, etc.:

Not permitted as per University Ordinance

8. Details of courses/Programmes discontinued (if any) with reasons:

- Annual system was discontinued in 2010. The last batch graduated in April 2013.
- Four Year Undergraduate Programme (FYUP) was discontinued in 2014 due to directives from DU.
- B.A. (Programme) was discontinued in 2013 under the FYUP and re-introduced in 2014.

9. Number of teaching posts: As on 22 May, 2015

	Sanctioned	Filled
Professors	NA	NA
Associate Professors	NA	1
Asst. Professors	12	9 (3 on Study Leave, 1 on Lien; 4 Temporary)

10. Faculty profile with name, qualification, designation, specialisation, (D.Sc./D.Litt./Ph.D./M.Phil. etc.): As on 22 May 2015

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Uma Versha Kakar	M. Phil.	Associate Professor	Analysis and Numerical Methods	32 years	None
Jyoti Darbari	M. Phil.	Assistant Professor (On Study Leave)	Operation Research	14 years	None
Monika Singh	M. Phil.	Assistant Professor	Analysis and Algebra	12 years	None
Bhavneet Kaur	M. Phil.	Assistant Professor	Space Dynamics, Celestial Mechanics	11 years	None
Sucheta Nayak	M. Sc.	Assistant Professor (On Study Leave)	Scientific Computing	8 years	None
Ranjana Jain	Ph. D.	Assistant Professor (On Lien)	Functional analysis, operator status	10 years	None
Mahesh Kumar	M. Phil.	Assistant Professor (Temporary)	Functional Analysis (C0 – Semigroup) Semi SeSeSe	6 years	None
Reema Agarwal	M. Phil.	Assistant Professor (Temporary)	Commutative Algebra	3 years	None
Kuldeep	M. Sc., M.Tech. (CS)	Assistant Professor (Temporary)	Cryptology	4 years	None

Yograj Singh	M. Sc. M.Tech. (CS)	Assistant Professor (Temporary)	Optimization Techniques, Cryptology	3 years	None
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11. List of senior visiting faculty: None

12. Percentage of lectures delivered and practical classes (programme wise) handled by temporary faculty:

- Approximately 46% of lectures and tutorials for B.Sc. (Honours) Mathematics were delivered by temporary faculty from January to May, 2015.
- Approximately 40% of lectures and tutorials for B.A. (Programme) were delivered by temporary faculty from January to May, 2015.
- Approximately 60% of practical classes were delivered by temporary faculty from January to May, 2015.

13. Student-Teacher Ratio (programme wise):

B.Sc. (Honours) Mathematics- 20:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not Applicable

15. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./P.G.:

- Uma Versha Kakar, M.Sc. (Mathematics), M.Phil. (Mathematics)
- Jyoti Darbari, M. Sc. (Mathematics), M.Phil. (Mathematics)
- Monika Singh, M. Sc. (Mathematics), M.Phil. (Mathematics)
- Bhavneet Kaur, M. Sc. (Mathematics), M.Phil. (Mathematics)
- Sucheta Nayak, M. Sc. (Mathematics)
- Ranjana Jain, M.A. (Mathematics), M.Phil. (Mathematics), Ph.D. (Mathematics)
- Mahesh Kumar, M. Sc. (Mathematics), M.Phil. (Mathematics)
- Reema Agarwal, M. Sc. (Mathematics), M.Phil. (Mathematics)
- Kuldeep, M.Sc. (Mathematics), M.Tech. (Computer Science)
- Yograj Singh, M.Sc. (Mathematics), M.Tech. (Computer Science)

16. Number of faculty with on-going projects from a) National b) International funding agencies and grants received:

- National funding agencies: None
- International funding agencies: None

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:

Others:

- Ms. Jyoti Darbari and Mr. Yograj Singh from the Department of Mathematics and Dr. Sunaina Sardana from the Department of Commerce received the Innovation project grant (Amount of grant sanctioned: Rs. Six Lakhs) from DU in the year 2013-15, for the project titled 'Reverse Logistics Approach to Innovative and Sustainable Green Environment'.

18. Research Centre/facility recognized by the University:

The Aung San Suu Kyi Centre for Peace is a Research Centre/facility at Lady Shri Ram College for Women, established with funds granted by the University Grants Commission.

19. Publications:

Teachers	Books Authored/ Edited	Chapters in Books / Textbooks	Papers in Journals (National/ International)	Book Reviews in Journals	Monographs
Uma Versha Kakar	-	-	-	-	-
Jyoti Darbari	-	3	-	-	-
Monika Singh	-	-	2	-	-
Bhavneet Kaur	-	2	4	-	-
Sucheta Nayak	-	-	-	-	-
Ranjana Jain	-	1	3	-	-
Mahesh Kumar	-	-	2	-	-
Reema Agarwal	-	-	2	-	-
Yograj Singh	-	1	3	-	-
Kuldeep	-	-	1	-	-

Ms. Jyoti Darbari:**Chapter(s) in book(s):**

- Darbari, J.D, Agarwal, V., Chaudhary, K., & Jha, P.C. (2015). Multi-criteria decision approach for a sustainable reverse logistics network under fuzzy environment. In *Proceedings of the Fifth International Conference on Industrial Engineering and Operations Management* (pp.1–7). IEEE Xplore. (Print ISBN: 978-1-4799-6064-4, INSPEC Accession Number: 15091290).
- Darbari, J. D., Agarwal, V., & Jha, P. C. (2015). Fuzzy Optimization Approach to Supply Chain Distribution Network for Product Value Recovery. In K.N. Das, K. Deep, M. Pant, J.C Bansal & A. Nagar (Eds.). *Proceedings of Fourth International Conference on Soft Computing for Problem Solving* (pp. 487-500). New Delhi: Springer. (ISBN 978-81-322-2220-0)
- Darbari, J. D., Agarwal, V., & Jha, P. C. (2014). A Carbon Sensitive Multi Echelon Reverse Logistics Network Design for Product Value Recovery. In M. Pant, K. Deep, A. Nagar & J.C. Bansal (Eds), *Proceedings of the Third International Conference on Soft Computing for Problem Solving* (pp. 883-903). India: Springer. (ISBN 978-81322-1768-8)

Ms. Monika Singh:**Papers in Journals (National/International):**

- Jain, P., Singh, M., & Singh, A. P. (2015). Weighted Norm Inequalities for The Hard Type Operator on Monotone Functions. *Contemporary Mathematics- American Mathematical Society*, 645, 145-160. (ISSN online:1098-3627, print: 02714132)

- Singh, M., Kaur, A., Matra, A. A., Iyer, A., Bhattacharya, A., Yadav, M., Setia, M., Kunwar, A. & Dhautala, S. (2015). *Studying traditional gender roles and changing practices in the state of Meghalaya*. Delhi University Journal of Undergraduate Research and Innovation, 1(2), 2154-2171. (ISSN 2395-2334)

Dr. Bhavneet Kaur:

Chapter(s) in book(s):

- Kaur, B., & Aggarwal, R. (2015). Robe's Restricted Problem of 2+2 Bodies with Perturbations in the Coriolis and Centrifugal Forces with a Roche Ellipsoid-Oblate System. In I. J. Rudas (Ed.). *Proceedings of the 11th International Conference on Applied and Theoretical Mechanics (MECHANICS '15)*, Kuala Lumpur, Malaysia (pp. 40-51). (ISSN: 2227-4588, ISBN: 978-1-61804-304-7).
- Kaur, B., & Aggarwal, R. (2014). Effect of Perturbations in the Coriolis and Centrifugal Forces on the Location and Stability of the Equilibrium Solutions in Robe's Restricted Problem of 2+2 Bodies. In N. E. Mastorakis, M. Demiralp & A. Beckwith (Eds.). *Proceedings of the 19th International Conference on Applied Mathematics (AMATH '14)*, Istanbul, Turkey (pp.79-90). (ISSN: 2227-4588, ISBN: 978-1-61804-258-3)

Papers in Journals (National/International):

- Kaur, B., & Aggarwal, R. (2014). Robe's Restricted Problem of 2+2 Bodies when the Bigger Primary is a Roche Ellipsoid and the Smaller Primary is an Oblate Body. *Astrophysics and Space Science*, 349, 57–69. (ISSN 0004-640X)
- Aggarwal, R., & Kaur, B. (2014). Robe's Restricted Problem of 2+2 Bodies with One of the Primaries an Oblate Body. *Astrophysics and Space Science*, 352, 467-479. (ISSN 0004-640X)
- Kaur, B., & Aggarwal, R. (2013). Robe's restricted problem of 2+2 bodies when the bigger primary is a Roche ellipsoid. *Acta Astronautica*, 89, 31–37. (ISSN: 0094-5765)
- Kaur, B., & Aggarwal, R. (2012). Robe's Problem: Its extension to 2+2 bodies. *Astrophysics and Space Science*, 339, 283-294. (ISSN 0004-640X)

Dr. Ranjana Jain:

Chapter(s) in book(s):

- Jain, R., & Kumar, A. (2014). The operator space projective tensor product: Embedding into the second dual and ideal structure. Published in the *Proceedings of the Edinburgh Mathematical Society* 57 (pp. 505-519). (ISSN: 0013-0915). Cambridge: Cambridge University Press

Papers in Journals (National/International):

- Jain, R., & Kumar, A. (2013), Spectral synthesis for the operator space projective tensor product of C*-algebras, *Bulletin of the Malaysian Mathematical Sciences Society*, 36(4), 855-864. (ISSN: 0126-6705)
- Jain, R. & Kumar, A. (2011). Ideals of operator space projective tensor product of C*-algebras, *Journal of the Australian Mathematical Society*, 91, 275-288. (ISSN: 1446-7887)
- Jain, R. & Kumar, A. (2008). Operator space tensor products of C*-algebras, *Mathematische Zeitschrift*, 260, 805-811. (ISSN: 0025-5874)

Mr. Mahesh Kumar:**Papers in Journals (National/International):**

- Agarwal, R. & Kumar, M. (2014). Uncountability of Real Numbers, *IOSR Journal of Mathematics*, 10(3), 83-85. (ISSN: 2278-3008, p-ISSN: 2319-7676)
- Agarwal, R. & Kumar, M. (2014). Construction of Real Numbers, *IOSR Journal of Mathematics*, 10(2), 14-17. (ISSN: 2278-3008, p-ISSN: 2319-7676)

Ms. Reema Agarwal:**Papers in Journals (National/International):**

- Agarwal, R. & Kumar, M. (2014). Uncountability of Real Numbers, *IOSR Journal of Mathematics*, 10(3), 83-85. (ISSN: 2278-3008, p-ISSN: 2319-7676)
- Agarwal, R. & Kumar, M. (2014). Construction of Real Numbers, *IOSR Journal of Mathematics*, 10(2), 14-17. (ISSN: 2278-3008, p-ISSN: 2319-7676)

Mr. Yograj Singh:**Chapter(s) in book(s):**

- Singh, Y. & Chauhan, P. (2012). New Mutation Embedded Generalized Binary PSO. In S. Sathiyamoorthy, B.E. Caroline, & J.G. Jayanthi (Eds.). *Lecture Notes in Mechanical Engineering* (pp.705-715), *Proceedings of International Conference on Emerging Trends in Science, Engineering and Technology* (INCOSSET), Trichy, India. New Delhi: Springer. (ISBN: 978-81-322-1006-1).

Papers in Journals (National/International):

- Singh, Y. & Chauhan, P. (2014). Selection of Optimal Machining Conditions in Multi-pass Turning Operations using Real Coded Genetic Algorithm. *International Journal of Applied Mathematics and Mechanics*, 10(4), 73-83. (ISSN: 0973-0184)
- Singh, Y., Shakya, S.P., Yadav, S. K., Kumar, P. & Kuldeep (2014). Part-of-Speech (POS) Tagging Using Maximum Entropy Model. *International Journal of Advanced Research in Computer Science and Software Engineering*, 4 (6), 295-304. (ISSN: 2277 128X)
- Singh, Y. & Chauhan, P. (2012). *Analyzing Constrained Machining Conditions in Multi-Pass Turning by Differential Evolution Advances in Mechanical Engineering and its Applications*, 2(3), 201-206. (ISSN: 2167-6380)

Mr. Kuldeep:**Paper(s) in Journals (National/International):**

- Singh, Y., Shakya, S.P., Yadav, S. K., Kumar, P. & Kuldeep (2014). Part-of-Speech (POS) Tagging Using Maximum Entropy Model. *International Journal of Advanced Research in Computer Science and Software Engineering*, 4(6), 295-304. (ISSN: 2277 128X)

20. Areas of consultancy and income generated:

Ms. Singh attended the workshop to review draft manuscript of class X mathematics textbook, conducted by NCERT (2006). She was also associated with the ILL (Mathematics group), Delhi University, on part time basis for curriculum development (e-resource) for mathematics (2008 – 2010).

21. Faculty as members in a) National Committees, b) International Committees and

c) Editorial Boards:

a. National Committees:

Ms. Jyoti Darbari: Member, Department of Mathematical Sciences, University of Delhi, since 2013

Ms. Monika Singh: Life Member Indian Mathematical Society (Membership No. S-12-39) since 2013

Dr. Bhavneet Kaur: Member, Review Committee in Astrophysics and Space Science (ISSN: 0004-640X), International Journal of Astronomy and Astrophysics (ISSN: 2161-4717) and Advances in Space Research (ISSN: 0273-1177) since 2012

Mr. Yograj Singh:

- Member, Cryptology Research Society of India since 2010
- Member, Soft Computing Research Society of India since 2014
- Member Review Committee in International Journal of Machine Learning and Cybernetics (ISSN: 1868-8071) in 2013

b. **International Committees:** No faculty member of the Department is currently part of any International Committee.

c. **Editorial Boards:** No faculty member of the Department is currently part of any Editorial Board.

22. Student Projects:

a. **Percentage of students who have done in-house projects including inter departmental/programme:** 100%

b. **Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/Industry/other agencies:**

- Approximately 24% students have been associated with organisations, institutions and agencies outside college. These include Blood Connect, Friends of Art, Becoming I Foundation and Khoobsurat Foundation, Manas Vikas Evam Sewa Sansthan, The Wordsworth Project, Varun Beverages Ltd., Teach for India, FabIndia, Crayon Data besides others.
- Four students in 2013-15 worked as student research associates in DU funded Innovation Project described earlier.

23. Awards/Recognitions received by faculty and students:

Faculty:

Uma Versha Kakar: CSIR Fellowship in 1982

Ms. Jyoti Darbari:

- Best Track Paper award for 'Multi-Criteria Decision Approach for a Sustainable Reverse Logistics Network under Fuzzy Environment' presented in the Fifth International Conference on Industrial Engineering & Operations Management (IEOM), Dubai, United Arab Emirates, March 3-5, 2015

- Best Track Paper award for ‘A sustainable framework for selection and evaluation of third party reverse logistics providers using Fuzzy AHP-TOPSIS’ presented in the International symposium in honor of Dr. Ravi Ravindran, Indian Institute of Science, Bangalore, India, March 12-13, 2015
- Best Paper Application award for ‘A multi-echelon multi product profit oriented reverse logistics design network’ presented at International Conference on Operations Research for Data Analytics & Decision Analysis (ICORDADA 2013), Oct 21-23, 2013, University of Kashmir, Srinagar, Kashmir

Ms. Monika Singh: UGC-NET JRF, 1999

Dr. Bhavneet Kaur

- Award for Highest marks in B. Sc (Mathematics) and M. Sc. (Mathematics), Khalsa College, University of Delhi in 2000 and 2002 respectively
- Recipient of Sharda Devi Scholarship for outstanding performance in B. Sc (Mathematics)

Ms. Sucheta Nayak: CSIR-Junior Research Fellowship in 2005

Dr. Ranjana Jain: CSIR-JRF in 2003

Mr. Mahesh Kumar: CSIR-JRF in 2008

Mr. Yograj Singh

- UGC-NET-JRF in 2009
- Awarded ISI M. Tech. Fellowship in 2009-11
- Awarded CSIR-Junior Research Fellowship in 2009
- Awarded GATE Fellowship (Mathematics), MHRD, in 2009
- Awarded GATE Fellowship (Computer Science), MHRD, in 2011

Mr. Kuldeep: CSIR-JRF with AIR- 62 in 2009; GATE with AIR-21 in 2009

Students:

The Department of Mathematics boasts of students of very high academic capability who have also won accolades in sports and various creative fields. A list of few such awards /recognitions received by students in inter-college events over the past four years follows:

Academics:

The following students topped the course in College and also obtained positions in the University:

- Ms. Surabhi Sood (First year), Ms. Jasmeen Bhullar (Second year), Ms. Sruthi Sikar (Third year), Ms. Meghna Chaudhury (M.A. Previous) and Ms. Pooja Bansal (M.A. Final) in 2014-15
- Ms. Ekta Sharma (Third year) and Ms. Vrinda Bhandari (M.A. Final) in 2013-14
- Ms. Ekta Sharma (Second year), Ms. Krishma Babbar (Third year), Ms. Vrinda Bhandari (M.A. Previous) and Ms. H. B. Sahana (M.A. Final) in 2012-13
- In 2011-12, Ms. Neha Mongia was awarded the Smt. Sivakamma Radhakrishnan Medal for academic performance in M.A. Mathematics. Ms. Payal Bedi was awarded the Ravi Kanta Devi Prize for her academic performance in B.Sc. Mathematics Honours

Sports Achievements:

- In 2014-15, Ms. Bhavika Wadhawan won a Bronze Medal at the Indraprastha College for Women Tennis Tournament
- In 2012-13, Ms. Saumya Kapoor was part of the LSR table tennis team. All the team members won individual medals at the Delhi State Table Tennis Tournament. Ms. Saumya won a silver medal in the women's category and a Bronze medal in the youth category
- In 2011-12, Ms. Pallavi was part of the Chess team of College that bagged the first position in the Delhi University Inter College Meet and at the SRCC Youth Festival. They were declared the Champion Team at the SRCC Youth Festival. The team created a record by winning every event that they participated in. Ms. Pallavi was declared the State Under 19 champion.

Achievements in Extra-curricular activities:

- In 2014-15, Ms. Mitali Singh and Ms. Priyanka Mahajan won many awards in Dance. They were awarded First prize at Symbiosis, Delhi College of Arts and Commerce, Sri Aurobindo College; Second prize at Sri Venkateshwara College, BITS Pilani, Sri Guru Govind Singh College of Commerce, DCAC, Shaheed Sukhdev College of Business Studies; Third prize at Indraprastha College for Women
- In 2014-15, Ms. Mansha Sachdev won several awards for Choreography. She won First prize at BITS Pilani, Shri Ram College For Commerce, Hindu College, Hansraj College, Kirorimal College; Second prize at Kamala Nehru College
- In 2014-15, Ms. Arunima Raavi won the Best interjector award at WAVE SRCC conventional debate
- In 2014-15, Ms. Ruth Lalrinawmi and Ms. Sangteii Rosyland Ralte were a part of College's Western Music society. The group won First prize at Gargi College, Sri Venkateshwara College, Miranda House, Hindu College, Kirorimal College, St. Stephens, SSCBS, Kamala Nehru College; Second prize in Coloured Jam hosted by Commotion; Third prize at Jesus and Mary College. Ms. Ralte also won Second prize at Gargi College for a Western Solo performance, Third prize at IIT Delhi and Second prize for a duet performance at AIIMS
- Ms. Garima Agarwal and Ms. Garima Jena were awarded for Meritorious Performance at the Delhi University Flower Show in 2012

Awards/Recognitions won over the years by distinguished alumnae:

- Dr. Asha Mathur (Batch of 1964) taught in the Department of Mathematics from 1964 to 2006. She received several prestigious prizes and scholarships like the LSR Prize for being the best candidate in Mathematics (1961-64), National Loan Scholarship by Directorate of Education (1964), the Common Wealth Scholarship by the Ministry of Education (1976-77), JRF of the Council of Scientific and Industrial Research (1966-67). She also shouldered several positions of responsibility within college, including- Hostel Warden, Bursar, Vice Principal and officiating Principal with remarkable administrative acumen.
- Professor Kumkum Dewan (batch of 1969) is Professor, Department of Mathematics, JMI. She was Dean, Faculty of Natural Sciences, JMI (2005-08). She was awarded fellowships such as JRF, UGC (1971), JRF-CSIR (1972), Teacher Fellowship under Faculty Improvement Programme of UGC (1977), Post Doctoral Fellowship, Canada (1987), Post Doctoral Fellowship, IIT (1992) and Guest Scientist, ICTP, Italy (1994). She has received several awards and recognitions in her distinguished career, such as International Woman of the year (1997-98) in

Recognition of her services to Mathematics given by International Biographical Centre, Cambridge, England; Secular India Harmony Award (1999) given by United Children's Movement, India; Best Citizen of India Award (1999) given by IPH, New Delhi; Woman of the Year Award (2011) for achievements in the field of education by American Biographical Institute, USA.

- Prof Parvin Sinclair (Batch of 1976) is currently Professor of Mathematics, IGNOU. She received an all-India Merit Scholarship from 1973-197 and stood 1st in M.Sc.(Maths) at IIT, Delhi. She has been a Visiting Member, TIFR, Mumbai and taught a semester at ISI, Delhi. She has served as Director, NCERT, Delhi (2012-14) and Pro-Vice-Chancellor, IGNOU (2007-11). She is also Trustee, Aruna Sinclair Foundation (which funds vocational training for mentally challenged women).
- Ms. Snimer Kaur Sahni (batch of 1972) stood first in University, winning the Ravi Kanta Devi Prize when she graduated. She completed masters from Imperial College, London, with a British Council scholarship. She joined the Indian Audit and Accounts Service in 1978. She was awarded Director's Silver Medal for highest marks in Public Administration at the LBS National Academy of Administration in 1980. She has a broad range of sector experience including agriculture and rural development, education, health, public finance, tourism development, transport infrastructure, water supply and sanitation.
- Ms. Aekta Aggarwal (2006 batch) is Assistant Professor of Mathematics at IIM, Indore. She was awarded NTS (National Talent Research Scholarship) by NCERT (2001). She was awarded Travel Grant for a three month visit to Brown University National Board of Higher Mathematics (2011). She was also a scientific researcher at EPI OPALE.

24. List of eminent academicians and scientists/visitors to the Department:

The Department of Mathematics has hosted several reputed academicians over the years from India as well as abroad. A list of few selected visitors follows:

- Prof. Ram Behari, Former Head, Department of Mathematics, University of Delhi
- Prof. Shanti Narayan, Former Principal, Hansraj College
- Prof. J.N. Kapoor, Vice Chancellor, Meerut University
- Prof. Kalyan Bidhan Sinha, Professor, Indian Institute of Sciences, Bangalore and recipient of the Shanti Swarup Bahtnagar Prize for Science and Technology
- Dr. P.J. Collins, Oxford University
- Prof. K.R. Parthasarthy, Indian Statistical Institute, Delhi
- Prof. K.A. Ross, President of the Mathematics Association of the United States of America
- Prof. N.H. Stetkaer, Aarhus University, Denmark
- Prof. Rajendra Bhatia, Indian Statistical Institute, Delhi
- Prof. Chandler Davis, University of Toronto, Canada
- Prof. M. Ram Murty, Queen's University, Kingston, Canada
- Prof. John Holbrook, University of Guelph, Canada
- Prof. Dinesh Singh, Vice- Chancellor, University of Delhi
- Prof. Marie F. Roy, University of Rennes, France
- Prof. Fitzgibbon, University of Houston, Texas, USA
- Prof. Amitabh Tripathi, Indian Institute of Technology, Delhi
- Prof. Kadalbajoo, Department of Mathematics and Statistics, IIT Kanpur
- Prof. Sandip Bannerjee, Department of Mathematics, IIT Roorkee
- Mr. Kapil Verma from T.I.M.E

- Prof. M.S. Raghunathan, Padma Bhushan awardee and a Fellow of the Royal Society, London
- Prof. Sudeshna Basu, George Washington University, Washington DC
- Prof. Sitabhra Sinha, Institute of Mathematical Sciences, Chennai

25. Seminars/Conferences/Workshops organised & the source of funding:

a. National:

- ‘Degrees of Freedom’ talk by Dr. Farzana Afridi from the Economics and Planning Unit, Indian Statistical Institute; My Fancy High Heel Shoes, documentary screening; student paper presentations; ‘Women and Mathematics’ talk by Prof. Geetha Venkataraman, Ambedkar University, during the LSR Academic Congress 2014 (Supported by UN Women)
- Seminar with Ramanujan Mathematical Society Under Graduate Teacher’s Enrichment Programme (UGTE) on ‘Number Theory and Cryptography’ in 2013 (Funded by Ramanujan Mathematical Society (RMS))
- National Workshop and Training Programme on ‘Differential Equations and Mathematical Modelling’ in 2012 (Funded by U.G.C, C.I.S.R, and N.B.H.M.)
- Science Academies Lecture Workshop on ‘Linear algebra and its Application’ in 2012 (Funded by INSA- Science Academies and LSR)
- Seminar on ‘Differential Equation and Mathematical Modeling’ in 2010 (Funded by LSR)

b. International:

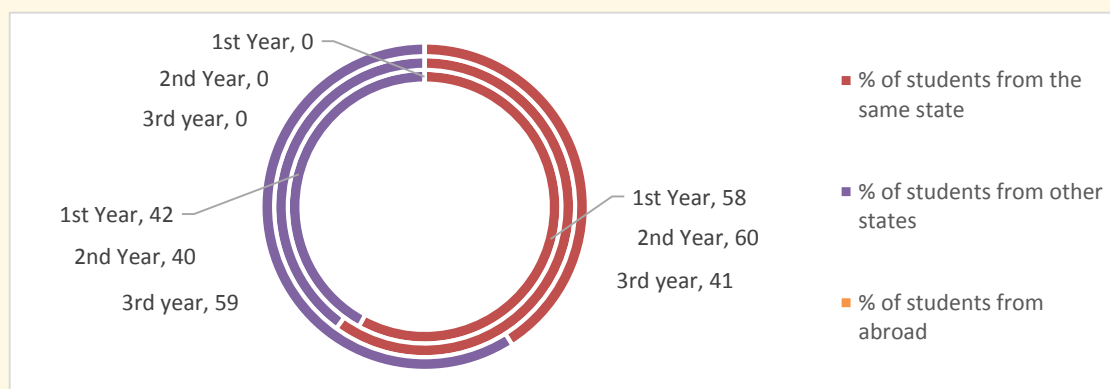
- ‘From a Life of Mathematics’ in association with Mathematical Sciences Foundation (MSF) in 2008 (Funded by LSR and Mathematical Society Foundation)
- International Seminar to commemorate the celebrations of International Year of Mathematics in 2000-01 (Funded by National Board for Higher Mathematics and Department of Mathematics, University of Delhi)

26. Student profile programme/course-wise:

Name of the Course/ programme	Applications received	Enrolled		Pass percentage
		*M	*F	
B.A. (Honours) Mathematics, 2014-15	30,250	-	65	Ongoing
B.A. (Honours) Mathematics, 2013-14	19,717	-	52	96%
B.A. (Honours) Mathematics, 2012-13	12,540	-	54	94.4%

*M=Male *F=Female

27. Diversity of Students: Approximate figures provided



28. How many students have cleared national and state level competitive examinations such as NET/SLET/GATE/Civil services/Defense services etc.?

Most of our students go on for higher studies and qualify for many competitive examinations. In 2014-15, 8 students cleared the Joint Admission test for M.Sc., 5 cleared the Common Admission Test (CAT) and 1 cleared the Common Management Admission Test (CMAT). Many of our former students are teaching at DU, having cleared the UGC-NET examination. Even though specific statistics are not available, students of the Department have also been successful in clearing the Civil Services Examinations.

29. Student progression: Approximate figures are provided

Student progression	Against % enrolled
UG to PG	55-65%
PG to M. Phil.	15-20%
PG to Ph.D.	10-15%
Ph.D .to Post-Doctoral	Information not available
Employed	
-Campus selection	5-10%
-Other than campus recruitment	10-15%
Entrepreneurship/Self-employment	2-5%

30. Details of Infrastructural facilities:

a. Library:

The College Library is equipped with 5341 books and four journals: Mathematical Gazette, Mathematical Intelligencer, Mathematical Magazine and Mathematical Teacher. Faculty members and students also have access to a number of online journals, books, and accessibility to libraries through DU Online Library and the UGC Online Library INFLIBNET Centre for which every faculty member and student has been given a personalised ID and password.

b. Internet facilities for staff and students:

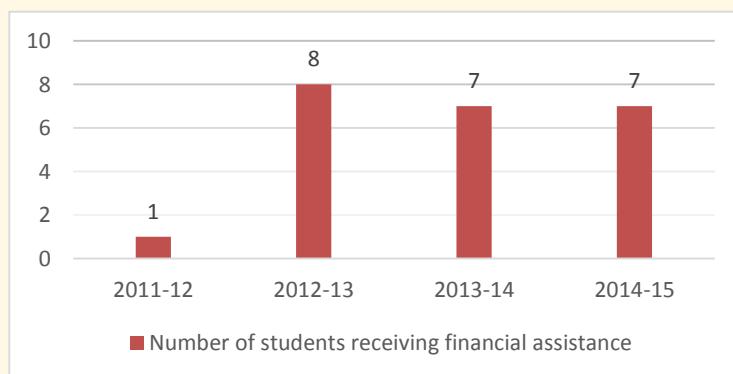
The college is Wi-Fi enabled. 30 desktops and 42 laptops with internet facilities are available for faculty at all times for teaching/research. Further, 140 computers are available for students in the library, Reference Section and laboratories with Internet to work on their assignments.

c. Classroom with ICT facilities:

Several classrooms assigned to the Department are equipped with projectors and sound systems to facilitate audio-visual screenings.

d. Laboratories:

The College has two air-conditioned, state-of-the-art computer labs, with a capacity of about 25-30 students each. The computer labs are equipped with desktops, and all necessary apparatus, such as printers, projectors and screens. There are trained lab assistants, who are always there to assist the students. Mathematica, a software and computer language used for mathematical applications, is downloaded and updated periodically in each computer and is taught to the students to enable them to use technology in performing mathematical functions, which helps develop in students a deeper understanding of the concepts taught in class. Workshops are also held in the Labs for teaching the use of LaTeX, a typesetting software, to enable students to write papers to be published in journals.

31. Number of students receiving financial assistance from college, university, government or other agencies:**32. Details on student-enrichment programmes (special lectures/workshops/seminars) with external experts:**

The goal of the Mathematics Department, besides academic excellence, is to make the learning process more specialized, relevant and interactive. A number of events are held, which include:

Workshops: Over the years, a number of workshops have been organised. In 2013, Dr. Gautam Borisagar was invited to conduct a workshop on 'LaTeX'. In the same year, the Department organised the 'Ramanujan Mathematical Society' - Under Graduate Teachers Enrichment Programme on 'Number Theory and Cryptography' witnessing the presence of eminent Mathematicians like Professor B. Ramakrishnan (HRI, Allahabad and Elected Fellow of the National Academy of Sciences in 2013) Professor Rana Barua (ISI, Kolkata) and Professor K. Srinivas (IMSc, Chennai).

In 2012, the Department organised a National Workshop and Training Programme for teachers of different universities of India on 'Differential Equations and Mathematical Modeling'. Eminent mathematicians including Dr. Sandeep K. Juneja, TIFR, Mumbai and Prof. Adimurthi, TIFR, Bangalore graced the occasion. Prof. Kum Kum Dewan, Jamia Millia Islamia University, Delhi was the Guest of Honour. The lectures during the workshop were chaired by Prof. Kum Kum Dewan and Prof. Geetha Venkataraman, Ambedkar University, Delhi among others.

To commemorate 2012 being declared as the 'National year of Mathematics', the Department organised a two day Science Academies' Lecture-Workshop on 'Linear Algebra and its Applications'. The workshop was conducted by eminent Mathematicians including Professor M.S. Raghunathan (IIT Bombay and Padma Bhushan awardee); Professor Sivaramakrishnan (IIT Bombay) and Dr. Ujjwal Sen (Harish Chandra Research Institute, Allahabad). The workshop saw participation by more than 150 enthusiastic teachers and students from various institutions.

Special Lectures: In 2015, Prof. Abhay G. Bhatt (Professor, ISI) was invited to speak on 'Financial Mathematics and Stochastic Differential Equations'. In 2014, Professor Kalyan Bidhan Sinha, from the Indian Institute of Sciences, Bangalore, threw light on 'The Universality of Mathematics'. In collaboration with the Statistics Department the Mathematics Department hosted a talk by Dr. Farzana Afridi from the Indian Statistical Institute, Delhi on 'Women in Labour Force'. A talk by Professor Geetha Venkataraman from Ambedkar University on 'Women and Mathematics' was also held. In 2013-14, the Department organised a lecture on 'Mathematics and Politics' by Professor Sudeshna Basu, George Washington University, USA. In 2011-2012, the Department organised a talk by Prof. Hukum Singh, Professor and Head, Department of Education and Mathematics, NCERT, on 'Transition from School to College Mathematics.'

Seminars: The Department organised a National Seminar on 'Differential Equations and Mathematical Modelling' in 2010 witnessing the presence of eminent Mathematicians like Prof. Kadalbajoo, IIT Kanpur; Prof. Karmeshu, Jawaharlal Nehru University and Prof. Girija Jayaraman, IIT Delhi. The sessions were chaired by Prof. R.K. Mohanty, University of Delhi; Prof. Pankaj Jain, University of Delhi and; Dr. Asha Mathur. A debate on the topic-'Zero Better than One' and photography competition were also organised.

Academic Meet: Academic Meets are held on a regular basis. In 2015, the Department's academic meet 'Enigma' was held. The inaugural lecture titled 'Cryptoanalysis of Enigma' was delivered by Dr. Geetha Venkataraman. A photography competition 'Click-o-Math' was conducted by the Mathematics Department. The competition was judged by Dr. Geetha Venkataraman. An inter college quiz 'Numerolympic' was also organised as part of the event. In 2012, the Department organised the Department's Annual Inter College Meet HORIZON. The inaugural talk was delivered by Prof. R. B. Bapat, Department of Mathematics, ISI.

33. Teaching methods to improve student learning:

The students at the Department of Mathematics, Lady Shri Ram College for Women are provided with holistic education to empower them to lead from the front. The teachers adopt techniques such as discussions and power point presentations to encourage the

students in exploring the subject. Interactive sessions are conducted before the beginning of a new topic or chapter to enable the students to have in-depth knowledge and practical application of the same is taught in an elaborate manner. The students are provided with practice sheets on a regular basis for revision. Assignments and practicum are also conducted to provide the students a base to excel in final semester exams. Various computer based softwares like Mathematica are used to perform difficult mathematical functions. Student queries and doubts are tackled through tutorials conducted regularly. The students are encouraged to think out of the box and tackle real life situations.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Faculty members and students of the Department of Mathematics routinely participate in various extension and outreach activities of the college such as VAPP (Voluntary Agency Placement Programme), REACH (Reaffirming Equity, Access, Capacity and Humanism), NSS (National Service Scheme), *Prakriti*, Dhyana, Abhyasa: WDC (Women Development Centre), The Office of International Programmes. Ms. Darbari (2002-2006) served as convener and co-convener for two years each, Dr. Kaur (2004-10, as co-convener in 2010) and Mr. Kumar (2013-14) have been NSS Staff Advisors. Dr. Kaur (2004-06) and Ms. Nayak (2006-12) have worked with REACH. Ms. Kakkar was associated with *Prakriti* in 2009-10.

35. SWOC analysis of the Department and Future plans:

Strengths:

One of the strengths of the Department is our practice of regular student-faculty interaction which not only facilitates classroom learning but also teaches students concepts beyond the textbooks. In addition, the Department strictly adheres to the Tutorial schedule. Both the faculty as well as the students take these sessions seriously and use the time fruitfully to address specific queries and issues. Moreover, since the tutorials are held in small batches of 10-12 students, this fosters interaction at a personal level. Workshops are also organised in the Department wherein experienced speakers from different walks of life come and talk to the students. This ensures that students remain in contact with the world outside the classroom as well as interact with the best mathematicians from around the globe. The faculty combines in itself dedication to teaching and a wide range of specialisations and interests. This gives the Mathematics Department a very vibrant and dynamic character. We maintain a supportive, positive, and productive working environment for our diverse faculty and staff, as well as a responsive environment in which student needs are met in a friendly, timely, and caring manner. From abstract problems in algebra, analysis and geometry to the design of efficient algorithms and computational simulations in scientific computing and mathematical biology, our Department has an active faculty working in diverse areas of mathematics and its applications.

Opportunities:

Firstly, as there has been a steady increase in the number of students coming into the Department each year, there is an opportunity for growth of the Department. Secondly, students in the Department now pursue not only Mathematics but also participate in varied activities within the college and outside. This provides an opportunity for recognition to the Department.

Weakness and Challenges:

There is a need to motivate students to study beyond the curriculum. The course should not be a binding factor when it comes to the learning acquired. There is also a need to improve the availability of funds for carrying out intra-department activities. Shortage of funds should not restrict students from implementing innovative ideas. Mathematics Department is a compact unit, rather small in numbers, at times this does seem to be a challenge that the department tries to overcome by its sheer versatility and intellect. The Department is committed to canvassing support and recognition while also dispelling misconceptions about the discipline.

Future Plans:

Mathematics holds an important place in the history of humanity and is valuable to the future of all human beings, and this is a belief we at Department of Mathematics, LSR serve to justify and propagate. The mission of the Department is to inspire, prepare, and empower students to succeed in the ever-changing world.

The Department of Mathematics provides an environment conducive to nurturing analytical minds. It is our endeavour to offer a rich mathematical experience wherein students learn to think critically, communicate mathematical concepts effectively, and become lifetime learners. We intend to promote interdisciplinary learning so that our students develop a larger perspective and to equip our students with the resources necessary not only for mathematical learning but to enable them to compete with confidence at multiple levels in various fields.

We strive to accomplish this through our commitment to excellent teaching, a well-designed curriculum, and a supportive environment for all students. We sustain rigor and innovation in our work – holding high standards and expectations for both our students and for ourselves. We believe that learning is a lifelong process. We encourage our faculty to keep alive their research interests. Towards this end, the Department will actively support the organisation of seminars and conferences in research areas of interest to the faculty. As far as possible, the faculty is given adequate opportunity for personal development.

Our vision is to create a reputation of the highest order in which the Department of Mathematics at Lady Shri Ram College for Women is considered globally as the best and the most reputed amongst all others. We have an interlocked vision for our faculty and students. Together we are sure to magically create and achieve a glorious future.

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Evaluative Report of the Department of Philosophy



1. Name of the Department: Philosophy

2. Year of Establishment: 1956

3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):

- UG- B.A. (Honours) Philosophy
- PG- M.A. Philosophy

4. Names of Interdisciplinary courses and the departments/units involved:

The Department of Philosophy offers the following courses:

- Ethics in Public Domain (Interdisciplinary Concurrent Course) to the Department of English
- Formal Logic (Concurrent Course) to the Departments of Economics, Mathematics and Psychology
- Philosophical Investigations (Concurrent Course) to the Department of English
- Ethics (Allied Course for erstwhile FYUP) to the Department of Sociology

5. Annual/semester/choice based credit system (programme wise): Semester

6. Participation of the Department in the courses offered by other departments:

Students from the Philosophy Department take the following courses from other departments:

- Department of English: Individual and Society, Interdisciplinary Concurrent Course; English, Credit Language/Qualifying Course
- Department of Psychology: Psychology for Living, Concurrent Course
- Department of Political Science: Citizenship in a Globalized World, Concurrent Course
- Department of Hindi: Hindi, Credit Language/Qualifying Course
- Department of Elementary Education: Environmental Studies, Qualifying Compulsory course offered to first year students

7. Courses in collaboration with other universities, industries, foreign institutions, etc:

Not permitted as per University Ordinance

8. Details of courses/Programmes discontinued (if any) with reasons:

- Annual system was discontinued in 2010. The last batch graduated in April 2013.
- The Four Year Undergraduate Programme (FYUP) was discontinued in 2014 due to directives from DU.
- B.A. (Programme) was discontinued in 2013 under the FYUP and re-introduced in 2014.

9. Number of teaching posts: As on 22 May, 2015

	Sanctioned	Filled
Professors	Not Applicable	Not Applicable
Associate Professors	Not Applicable	-
Asst. Professors	8	5 (1 Temporary)

10. Faculty profile with name, qualification, designation, specialisation, (D.Sc./D.Litt./Ph.D./M.Phil. etc.): As on 22 May, 2015

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Lipi Saxena	Ph.D.	Assistant Professor	Ethics, Social and Political Philosophy, Logic	10 years	None
Jitendra Ram	Ph.D.	Assistant Professor	Philosophy of Consciousness	10 Years	None
Sangeetha KS	Ph.D.	Assistant Professor	Metaphysics, Philosophy of Language, Russell, Philosophical Logic	11 Years	None
Rashmi Jayarajan	M. Phil.	Assistant Professor	Aesthetics, Ethics, Philosophy of Literature	13 Years	None
Silika Mohapatra	M.A.	Assistant Professor (Temporary)	Classical Metaphysics, Continental Philosophy, Philosophy of Technology, Post-human studies	3 Years	None

11. List of senior visiting faculty: None

12. Percentage of lectures delivered and practical classes (programme wise) handled by temporary faculty:

Approximately 20% of lectures and tutorials for B.A. (Honours) Philosophy were delivered by temporary faculty from January to May 2015.

13. Student-Teacher Ratio (programme wise):

B.A. (Honours) Philosophy- 23:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not Applicable

15. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG.:

- Lipi Saxena, M. A. (Philosophy), M.Phil. (Philosophy), Ph.D. (Philosophy)
- Jitendra Ram, M.A. (Philosophy), M.Phil. (Philosophy), Ph.D. (Philosophy)
- Sangeetha K.S., M. A. (Philosophy), Ph.D. (Philosophy)
- Rashmi Jayarajan, M.A. (Philosophy), M.Phil. (Philosophy)
- Silika Mohapatra, M.A. (Philosophy): Presently not employed with LSR

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

- a. National funding agencies: None
- b. International funding agencies: None

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received: None

18. Research Centre/facility recognized by the University:

The Aung San Suu Kyi Centre for Peace is a Research Centre/facility at LSR, established with funds granted by the University Grants Commission.

19. Publications:

Teachers	Books Authored/ Edited	Chapters in Books / Textbooks	Papers in Journals (National/ International)	Book Reviews in Journals	Monographs
Lipi Saxena	2	-	3	-	-
Jitendra Ram	1	-	1	-	-
Sangeetha K.S.	-	-	3	1	-
Rashmi Jayarajan	-	-	-	-	-

Dr. Lipi Saxena:**Books Authored/Edited:**

- Saxena, L. (2013). *Fact Value Relationship*. New Delhi: APH Publishing Corporation. (ISBN 978-93-313-2731-4)
- Saxena, L. (2012). *Rationality in Morals: A critique of David Gauthier's Account*. New Delhi: APH Publishing Corporation. (ISBN 978-93-313-2691-1)

Papers in Journals (National/International):

- Saxena, L. (2006). Primitive Persons: Strawson Reexamined. *Indian Philosophical Quarterly*, XXXIII, (3 & 4), 293-299. (ISSN 0376-415X)
- Saxena, L. (2005). Moral Rationality: Gauthier and Rawls. *Indian Philosophical Quarterly*, XXXII (4), 363-372. (ISSN 0376-415X)
- Saxena, L. (2015). Institutional Facts and Brute Facts: John Searle. *Educational Plus*, IV (1), 279-290. (ISSN 2277-2405)

Dr. Jitendra Ram:**Book(s) Authored/Edited:**

- Ram, J. (2014). *Internal Realism*. Delhi: APH Publishers. (ISBN 9789331322364)

Papers in Journals (National/International):

- Ram, J. (2013). *Is there Life after Death: Trans-agnosticism*. *Education World*, 2. (ISSN 23197129). Retrieved from http://www.educationworld.com/a_tech/tech113.shtml

Dr. Sangeetha KS:**Papers in Journals (National/International):**

- Sangeetha, K.S. (2011). Contrast of Grammatical Form & Logical Form: A Perspective on Contemporary Relevance. *Journal of the Indian Council of Philosophical Research*, 3, 139-152. (ISSN 0970-7794/139-160)
- Sangeetha, K.S. (2005). Russell on Ideal Language and structure of External World. *Indian Philosophical Quarterly*, XXXII (3), 189-205. (ISSN 0376-415X)
- Sangeetha, K.S. (2003). United Human Family. *Journal for the Centre of Studies in Civilizations III* (1), 175-184. (ISSN 0972-3609)

Book Reviews in Journals:

- Sangeetha, K.S. (2000). [Review of the book *On Perception: A Language-Game Made Explicit* by ADP Kalansuriya]. *Indian Philosophical Quarterly*, XXVII (3), 365-368. (ISSN 0376-415X)

20. Areas of consultancy and income generated: None

21. Faculty as members in a) National Committees, b) International Committees and c) Editorial Boards:

- National Committees:** No faculty member of the Department is currently a part of any National Committee.
- International Committees:** No faculty member of the Department is currently a part of any International Committee.
- Editorial Boards:** No faculty member of the Department is currently a part of any Editorial Board.

22. Student projects:

- a. Percentage of students who have done in-house projects including inter departmental/programme: 100%
- b. Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/Industry/other agencies:

Between 5% (Semester II) to 33% (Semesters IV and VI) of students from the Department of Philosophy have interned with organisations such as the Indian Economist, Readers' Door, AIACA, Centre for Equity Studies, ICare, Leaders for Tomorrow, HCl avitas, United bank of India, Idea cellular Ltd. Company- HR department, FICCI, Mirakin (start-up), Chehel (NGO), TATA, Citizens for Accountable Governance, National Association for The Blind, Nokia, UIDAI, MHRD, World Wildlife Fund, CSR department at Dainik Bhaskar Bhopal etc.

23. Awards/Recognitions received by faculty and students:

Faculty:

Dr. Lipi Saxena:

- Indian Philosophical Congress Medal, University of Delhi (2000) for standing first in DU, M.A. Examinations
- Dr. N.V. Banerji Prize, University of Delhi (2000) for being Best Candidate in the M.A. Examination (Final) in Philosophy and Psychology
- UGC Junior Research Fellowship (2000)

Dr. Sangeetha K.S:

- Associate Tutor in Philosophy, University of London, UK, 2012-2013
- Academic visitor, University of Cambridge, UK, 2011-2012
- Nominated by UGC of India for Commonwealth Academic Staff Fellowship to the UK, 2008-2009
- Charles Wallace India Trust Award for Post-Doctoral Research to the UK, 2006-2007
- UGC Junior Research Fellowship, 1996-2001
- Gold Medal in MA (Philosophy), University of Kerala, India, 1995

Ms. Rashmi Jayarajan: Indian Philosophical Congress Medal, University of Delhi (1999) for standing first in DU, M.A. Examinations

Students:

The Department of Philosophy boasts of students of very high academic capability, who have also won accolades in sports and other extra-curricular events. A list of a few such awards/ recognitions received by students in inter-college, national/international events follows:

Academic Awards and Scholarships/Fellowships:

- Ms. Divya Phadnis received the UM High Potential Scholarship in 2015 to pursue a Master's degree in Arts and Heritage: Policy, Management and Education at the University of Maastricht, The Netherlands. She also received the Dr. Shankar Dayal Sharma Gold medal for being the best all-round student at DU (2012).

- Ms. Pallavi Karnatak (2011) was the recipient of the NFP Scholarship for Erasmus Mundus Programme (2015-17) to pursue a Master's degree in Development Studies from ISSS, Hague and a Master's degree in Public Policy and Management, University of York, UK.
- Ms. Niharika Chopra won the Chancellor's International Scholarship at the University of Sussex, and was also awarded the Cathy Urwin Prize for the 'work with greatest impact' for her dissertation on 'Vulnerability of the girl child to rape in India: A socio-cultural study' (2013-2014).
- Ms. Vrinda Dalmia (2011) was awarded the Global Leadership Fellow Scholarship, Brandeis University (2012-14), and was also awarded the Hassenfeld Fellowship to study the business and economy of Cuba.
- Ms. Pratibha Singh (2011) was awarded the DAAD scholarship to pursue a Master's degree in Public Policy at the Willy Brandt School of Public Policy, Erfurt, Germany.
- Ms. Nazia Khan won the All India Post Graduate Scholarship (2011-13) to pursue a Master's degree in Political Science at DU.
- Ms. Harshita Rathore (2011) and Ms. Vasudha Agarwal (2010) were awarded the Indian Philosophical Congress Medal.
- Ms. Gayatri Singh was awarded the Rhodes scholarship in 2000. She went on to pursue a Senior Status Bachelors (Honours) in Philosophy, Politics and Economics at Oxford University and followed it up with a Masters in Forced Migration Studies. She has a PhD from Brown University and is currently Urban Development Specialist at the World Bank

The following students topped College and also attained University positions.

- 2014: Ms. Khushi Vijay Vergiya (First year), Ms. Shruti Slaria, (Second year). Ms. Mitali Madhusumita Dhir (Third year) was awarded the Vivekananda Prize for being the Best Student in Philosophy.
- 2013: Ms. Taniya Marwah (Third year) was awarded the Vivekananda Prize for being the Best Student in Philosophy. Ms. Sukhvindar Kaur (MA Final) topped College and also attained a University position.
- 2012: Ms. Taniya Marwah (Second year).
- Ms. Madhuri Kapoor (Third year) won the Vivekananda Prize for being the Best Student in Philosophy. Ms. Sukhvinder Kaur (MA Previous) and Ms. Radhika Abrol (MA Final) topped College and also attained University positions.
- 2011: Ms. Shraddha Ratori (First year), Ms. Madhuri Kapoor and Ms. Saumya Singh (Second year). Ms. Nazia Khan (Third year) was awarded the Vivekananda Prize for being the Best Student in Philosophy. She obtained First position in South Delhi Campus.

Sports Achievements:

- In 2014-15, Ms. Anandita Gupta represented India at the Indian Junior Open Squash Tournament. In the same year, Ms. Maheshwari Chauhan won the Gold Medal at the National Games Shooting Meet and at the 58th National Shooting Competition. She won the Silver Medal at the Junior World Grand Prix Shooting Meet and the All India Inter University Shooting Meet. Ms. Sarveshwari Kumar won the Silver Medal at the All India Inter University Shooting Meet and Delhi

University Shooting Meet. Also Ms. Tanya won a Silver medal and a Bronze medal at the Delhi State Athletic Championship.

- In 2013-14, Ms. Harica Reddy was part of the College Volleyball team that won the Champions trophy at the league organised by IIT, Delhi.
- In 2012-13, Ms. Anushree Jain was part of the College Badminton team. The team reached the quarter-finals of the Delhi University Inter College Badminton Tournament and qualified for the nationals in the Delhi State Women's Festival.

Achievements in extra-curricular activities:

- In 2015, Ms. Pooja Jauhari was designated as the Vice-Chairperson of the Executive Council of Delhi University Committee of World University Service, chosen from among seven other competitors from different colleges.
- Ms. Malvika Verma won the award for Best paper at NSS National Youth Convention in 2015.
- In 2014-15, Ms. Cindy Z. Tlau was part of College's Western Music Society. The Society won the First Position in 12 consecutive Western Group competitions; a record for any college society. They won at college festivals such as those of BITS Pilani, Gargi College, Hindu College and St. Stephen's College.
- In 2013-14, Ms. Rajnandini won a prize for the Hindi debating event at the Shaheed Bhagat Singh College's Festival. Ms. Kalpana won the First prize at the Kirori Mal College Festival.
- In 2013-14, Ms. Sanjeevani was part of College's Indian Music Society. The Society won First Prize at events at Lady Irwin College, Gargi College, AIIMS, IIT Delhi and St. Xaviers, Kolkata.

Awards/Recognitions won over the years by distinguished alumnae:

- Prof. Indira Mahalingam (Batch of 1972) went on to pursue her MA in Philosophy at DU and B.Phil at the University of Liverpool, UK. She taught at the Department of Philosophy, LSR for a brief period and went on to become senior lecturer in Law at the University of Exeter and special lecturer in Indian Philosophy at the University of Nottingham. She co-founded and co-edits 'Asian Philosophy' with Brian Carr and has written widely in both Law and in Philosophy. She is a fellow of the Royal Asiatic Society and a member of the Royal Institute of International affairs. She edits the journal 'Information and Communications Technology Law' and is currently the head of the Centre for Legal Research at Middlesex University.
- Prof. Bindu Puri (Batch of 1987) is on the faculty of Philosophy at the South Campus of Delhi University. Her areas of research interest are Moral Philosophy and Gandhian studies. She has authored a book on 'Gandhi and the Moral Life' and has also edited a volume, 'Mahatma Gandhi and His Contemporaries' for the Indian Institute of Advanced Studies at Shimla. She has guest edited a special issue of the Journal of Place Studies on 'Conflict Resolution: A Gandhian Perspective.' She has published several papers in professional journals.
- Ms. Kumud Singh (Batch of 1990) went on to pursue her LLB from Campus Law Centre, Delhi University. She trained under Mr. Shankar Vaidyalingam at the Delhi High Court for Civil Law and Mr. R.D. Mehta at Patiala House Courts for Criminal Law. She has handled bank cases, matrimonial cases, M.R.T.P. matters and all kinds of research work from firms and individuals. She is currently practicing at the Delhi High Court.
- Ms. Shreeja Sukhani (Batch of 2007) completed a Master's degree in International Journalism from Cardiff University. She worked with CNBC TV18 (Network 18)

and ET Now (Times Group) as a research analyst. She's currently heading branding and marketing for ISBF, an affiliate centre of the University of London ~ London School of Economics and Political Science.

- Ms. Kartika Singh (Batch of 2010) completed a Master's degree in Film and Television Production from the University of Bristol, UK. She is now working as an independent documentary filmmaker, and non-fiction television content creator. She is also a Kathak dancer.
- Ms. Anisha Saigal (Batch of 2012) is a Filmmaker and Research scholar in cinema enrolled at the School of Arts and Aesthetics, JNU. She pursued a Master's degree in Mass Communication from Jamia Millia Islamia University. 'Srinivas', a 16mm film directed by her was screened at International Film Festival of India, Goa. 'Start Somewhere' (2013), a documentary, was screened at Jamia Millia Islamia University.

24. List of eminent academicians and scientists/visitors to the Department:

The Department of Philosophy has hosted several reputed academicians over the years from India as well as abroad. A list of few selected visitors follows:

- Dr. Mary John (Director, Centre for Women's Development Studies)
- Dr. Hans Gunter Dosch (Institute of Theoretical Physics, University of Heidelberg)
- Prof. Vibha Chaturvedi (University of Delhi)
- Prof. V. Sanil (Faculty of Humanities and Social Sciences at IIT, Delhi)
- Prof. Bijoy Boruah (Faculty of Humanities and Social Sciences at IIT, Delhi)
- Dr. Vijay Tankha (Department of Philosophy, St. Stephens College)
- Geshe Dorji Damdul (Director, Tibet House)
- Prof. Purushottam Bilimoria (Deakin University)
- Prof. Kanchana Natrajan (University of Delhi)
- Prof. Dhruv Raina (Jawaharlal Nehru University)
- Prof. Graham Ward (Oxford University)
- Prof. Veit Bader (University of Amsterdam)
- Prof. Sandra Wallenius-Korkalo (Lapland University)
- Dr. Kanchana Mahadevan (Mumbai University),
- Dr. Aakash Singh Rathore (Mumbai University)
- Dr. Hilal Ahmed (CSDS)
- Prof. Andrej Zwitter (University of Groningen)
- Dr. Ranabir Samaddar (Calcutta Research Group)
- Prof. Rajeev Bhargava (Centre for Study of Developing Societies, Delhi)
- Prof. Maeve Cooke (University College, Dublin)
- Prof. Gurpreet Mahajan (Jawaharlal Nehru University)
- Prof. Michael Hoelzl (University of Manchester)
- Prof. Sebastiano Maffettone (Luiss University, Rome),
- Prof. Walter Van Herck (University of Antwerp)
- Dr. Peter Losconzi (Ku Leuven)

25. Seminars/Conferences/Workshops organised & the source of funding:

a. National :

In March 2014, a lecture by Dr. Kanchana Natrajan on 'Transcending boundaries: *the Advaitic Songs of Shenkottai Avudai Akkal*' was organised as part of the LSR

Academic Congress 'Understanding Gender: Questions of Freedom and Justice' and was moderated by Dr. Vibha Chaturvedi. (Supported by UN Women)

b. International:

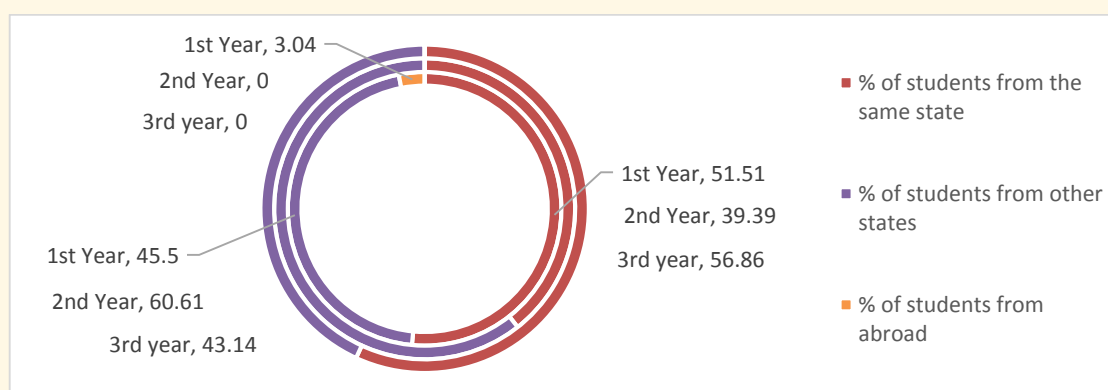
'Are We Post-secular? Contesting Religion and Politics in Comparative Contexts' International seminar organised by the Department of Philosophy, in association with the International Research Network on Religion and Democracy (IRNRD) and supported by the Indian Council of Social Science Research (ICSSR) in December 2012.

26. Student profile programme/course-wise:

Name of the Course/ programme	Applications received	Enrolled		Pass percentage
		*M	*F	
B.A. (Honours) Mathematics, 2014-15	14,650	-	52	Ongoing
B.A. (Honours) Mathematics, 2013-14	18,089	-	37	84%
B.A. (Honours) Mathematics, 2012-13	5,160	-	43	96.6%

*M = Male *F = Female

27. Diversity of Students:



28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Most of our students go on to pursue higher studies and qualify for many competitive examinations. Since we are an undergraduate college, they do not qualify during their tenure at Lady Shri Ram College for Women. Many of our former students are teaching at DU having cleared NET. While complete information is not available, some of our alumnae who have cleared NET in the past few years are Ms. Shraddha Ratori (2014), Ms. Garima Goswamy (2012), Ms. Tarang Kapoor (2012), Ms. Remya Chandran (2012), Ms. Shirley Khoirom (2009) and Ms. Ayesha Gautam (2008). Ms. Ayesha, Ms. Shirley and Ms. Tarang have also been awarded JRF.

Among the students who have cleared the UPSC examinations is Ms. Kinjal Singh (batch of 2002), who is currently the DM of Lakhimpur Kheri, UP. Ms. Saharish Siddiqui is

currently Assistant Security Commissioner, Lucknow, in Railway Protection Force, Ministry of Railways. Ms. Temsunaro Jamir has also cleared the State Civil Services Examination.

Ms. Shashi Yadav cleared the NDA examination in 2013 and is currently a Lieutenant in the Ammunition department at Leh, Ladakh, J&K.

29. Student progression: Approximate figures are provided

Student progression	Against % enrolled
UG to PG	70%
PG to M. Phil.	10%
PG to Ph.D.	5%
Ph.D .to Post-Doctoral	Information not available
Employed	
-Campus selection	5-10%
-Other than campus recruitment	Information not available
Entrepreneurship/Self-employment	5%

30. Details of Infrastructural facilities:

a. Library:

The library houses about 5000 titles under Philosophy currently and the following journals are subscribed to: 'Journal of Philosophy', 'The Philosophical Review', 'International Journal of Applied Philosophy' and the 'Journal of the Indian Council of Philosophical Research'. Faculty members and students also have access to a number of online journals, books, and accessibility to libraries through DU Online Library INFLIBNET Centre where every faculty member and student has been provided with a personal ID and password.

b. Internet facilities for Staff & Students:

The college is Wi-Fi enabled. 30 desktops and 42 laptops with internet facilities are available for faculty at all times for teaching/research. Further, 140 computers are available for students in the library, Reference Section and laboratories with Internet to work on their assignments.

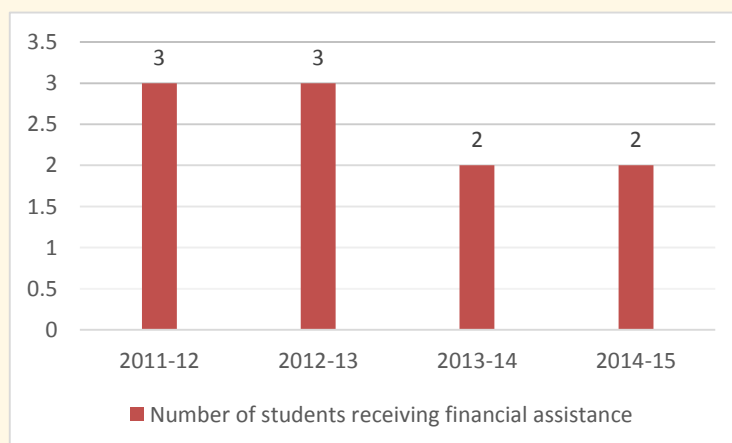
c. Class rooms with ICT facility:

Many classrooms assigned to the Department are equipped with projectors for PowerPoint presentations. These rooms also have sound systems to facilitate audio-visual screenings.

d. Laboratories:

Not required by the Department

31. Number of students receiving financial assistance from college, university, government or other agencies:



32. Details on student enrichment programmes (special lectures/workshops/seminars) with external experts:

The learning of students is enriched in various ways through a number of educational activities conducted within and outside the Department. Some of these programmes conducted over the past few years include:

Academic Meet/ Seminars:

In the year 2014- 15, as part of a one-day Symposium on the theme ‘Being-with-in-the-World: Everydayness and Worldhood’, the students got an opportunity to interact with eminent academicians. The panel discussion on the symposium theme was chaired by Prof. Rukmini Bhaya Nair and had Prof. Bijay Baruah and Prof. Bhagat Oinam as panelists.

In 2012- 13, the Department, in association with the International Research Network on Religion and Democracy (IRNRD) and supported by the Indian Council of Social Science Research (ICSSR), organised an international conference on ‘Are We Post-secular? Contesting Religion and Politics in Comparative Contexts’. The speakers, panelists and discussants included representatives from universities across Europe, West Asia and America, in addition to research groups and university departments across India. The keynote addresses that engagingly initiated the proceedings each day ranged from ‘The Myth of Secularization’ by Professor Graham Ward of Oxford University, to ‘The Religious Nature of Our Political Rites’ by Professor Ranabir Samaddar of the Calcutta Research Group.

Innovative spaces for exchange amongst scholars were created by means of ‘Paired Conversations’ wherein participants presented and discussed each other’s work. Professor Rajeev Bhargava (Centre for Study of Developing Societies, Delhi) and Professor Maeve (Cooke of University College, Dublin) formed one such pair and Professor Gurpreet Mahajan (Jawaharlal Nehru University, Delhi) and Professor Veit Bader (University of Amsterdam) discoursed on each other’s papers on ‘Are we Post- secular’? Professor Sebastiano Maffettone (Luiss University, Rome) made a presentation on ‘What Matters is Liberalism, Not Secularism’, and Dr. Walter Van Herck (University of Antwerp) made one on ‘Diagnosis (and therapy?) of the Post-secular Disease’.

In the year 2011-12, the Department's seminar titled 'Philosophy Goes to Films' focused on the theme of 'Film and Philosophy'. The event was initiated with a panel discussion by Prof. V. Sanil and Prof. Bijoy Boruah of the Faculty of Humanities and Social Sciences at IIT, Delhi and Ms. Jigyasa Taneja of 'Writers' Bridge'

In the year 2010-11, the Department organised an annual inter college academic meet, Prasanga, in the month of March. Prof. Manidipa Sen from the Centre for Philosophy, JNU, presented her paper on 'Self-knowledge, Narrativity and Memory', as part of the inaugural address.

Lectures:

A number of external experts have been invited over the years to share their knowledge with the students. In 2014-15, Prof. Dhruv Raina, the first Heinrich Zimmer Chair for Indian Philosophy and Intellectual History at the Ruprecht-Karls-Universität Heidelberg, Germany, was invited to speak on 'The History of Philosophy of Science'. Dr. Kanchana Natrajan (Department of Philosophy, University of Delhi), was also invited for a talk. She spoke about the songs of Shenkottai Avudai Akkal, a remarkable 18th Century woman saint from Tamil Nadu. The discussant for the talk was Professor Vibha Chaturvedi, who has been the Director of Women's Studies and Development Centre, Delhi University.

The Academic Session 2013-14 witnessed the presence of Professor Purushottam Bilimoria, the Editor-in-Chief of Sophia: Journal for Philosophy of Religion, Metaphysical Theology & Ethics. He read a paper titled Of Virtue, Emotion and Ethics: Indian and Comparative Thinking. In the same year a weekly lecture series was organised in collaboration with the Tibet House. Geshe Dorji Damdul, a practicing Mahayana Buddhist, guided the students through a detailed textual analysis of Nagarjuna's Madhyamikakarika.

In 2012-13, a team from the Ramakrishna Mission at Delhi, spoke with the students on the life and works of Swami Vivekananda, commemorating his 150th birth anniversary. Also the association hosted a talk by Dr. Vijay Tankha (Department of Philosophy, St. Stephen's College), on 'Plato, Poets and Censorship in the Republic'.

In 2011- 12, the Department organised a lecture on 'How Vedanta does things with Words' by Mr. Dhruv Raj Nagar. A talk by Prof. Vibha Chaturvedi on 'Wittgenstein and Religious Belief' was also held.

Workshops:

As a part of the International Conference organised in 2012-13, a workshop on 'Fundamentalisms' was chaired by Dr. Sandra Wallenius-Korkalo (Lapland University), and involved Professor Kanchana Mahadevan (Mumbai University), Dr. Hilal Ahmed (Centre for Study of Developing Societies), Professor Andrej Zwitter (University of Groningen) and Dr. Michael Hoelzl (University of Manchester).

Film Screening and Discussion:

In 2011-12, as part of the Department Seminar, the documentary 'Bant Singh Project' was screened and, was followed by an interface with the film maker Mr. Taru Dalmia.

33. Teaching methods to improve student learning:

The undergraduate curriculum for Philosophy involves an interface with the seminal texts in the Indian and European traditions with the object of initiating novices into the formative concepts informing the logical and chronological progression of thought in the subject. The course aims to familiarize students with the core areas of the subject, whereby one would be conversant with the import and implications of engaging in a study of ‘ontology’, ‘epistemology’ and ‘metaphysics’. There is scope for discriminating valid from invalid forms of reasoning and to apply such discernment to the arguments for determining cogent/inconsistent knowledge claims and the feasibility of standards informing value judgments in Ethics and Aesthetics. The course also aims to interrogate the relation of reciprocity and discord between ‘philosophical’ ideas and the contexts: social, political, religious, cultural, literary, in which they are embedded. For all this and more, a graduate degree in the subject offers but a prelude to further exploration in the subject.

The problem for philosophy has not merely been comprehending life as much as the question of living well. Philosophical methods have ranged from those employed in mathematics and natural sciences to hermeneutics and commonsense. This has been the happy consequence of scholars representing a variety of academic disciplines, professional commitments and artistic inclinations staking a claim to philosophy. So where there is the clarity and precision of mathematical structures sought in the ruminations of Pythagoras, Pascal, Descartes, Russell, there is also the probability entailed by the method of empirical sciences, the rhetoric and oratory of statesmen as well as literary genius in writings ranging from the Platonic dialogues and Sartre’s plays and novels.

The approach to studying this subject involves an emulation of the methods espoused by the ‘philosophers’. It is a challenge to the hitherto determined limits of language and understanding. It involves mental calisthenics whereby one questions the obvious, doubts commonplaces and critiques settled convictions. Thought experiments, or, the ‘free imaginative variation of examples’ (of phenomenology) wherein one engages in a play of contending ideas almost like fitting the pieces of a jigsaw puzzle through a method of hit and trial are crucial facilitators to the discipline. However the aspiration for a resolution to such intellectual unrest is naive and pre-emptive; the dialectical process is an education in itself. This allows for the freedom to deny, disagree and to remain unconvinced at the culmination of any discussion as Wittgenstein put it.

The knowledge endeavour at LSR has never been defined by the narrow demands of the curriculum. The Department of Philosophy has also therefore been sensitive to the need for widening the scope of engagement with the subject beyond the classrooms. The Philosophy Association, a forum comprising all students and faculty steered by an elected student body has been actively initiating such explorations into the vast and dynamic sway of the subject. There has been a consistent effort over the years to keep abreast with contemporary and alternative ways of addressing philosophical debates and analyses. On many an occasion scholars and researchers from universities abroad have added new dimensions to conventional perspectives on age-old questions. Other than the nature of issues, which form the staple of the association initiatives, the manner in which they are conducted also offers an avenue for generating democratic expression redefining the traditional teacher taught role-play.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Faculty members and students of the Department of Philosophy routinely participate in various extension and outreach activities of the College, such as VAPP (The Voluntary Agency Placement Programme), REACH (Reaffirming Equity, Access, Capacity and Humanism), NSS (National Service Scheme), *Prakriti*, Dhyana, Abhayaa: WDC (Women's Development Cell), and the Office of the International Programmes. Most faculty members have, through their tenure at college, been associated with the National Service Scheme as advisor. Dr. Saxena was associated with NSS in 2006-07 and with REACH in 2010-11 and 2014-15. Dr. Sangeetha K.S. was associated with Dhyana in 2007-2008. Ms. Jayarajan has been associated with NSS (2005-2007), Dhyana (2007-2008) and VAPP (2010-2012) in advisory roles.

Close to 50% of the students at the Department of Philosophy sign up for the National Service Scheme and work with organisations such as the Indian Cancer Society, Aadharshila, Shanti Sahyog, Koshish, Hope etc. for a stipulated number of hours. In addition to this, they also volunteer for organisations such as the Association for the Blind, Teach for India etc. One of our students served as vice-chairperson for the World University Service at DU.

35. SWOC analysis of the Department and Future plans:

Strengths:

If our quest is really for questions- unassuming and discomfiting- then the scope of Philosophy holds as much promise as the imagination and ingenuity of every succeeding generation. There never is a sense of closure in the pursuit of this discipline that however does speculate an ideal even if it is done in its negation. The primary strength of the Department of Philosophy is undoubtedly the nature of the discipline itself. Philosophy is a master discipline, holding the keys to unlocking the puzzles of all other social science and liberal arts disciplines. The discipline as taught by our Department instills in students the ability to think deeply and reflect critically. It equips them with the ability to analyse, deduce and infer, conclude and rebut and understand and project propositions of a diverse nature. In a complex world such as ours, the ability to think clearly is a great talent. It is this, that the Department of Philosophy is able to endow its students with. Logic, coherence of argument, critical acumen, the ability to theorize and reduce seemingly disparate questions to certain fundamental categories of interrogation- are some of our strengths.

The Department, although small in size, has had a profound impact on the collective called LSR, because of the above mentioned qualities that both the faculty and students represent. Of course, its committed faculty and earnest students are its greatest strength. Students have brought laurels to the Department by their performance in the examinations conducted by the University and winning prestigious scholarship such as the Rhodes. Faculty that is accessible and friendly is the core of the Department of Philosophy at LSR. The faculty's scholarship and commitment to teaching has given it a unique identity. The students and faculty of this Department are fearless scholars prepared to ask tough questions about life in all its myriad dimensions- this in a college devoted to liberal arts and social sciences is indeed its greatest strength.

Weakness:

Philosophy is a much misunderstood discipline, since it is not offered in most high schools across India. Hence, one of the weaknesses is the lack of familiarity with the discipline. Philosophy as a discipline requires highly developed language skills, since English is the primary medium of instruction at LSR, the lack of felicity with the language is yet another weakness. The fact that it is perceived as an easy or soft option creates another set of weaknesses in terms of low student motivation.

Opportunities:

The greater focus on inter and multi-disciplinarity signals new opportunities for the Department of Philosophy. The possibility of offering greater choices to students in the new form of electives is a wonderful opportunity for the Department. In a globalized world the need to understand the worldview of other cultures and civilizations is very important; this is an opportunity that the Department appreciates. Hence, it has engaged with the Office of International Programmes by offering courses to students from outside India who seek to understand the nuances of Indian philosophy. The setting up of a dedicated learning, resource and research centre in college signals yet another opportunity for collaborative inter-disciplinary research that the Department could undertake. The Department also seeks to be part of the new academic initiative and conferences organised by college. The opportunity to supervise research as part of the undergraduate courses is yet another enterprise that the Department seeks to explore.

Challenge:

The challenge is posed ironically by the nature of the discipline itself- a discipline that seemingly teaches only to reflect and negate, and not necessarily to create and demonstrate obvious concrete results. The qualitative nature of the discipline and the skills that it seeks to impart are being challenged in an increasingly skill and technology driven society which evaluates everything on the basis of quantifiable results.

The contemporary crisis in calibrating the aims of an educational policy amidst the apparently conflicting demands of technē and noesis i.e. between a pragmatic skill- based training and a quest for knowledge that is its own reward, misconstrues the significance of wholesome academic engagement to the political, moral and cultural life of an individual which provide the context for the exercise of professional choices.

Future Plans:

The onus of positioning the deliberations and debates of the discipline with dynamism characteristic of the context lies within academia. A revision of the content and method is called for wherein the research expertise of members of faculty is brought to bear upon attendant discussions while providing for ample opportunities for updating technical know-how that could be employed optimally to simultaneously widen and intensify pedagogy.

The Department of Philosophy seeks to animate the relevance of critical reflection, to facilitate forums for argumentative engagement, to instill a keen awareness of and considered responsiveness to the multi-layered contextual situation in a freely explorative academic paradigm that would inform the focus of a disciplinary engagement with Philosophy. The ambitions for innovation will of course be helped by the induction of more faculty members.

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Evaluative Report of the Department of Political Science



1. **Name of the Department:** Political Science
2. **Year of Establishment:** 1956
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**
 - UG - B.A. (Honours) Political Science; B.A. (Programme) Political Science
 - PG - M.A. Political Science

4. **Names of Interdisciplinary courses and the departments/units involved:**

The Department of Political Science offers the following courses:

- To B.A. Programme: Introduction to Political Theory; Themes in Comparative Political Theory; Indian Government and Politics; Comparative Government and Politics; A Globalizing World (all Discipline Centered Compulsory Courses); Introduction to International Relations or Administration and Public Policy: Concepts and Theories or Administration and Public Policy (all Optional Discipline Centered Courses); Human Rights Gender and Environment (Foundation Course); Conflict Resolution and Peace Building (Application Course)
- To Journalism (Hons.): Indian State and Democratic Politics and International Politics (Discipline Courses); Women Power and Politics and Introduction to Politics (both Allied Courses to erstwhile FYUP)
- To Conflict Transformation and Peace Building Diploma programme: Introduction to Conflict Analysis and Conflict Transformation; Skill Building: Dialogue, Mediation, Facilitation and Negotiation; Violence, Non- Violence and Conflict Transformation; Human Rights, Gender, Justice and Reconciliation
- To Sociology, Psychology, History, Philosophy and Economics: Citizenship in a Globalizing World (Concurrent Course); Reading Gandhi (Qualifying Course)
- To B. Com (Honours): Democracy and Governance in India (Core Course)
- To B.El.Ed.: Paper 0.28 and Paper 0.38 (Core Papers)
- To Psychology and Economics: Gandhi in the Contemporary World and Understanding Ambedkar (both Allied Courses to erstwhile FYUP)

5. **Annual/semester/choice based credit system (programme wise):** Semester

6. **Participation of the Department in the courses offered by other departments:**

Students from the Political Science Department take the following courses from other departments:

- Department of Hindi: Higher Hindi, Lower Hindi, Reading Gandhi (all Qualifying Courses); Hindi (Credit Language Course); Hindi Literature (Concurrent Course)
- Department of English: English (Credit Language Course); Individual and Society (Interdisciplinary Concurrent Course)
- Department of Sociology: Sociology of Contemporary India (Concurrent Course)
- Department of Economics: Introductory Economics and Developmental Economics (both Allied Courses in erstwhile FYUP)
- Department of History: Modern Indian Culture (Concurrent Course), Environmental issues in India (Interdisciplinary Concurrent Course); History of India till 300 BC and History of India 300 BC-600 AD (both Allied Courses in erstwhile FYUP)
- Department of Elementary Education: Environmental Studies (Compulsory Course)

7. Courses in collaboration with other universities, industries, foreign institutions, etc.:

Not permitted as per University Ordinance

8. Details of courses/Programmes discontinued (if any) with reasons:

- Annual system was discontinued in 2010. The last batch graduated in April 2013.
- Four Year Undergraduate Programme (FYUP) was discontinued in 2014 due to Directives from DU.
- B.A. (Programme) was discontinued in 2013 under the Four Year Undergraduate Programme (FYUP) and re-introduced in 2014.

9. Number of teaching posts: As on 22 May, 2015

	Sanctioned	Filled
Professors	Not Applicable	Not Applicable
Associate Professors	Not Applicable	6 (1 on Study Leave)
Asst. Professors	17	9 (1 on Deputation; 1 on CCL, 5 Temporary) 5 (1 Temporary)

10. Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./ Ph.D./ M. Phil. etc.): As on 22 May 2015

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Pamela Batra	M.A.	Associate Professor	Colonialism and Nationalism, United Nations, International Politics	41 years	None
Renu Bahl	Ph.D.	Associate Professor	Indian Political Thought, Gandhi, Conflict Transformation and Peace Building	39 years	None
Veena Ravikumar	Ph.D.	Associate Professor	Global Politics and International Relations, South Asia, Foreign Policy	38 years	None
Anita Bagai	Ph.D.	Associate Professor	Public Administration	27 years	None

			and Public Policy, Nationalism and Colonialism, Indian Government and Politics		
Krishna Menon	Ph.D.	Associate Professor	Political Theory, Indian Government and Politics, Feminist Theory and Politics	25 years	01
Rina Kashyap	M. Phil.	Associate Professor	Indian Government and Politics, International Relations, Political Theory	20 years	None
Pooja Satyogi	M. Phil.	Assistant Professor	Western Political Thought, Socio-Cultural and Legal Anthropology, Feminism	11 years	None
Shweta Singh	Ph.D.	Assistant Professor (On Deputation)	Peace and Conflict Studies, International Relations, South Asia	11 years	None
Sunalini Kumar	Ph.D.	Assistant Professor	Political Theory, Feminist Theory and Politics, Indian Politics	10 years	None
Mahesh Panicker	M. Phil.	Assistant Professor	Political Theory; Contemporary Liberalism, Disability Studies	08 years	None
Siddharth Tripathi	M. Phil.	Assistant Professor (Temporary)	International Politics, European Studies, Peace and Conflict Studies	03 years	None

Rityusha Mani Tiwary	Ph.D.	Assistant Professor (Temporary)	International relations, China Studies, Western Political thought	01 year	None
Abhiruchi Ojha	M. Phil.	Assistant Professor (Temporary)	Gender Studies, African Studies, Indian Government and Politics	01 year	None
Suvaidd Yaseen	M.Phil.	Assistant Professor (Temporary)	Western Political Thought, Political Philosophy and Kashmir Studies	1 year	None
Nidhi Sinha	M. Phil.	Assistant Professor (Temporary)	International Politics, European Politics, Russian and Communist bloc politics	0.5 years	None

11. List of senior visiting faculty: None

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

- 40.88% lectures and tutorials for B.A. (Honours) Political Science were delivered by temporary faculty from January to May, 2015.
- 66.66% lectures and tutorials for B.A. (Programme) were delivered by temporary faculty from January to May, 2015.
- 83.33% lectures and tutorials for Diploma programme in Conflict Transformation and Peacebuilding (CTPB) were delivered by temporary faculty from January to May, 2015.
- 100% lectures and tutorials for Bachelor of Elementary Education (B.El.Ed.) were delivered by temporary faculty from January to May, 2015.

13. Student-Teacher Ratio (programme wise):

B.A. (Honours) Political Science- 21:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not applicable

15. Qualifications of teaching faculty with D.Sc./ D.Litt./ Ph.D./ M.Phil. / PG.:

- Pamela Batra, M.A. (Political Science)
- Renu Bahl, M.A. (Political Science), Ph.D. (Political Science)
- Veena Ravikumar, M.A. (International Relations), M.A. (Public Administration), M.Phil. (Political Science), Ph. D. (Political Science)

- Anita Bagai, M.A. (Political Science), M.Phil. (Political Science), Ph.D.(Political Science)
- Krishna Menon, M.A. (Political Science), M.Phil. (Political Science) ,Ph.D.(Political Science)
- Rina Kashyap, M.A. (Political Science), M.Phil. (Political Science)
- Pooja Satyogi, M.A. (Political Science), M.Phil. (Political Science)
- Shweta Singh, M.A. (Political Science), M.Phil. (Political Science), Ph.D. (Political Science)
- Sunalini Kumar, M.A. (Political Science), M.Phil. (Political Science), Ph.D. (Political Science)
- Mahesh Panicker, M.A. (Political Science), M.Phil. (Political Science)
- SiddharthTripathi, M.A. (Political Science), M.Phil.(Political Science)
- Rityusha Mani Tiwary, M.A. (Political Science), Ph.D. (Political Science): Presently not employed with LSR
- Abhiruchi Ojha, M.A. (Political Science), M.Phil. (Political Science):
- Suvaid Yaseen, M.A. (Political Science), M. Phil (Political Science): Presently not employed with LSR
- Nidhi Sinha, M.A. (Political Science), M.Phil. (Political Science): Presently not employed with LSR

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

- a. **National funding agencies:** Dr. Krishna Menon (along with Dr. Rachana Johri) received a grant from Ambedkar University in April, 2015 for the project titled ‘New Urban Spaces and the Negotiations of Women’s Subjectivity’ (Amount to grant sanctioned: Rs. Two lakhs)
- b. **International funding agencies:** None

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received: Nil

18. Research Centre/facility recognized by the University:

The Aung San Suu Kyi Centre for Peace is a Research Centre/ facility at Lady Shri Ram College for Women, established with funds granted by the University Grants Commission.

19. Publications:

Teachers	Books Authored/ Edited	Chapters in Books / Textbooks	Papers in Journals (National/ International)	Book Reviews in Journals	Monographs
Pamela Batra	-	-	-	-	-
Renu Bahl	-	-	-	-	-
Veena Ravi Kumar	-	2	7	2	-

Anita Bagai	-	-	3	-	-
Krishna Menon	3	13	5	8	1
Rina Kashyap	-	1	1	1	-
Pooja Satyogi	-	-	-	-	-
Shweta Singh	-	2	-	-	1
Sunalini Kumar	-	4	-	3	-
Mahesh Panicker	-	-	-	-	-
Siddharth Tripathi	-	-	-	-	-
Abhiruchi Ojha	-	-	4	-	-

Dr. Veena Ravi Kumar:

Chapters in Books/ Textbooks:

- Ravikumar, V. (1990).Significance of US Policy. In V. Gupta (Ed.). *Independent Namibia: Problems and Prospects* (pp. 127-133). Delhi: Konarak Publications (ISBN: 812200194).
- Ravikumar, V. (2015).*India and her neighbours: A proactive partnership* (pp.105-127).New Delhi: Kalpaz Publishing House (ISBN 10: 9351281205; ISBN 13: 9789351281207)

Papers in Journals (National/International):

- Ravikumar, V. (2012). India-ASEAN Relations: From Milestones to Integration. *World Focus: Special Issue 'Changing Equations in Asia-Pacific & ASEAN Region'*, June, pp 15-.18. (ISSN: 2230-8458).
- Ravikumar, V. (2002). Women in Political Decision Making. *IIC Quarterly*, 29(1), pp 106-111.(ISSN:0376-9771)
- Ravikumar, V. (1998). Sociology of Strategic Decision making and National Security Issues in India. *Journal of Peace Studies*, 5(2), pp.7-27.(ISSN: 1085-7494)
- Ravikumar, V. (1998). Indo-Pakistan Nuclear Test and the Nuclear Non-Proliferation Regime, *Strategic Bulletin*, III(1) July, pp. 5-7. (Print ISSN: 0970-0161) (Online ISSN: 1754-0054)
- Ravikumar, V. (1989). Strategies for World Peace: Peace Research and Peace Movements, *India Quarterly*,XLV(2&3), pp. 135-153. (Print ISSN:0974-9284) (Online ISSN: 0975-2684).
- Ravikumar, V. (1984). Turkish-American Relations: A Search for Security in a Historical Perspective 1945-71. *Institute for Defence Studies and Analysis Journal*, XVII(2), pp- 169-186. (ISSN:0020-2606).
- Ravikumar, V. (1982). EEC and India: Economic Relations in Third World Perspective. *India Quarterly*, XXXI(11), pp- 193-212. (Print ISSN:0974-9284) (Online ISSN: 0975-2684)

Book Reviews in Journals:

- Ravikumar, V. (1998). [Review of the book *Human Rights and the Indian Armed Forces*, by P.V. Kumar & B.P. Sharma]. *United Service Institution (USI) Journal*, CXXVIII, 687-688. (ISSN: 0041-770X)

- Ravikumar, V. (2002). [Review of the book *The New Political Elite*, by G. Vohra]. *World Affairs*, 6(4), 159-160. (ISSN: 0043-8200)

Dr. Anita Bagai:

Papers in Journals (National/International):

- Bagai, A. (2011). Feminist Perspective of Public Administration. *Indian Journal of Public Administration*, 57(2), 143–153. (ISSN: 0019-5561).
- Bagai, A. (2009). Developmental administration: Temporal spartal dimensions. *Indian Journal of Public Administration*, LV(1), 1-12. (ISSN-0019-5561).
- Bagai, A. (1995). At the Brink of a New Era: Japan and United States in Asia. *China Report*, 31(4), 507-523. (ISSN: 0009-4455).

Dr. Krishna Menon:

Book Authored/Edited:

- Menon, K. (2015) .*Women and Political Process*. Indira Gandhi National Open University. New Delhi. (ISBN: 978-81-266-6856-4)
- Menon, K. (2013). *Classical Political Theory*. MHRD Government of India. Retrieved from http://epgp.inflibnet.ac.in/pg_subject_detail.php?csrno=29
- Menon, K., Bannerjee M., Priyam M. (2009). *Human Rights, Gender and Environment*. New Delhi: Pearson. (ISBN 978-81-317-1325)

Chapters in Books/ Textbooks:

- Menon, K. (2015). Conventional Understanding of the Political. In *Women and the Political Process* (pp. 11-20). New Delhi: IGNOU. (ISBN: 978-81-266-6856-4)
- Menon, K. (2015). Feminist Perspectives of Political. In *Women and the Political Process* (pp. 22-34). New Delhi: IGNOU. (ISBN: 978-81-266-6856-4)
- Menon, K. (2014). Dalit Feminism and the Question of Violence. In Vij, Bhatia and Pandey (Eds.). *Women's Studies in India* (pp. 222-233). New Delhi: Rawat Publications. (ISBN 978-81-316-0634-6)
- Menon, K. (2012). Secularism and the Communal Challenge. In *The Nature of the Indian State* (pp. 23-33). New Delhi: NCERT. (ISBN: 978-81-266-6018-6)
- Menon, K. (2011). Human Rights: A Theoretical Foray. In S. Motilal (Ed.). *Applied Ethics and Human Rights* (pp. 57-66). London: Anthem Press. (ISBN 978-93-80601-35-9)
- Menon, K. (2008). Justice. In R. Bhargava and A. Acharya (Eds.) *Political Theory* (pp. 74-86). New Delhi: Pearson Longman. (ISBN 978-81-317-0625-1)
- Menon, K. (2008). Sovereignty. In Rajeev Bhargava and Ashok Acharya (Eds.). *Political Theory* (pp. 156-168). New Delhi: Pearson Longman. (ISBN 978-81-317-0625-1)
- Menon, K. (2011). Women as Question/women in Question in the West: 19th and 20th Centuries. In *Theories of Women's and Gender Studies* (pp. 13-34). IGNOU. New Delhi. (ISBN: 978-81-266-5756-8)
- Menon, K. (2005). *Why do we need a Parliament? In Social and Political Life- part III* (pp. 30-41). New Delhi: NCERT. (ISBN 978-81-7450-825-6)
- Menon, K. (2004). *Theories of State. In Modern World: Essential Components* (pp. 5-15). New Delhi: IGNOU. (ISBN 18-266-1311-4)
- Menon, K. (2004). On Equality. In *Social and Political Life-Part II* (pp. 2-15). New Delhi: NCERT. (ISBN 81-7450-5113)
- Menon, K. (2003). Poverty in India. In *Development Planning and Administration* (pp. 83-91). New Delhi: IGNOU. (ISBN81-266-0781-5)

- Menon, K. (2003). Key Elements of a Democratic Government. In *Social and Political Life-Part I* (pp. 35-42). New Delhi: NCERT. (ISBN 81-7450-5113)

Papers in Journals (National/International):

- Menon, K. and Johri, R. (2014) Daily Border Crossings: Negotiations of gender, body and subjectivity in the lives of women workers in urban malls. *Cultural Encounters, Conflicts, and Resolutions*, 1(1), 1-24. (ISSN XXXX-XXXX) (Retrieved from <http://engagedscholarship.csuohio.edu/cecr/vol1/iss1/4>)
- Menon, K. (2012). Divine Music, Evil Women-Gender and Music in the Making of Modern South India, Inter-disciplinary.net. Prague, Czech Republic, May. (Retrieved from <http://journey5.org/divine-music-evil-women-caste-gender-and-music-in-the-making-of-download-w894/>)
- Menon, K. (2009). Current Research Trends in Indian Politics: The Debate between Development and Democracy, *Journal of South Asian Studies*, 15(1), 262-92. (ISSN 1598-1061)
- Menon, K. (1995) Politics in Kerala. *The IIC Quarterly*, 22 (2-3), 17-26. (ISSN No. 0376-9771)
- Menon, K. (1990). Frauen Und Recht InIndien: Aspekte Eines Strebens Nach Freiheit in Indien In Der Gegenwart. New Delhi. Band IV (1-2), 47-62. (R. No. 6551796)

Book Reviews in Journals:

- Menon, K. (2015). [Review of the book *Crafting through Words, Shaping the world: Women Writers on themselves*, by M. Kapur (Eds)]. *The Book Review*, XXXIX (3). (ISSN: 0970-4175) Retrieved from <http://www.thebookreviewindia.org/articles/archives-4419/2015/march/3/crafting-through-words.html>
- Menon, K. (2014). Of Ownership and Control. [Review of the book *Women, Land and Power in Asia*, by M.K. Raj & G. Kelkar]. *The Book Review*, XXXVIII (3). (ISSN: 0970-4175) Retrieved from <http://www.thebookreviewindia.org/articles/archives-2485/2014/february/2/of-ownership-and-control.html>
- Menon, K. (2014). [Review of the book *Gender and Neo-Liberalism*, by E. Armstrong]. *The Book Review*, XXXVIII (6), 25-26. (ISSN: 0970-4175) Retrieved from <http://www.thebookreviewindia.org/articles/archives-3338/2014/june/6/a-gendered-approach-to-political-economy.html>
- Menon, K. (2014). [Review of the book *Ladyland*, by B.R. Shekhawat]. *The Book Review*, XXXVIII (8), 33. (ISSN: 0970-4175) Retrieved from <http://www.thebookreviewindia.org/articles/archives-3636/2014/august/8/a-feminist-fable.html>
- Menon, K. (2013). [Review of the book *Democracy and its institutions*, by A. Beteille]. *Studies in Indian Politics*, 246-48. (ISSN: 23210230).
- Menon, K.(2013). [Review of the book *A grief to bury: Memories of love, work and loss*, by V. Kannabiran]. *Intersections: Gender and Sexuality in Asia and the Pacific*, 32. (ISSN: 14409151). Retrieved from http://intersections.anu.edu.au/issue32/menon_review.htm
- Menon, K. (2012). [Review of the book *Family and the Law in India*, by F. Agnes]. *The Book Review*, XXXVI (3), 64. (ISSN: 0970-4175) Retrieved from <http://www.thebookreviewindia.org/articles/archives-815/2012/march/3/feminism-family-and-the-law.html>
- Menon, K. (1999). [Review of the book *Interrogating Culture*, by S. Joseph]. *Seminar*, 475, 81-82. (ISSN: 0971-6742)

Monograph:

- Menon, K. & Damodaran, S. (2007). *Migrant Women and Wage Employment: Exploring Issues of Work and Identity among Health Care Professionals*. V.V. Giri National Labour Institute NLI Research Studies Series No: 073/2007

Ms. Rina Kashyap:**Chapters in Books/ Textbooks:**

- Kashyap, R. (2006). Jihad. In D. Stout (Ed.) *Encyclopedia of Religion, Communication, and Media* (pp.197-199). New York: Routledge. (ISBN: 0415969468)

Papers in Journals (National/International):

- Kashyap, R. (2009). Narrative and Truth: A Feminist Critique of the South African Truth and Reconciliation Commission, *Contemporary Justice Review*, 12(4), 449-467. (Print ISSN: 1028-2580) (Online ISSN:1477-2248)

Book Review(s) in Journal:

- Kashyap, R. (2005). [Review of the book *Gandhi and the Challenge of Religious Diversity: Religious Pluralism revisited*, by M. Chatterjee]. *The Book Review*, XXIX (12), 20. (ISSN: 0970-4175) Retrieved from <http://www.thebookreviewindia.org/reviewers/rina-kashyap/1799.html>

Dr. Shweta Singh (on lien):**Chapters in Books/ Textbooks:**

- Singh, S. (2012). Education for Peace: Dialogical Explorations. In V. Saxena (Ed.) *Contemporary Trends in Education: A handbook for Educators* (pp. 179-202). New Delhi: Dorling Kindersley (India)/Pearson Education in South Asia. (ISBN: 978-81-317-5948-6)
- Sahadevan, P. & Singh, S. (2005). *Sri Lanka: Congenial Coexistence*. In *India and Neighbours*, Handbook (pp. 151-172). New Delhi: Contemporary News and Features. (ISBN 81-8935700-X)

Monographs:

- Singh, S & Marie Nissanka (2015) *Connectors and Dividers: The Challenges and Prospects for Conflict Transformation in Kashmir and Sri Lanka*, RCSS: Colombo. (ISBN:978-93-5098-093-4)

Dr. Sunalini Kumar:**Chapters in Books/ Textbooks:**

- Kumar, S. (2013). Chronicle of a Death Untold: The Lethal Geographies of Delhi's Periphery. In N. Menon, A. Nigam & S. Palshikar (Eds.). *Critical Studies in Politics: Sites, Selves, Power* (pp. 131-183). New Delhi: Orient Blackswan. (ISBN: 10: 8125052704)(ISBN-13: 978-8125052708)
- Kumar, S. (2012). Clean Air: Dirty Logic? In R. Desai & R. Sanyal (Eds.). *Urbanising Citizenship: Contested Spaces in Indian Cities* (pp. 135-160). Delhi, London and Thousand Oaks, California: Sage (ISBN: 9788132107309)

- Kumar, S. (2008). Nationalism. In R. Bhargava & A. Acharya (Eds.), *Political Theory: An Introduction* (pp. 258-271). New Delhi: Penguin-Pearson. (ISBN: 8131706257, 9788131706251)
- Kumar, S. (2008). Socialism. In R. Bhargava & A. Acharya (Eds.) *Political Theory: An Introduction* (pp. 244-256). New Delhi: Penguin-Pearson. (ISBN: 8131706257, 9788131706251)

Book Reviews in Journal:

- Kumar, S. (2015) Review of Awadhendra Sharan's *In the City Out of Place in Himal South Asian* (ISSN 1012-9804)
- Kumar, S.(2010) Review of *Emergence of the Political Subject in Economic and Political Weekly*, 23-35. (ISSN 0012-9976)
- Kumar, S.(2006)Review of *Decentralizing Local Governance in Social Scientist*, 99-102(ISSN 0970-0293)

Abhiruchi Ojha

Papers in Journals (National/International):

- Ojha, A. (2015). Two Decades of Democracy: Gender and Citizenship in Democratic South Africa. *Asian Journal of Multi-Disciplinary Studies*, 3(7), 151-163. (Print ISSN: 2348-71)
- Ojha, A. (2015). Issues of Under-Representation: Mapping Women in Indian Politics. *Journal of South Asian Studies*, 3(1), 93-102. (Print ISSN: 2308-7846)
- Ojha, A. (2014). Womens Political Representation in the 16th Lok Sabha: Continuity, Contestation or Change? *Women's Link*, 20(3), 3-10. (Print ISSN: 2296409)
- Ojha, A. (2009). China's Changing role in Sudan: Economic Engagement an Beyond. *Insight on Africa. A Journal on Contemporary African Affairs*, 1(1) 81-95. (Print ISSN: 09750878)

20. Areas of consultancy and income generated:

- Dr. Menon did research for the longest running interview series in Public Television in India from 1992- 2010 'In Conversations' with Rajiv Mehrotra.
- Dr. Kumar has been honorary research consultant for the national television show *Satyamev Jayate* during the year 2010.

21. Faculty as members in National Committees, International Committees, Editorial Committees:

a. National committees:

Dr. Krishna Menon:

- The Board of Studies of AUD, School of Undergraduate Studies 2014-2017
- Board of Studies of the Lal Bahadur Shastri National Academy of Administration, Mussoorie (2014-2016)
- The ethics committee of SAMA, an NGO working on the issue of the rights of surrogate women in India (2010-2011)
- Convener, M A programme in gender studies, Ambedkar University 2010
- *Peer Reviewer: Global Public Health- An International Journal for Research, Policy and Practice* ISSN 1744-1692 (Print), 1744-1706 (Online) Routledge, USA

- *Peer Reviewer for the Journal of Creative Communication*, Ahmedabad: Sage. Print ISSN: 0973-2586; Online ISSN: 0973-2594. November, 2014
- Member Text Book Committee of NCERT, 2005-2008

b. International Committees:

Dr. Veena Ravi Kumar:

- Member, European Association on South Asian Studies

Dr. Sunalini Kumar:

- Fellow of the Commonwealth Society, U.K.

Dr. Shweta Singh:

- International Studies Association: Member (FTGS and PSS)
- European Association of South Asian Studies: Member

Mr. Siddharth Tripathi:

- Member of the International Studies Association.

c. Editorial Boards:

Dr. Sunalini Kumar:

- Editorial Board of New Text Publishing and peer reviewer for the *Economic and Political Weekly* in 2013

22. Student projects:

- a. Percentage of students who have done in-house projects including interdepartmental/programme: 100%
- b. Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/Industry/other agencies:
- About 10% of students take up internships in NGOs and Industry. Organisations that students of the Department have worked with include Ericsson, Koovs, OLX, Hindustan Times, The Indian Express, India Today, Assam Human Rights Commission; NGOs like Koshish, CREA, Smile Foundation, Becoming I foundation, to name a few. Our students have been involved in national level election studies conducted by Lokniti. They also offer their research services to journalists, writers and academics (e.g. Kamyra Chaudhary worked with Dr. Johri (AUD) and Dr. Menon (LSR) on their study of women in the retail sector).
 - Two students of the Department in 2012-13 worked as Research Associates in DU funded Innovation Project.

23. Awards/Recognitions received by faculty and students:

Faculty:

Dr. Veena Ravikumar: Article 'The Lady vs. the Junta' selected for a special edition, *The Best of TEL*, published The Equator Line, April-June 2014

Dr. Anita Bagai: T.N. Chaturvedi Award for Best Article in *Indian Journal of Public Administration*, 2014

Dr. Krishna Menon: Teacher of Distinction Award from the Vice-Chancellor of DU, 2009

Ms. Rina Kashyap: Fullbright Scholarship for M.A. in Conflict Transformation and Peacebuilding (2005-2007) pursued at Eastern Mennonite University, Harrisonburg, Virginia, USA

Dr. Shweta Singh:

- International Visitor Leadership Programme by United States (Department of State), in 2010
- The Mahbub-UI-Haq Award, Regional Centre for Strategic Studies, Colombo, Sri Lanka, 2013

Dr. Sunalini Kumar:

- Oxford University Prize for the Best Paper, 2014, organised at the Radcliffe Centre for the Humanities, Oxford University
- CSDS Visiting Fellowship, 2015-16

Students:

The Department of Political Science boasts of students of very high academic capability, who have also won accolades in sports and other extra-curricular events. A list of few such awards/recognitions received by students in inter-college, national/international events over the past four years follows:

Academics:

International:

- Molshree Agarwal was chosen by Delhi University to visit King's College, London and University of Edinburgh, Scotland as part of the International Educational Excellence programme for differently-abled students (2014)
- Sameera Rao won the prize for best academic performance at the King's College Summer School, London (2014)
- Donna Susan Matthews represented LSR at IARU Global Summer Programme Asia–held at National University of Singapore (2012)
- Kriti Malhotra (2012) was awarded a Grant to present at International Conference of Agricultural Economists –Italy (2015) (sponsored by World Bank), McArthur Foundation International Development Grant for higher studies (2013) and Government of Ireland International Fellowship (2012). She also received recognition by Agricultural Economics Journal for her research on input subsidies in Sub-Saharan Africa.
- Srishti Priyanka (2008) was awarded Gold Achiever Award, Penang-Malaysia (May 2014), Achievers Club Award – Dubai (Sept. 2014).

National/University recognitions, scholarships:

- Mansi Malhotra, Pooja, Shabnam, Shivani Mamgain, Stuti Bajpai - University of Delhi South Campus Endowment Scholarships for M.A. Political Science (2015)
- Dharamsheela - H.E Marga Schulze Merit Scholarship for M.A. Political Science (2015)
- Sameera S. Rao, all India rank 1, Entrance Exam for M.A. in Political Science, JNU (2015)
- Nitya Pandey – Dipchand Memorial Prize for B.A. Political Science (2015)

- Jyoti, Sejal Yadav, Malvika Tripathi - University of Delhi South Campus Endowment Scholarships for M.A Political Science (2014)
- Kanika Bera - Foundation for Academic Excellence of Access Scholarship (2014)
- KritikaBhardwaj- Dr. Shankar Dayal Sharma gold medal for B.A. (Honours)(2013)
- Petal Gahlot- Karan Singh Medal for M.A Political Science (2013)
- Petal Gahlot- Prof. C.J ChackoPrize for M.A Political Science (2013)
- Jyoti and Pooja Goel- University of Delhi South Campus Endowment for M.A Political Science (2013)
- Hemlata - National Institute for the Visually Handicapped Merit Scholarship (2013)
- Petal Gahlot- University Endowments for performance in M.A Political Science (2012)
- Hemlata- H.E Marga Schulze merit scholarship for B.A. (Honours)(2012)

Topped in College & attained University Positions:

UG – Anjali, Sai Sangeet Jain (2015)

PG- Stuti Bajpai, Tina Dabi (2015)

PG- Sanya Khanna (2014) Petal Gahlot in M.A Previous; Anushka in M.A Final.

UG- Devina Shukla (2013)

UG – Devina Shukla, Neha Gupta (2012)

PG – Petal Gehlot, Anushka (2012)

UG – Ishika Mookerjee, Kavita Meena, Sherin Jose (2011)

PG – Anjali Chahal (2011)

Sports Achievements:

- Bisman Kaur received athletics medals at: Silver Medal, 100 m. Silver Medal, 200 m, 4x100 m relay race at Delhi State Athletics Meet; Gold medal, 4x400 m, Silver Medal, 4x100m, Silver Medal, 100 m race, Bronze Medal, 200 m at Delhi University Inter College Athletics Meet ; 100 m at SRCC Sports Meet; Gold Medal 4x100 m, Bronze Medal, 100 M, Bronze Medal, 200m at IIT Sports Fest (2011-12); Delhi University Inter-College Athletics medals (2013); North Zone National Athletics Tournament, 100m Race- Gold Medal and 200m Race- Silver Medal (2012-13); 100 m. Race, Silver Medal, 4x400 m. Relay, Silver Medal, 4x100 m. Relay, Bronze Medal at Delhi University Inter College Athletics Meet (2014). She also received Gold Medal, 80 m. Race, Dr. Bharat Ram Open Sports Meet (2014)
- Aditi Dwivedi (2014-15) won the Basketball Champion Team, University of Delhi Inter college
- Veronica Sudesh (2014-15) won Bronze medal and Individual Silver Medal, Air Rifle, Dr. Bharat Ram Open Sports Meet Shooting Competition. She also won Gold Medal, Delhi University Inter-College Shooting Championship, Air Rifle (LSR Team)
- Aparna Soni won Gold Medal, Delhi Horse Show Confined Hacks (2012-13)
- Reena won Over All Championship Trophy (LSR Team), Best Athletes Trophy Category B2, Gold Medal, 100 m. Race, Category B2, Gold Medal, 200 m. Race, Category B2, and Gold Medal Long Jump, Category B2 at Equal Opportunity Cell Athletics Meet (2011-12)

Achievements in Creative fields and the Arts:

- Nikita Kohli–Outstanding Performance; Gayathri and Rishika – Meritorious Performance; Prachi Das, Shruti Sinha, Suhani Kumari and Veronica Sudesh – Commendable Performance at the Delhi University Flower Show 2015
- Nabila Jamshed (2007) is the author of Wish Upon A Time- The Legendary Scimitar (ISBN 81-7202-663-3), a fantasy novel that received appreciation and attention from Indian media
- Surabhi Saral received Best Screenplay Writer (Fiction) Award in 2014 Indian Telly Awards (ITA)

Awards/Recognitions won over the years by distinguished alumnae:

Daw Aung San Suu Kyi (class of 1964) is perhaps the most well known among LSR Alumnae and the winner of the 1991 Nobel Prize for Peace for her non-violent struggle for democracy and human rights. She is one of the most prominent political leaders of Myanmar and an ardent advocator for human rights and freedom. She is well known for her continuous effort to throw out dictatorship and install democracy in Myanmar by peaceful means. She also received the Rafto Prize, Sakharov Prize for Freedom of Thought in 1990, Jawaharlal Nehru Award for International Understanding by Government of India and the International Simon Bolivar Prized from the govt of Venezuela in 1992, Wallenberg Medal (2011), Congressional Gold Medal (2012) along with the Presidential Medal of Freedom, the highest civilian award in the United States.

Dr. Meenakshi Gopinath (class of 1969) did her post-doctoral work as a Fulbright scholar at Georgetown University, USA. She was granted the Australian International Education Foundation Fellowship (1996-97) and the UGC Indo-Israel Exchange Programme (1994-96). She returned to her alma mater, taught and then served at Lady Shri Ram College as Principal from 1989- 2014. Founder and Honorary Director of WISCOMP (Women in Security Conflict Management and Peace) from 1999, she was also the first woman to be a part of the National Security Advisory Board of India (2004- 2006). She is a recipient of several honorary awards such as the Padma Shri, Indira Priyadarshini Gandhi Award, the Qimpro Platinum Standard , the Mahila Shiromani Award, the Rajiv Gandhi Award for Excellence in Education, Celebrating Womanhood South Asian Recognition Award for Social Harmony to name a few.

Prof. Anuradha Chenoy (class of 1973) is at the Centre for Russian and Central Asian Studies School of International Studies, JNU. She was honorary consultant for UNESCO, worked with Unifem, Oxfam, Action Aid, was specialist at the Expert Group Meeting of the United Nations Division for the Advancement of Women (1996); Gender Specialist and Consultant for the UNESCO Conference on ‘Women and a Culture of Peace’ in Vietnam (2000) and Key Note Speaker at the 56th DPI NGO Conference of the United Nations (2003).

Ms. Vanashree Rao (class of 1974), is best known for having redefined the classical dance form Kuchipudi. For her outstanding performances she has been awarded the Sangeet Natak Academy Award, Sahitya Kala Parishad Samman, IEDARA Lifetime Achievement Award, Indira Priyadarshini Award, Andhra Pradesh Samman (Govt. of AP) and Natya Ratna Award.

Prof. Niraja Gopal Jayal (class of 1975) is Professor at the Centre for Study of Law and Governance. She is a recipient of the Charles Wallace Fellowship (2001), the Inlaks Scholarship (1979-81), Senior Nehru Memorial Museum and Library Fellowship (2006-2008), visiting Fellowship at the University of Cambridge (2009) and has held various posts in prestigious institutions and committees, from being the Vice President at the American Political Science Association (2011-12) to Member of the Central Advisory Committee, Ministry of Panchayati Raj, GOI (2004-09) and the Director of the Jawaharlal Nehru Institute of Advanced Study, JNU.

Prof. Nivedita Menon (class of 1981) is a distinguished academician teaching Political Thought at the Centre for Comparative Politics and Political Theory, JNU. A former faculty member (1987-2001), she has published widely. She has translated fiction and non-fiction from Hindi and Malayalam into English and has received the A. K. Ramanujam Award for Translation.

Ms. Geeta Menon (Class of 1989) is another shining example of academic excellence. Currently working with the Indian Audit and Accounts Services as an Advisor in the Petroleum and Natural Gas Regulatory Board under the ministry of Petroleum and Natural Gas, she credits the college and the department for her constant quest to seek excellence and widen her horizon of knowledge. She recollects that her three years in college enabled her to seek the political in apolitical spheres and develop an entirely new world view that required constant questioning and reasoning. She was the first recipient of the Randhir Singh Prize for Excellence in Political Theory.

Ms. Anusuya Mathur (Class of 1995) is today a Senior Sports Producer and anchor with the television network NDTV. She acknowledges the profound influence of the institution in shaping and stimulating her personality that has contributed immensely to her professional achievements.

Dr. Manjari Chatterjee Miller (Class of 1997) is Assistant Professor of International Relations at the Boston University and was also a research fellow at the Belfer Center for Science and International Affairs, Harvard University. Her research has been supported by grants from the East-West Center, the Weatherhead Center for International Affairs, the South Asia Initiative, the Fairbank Center, the Woodrow Wilson School and, the US Department of Education.

24. List of eminent academicians and scientists/visitors to the Department:

The Department of Political Science has hosted several reputed visitors over the years from India as well as abroad. A list of few selected visitors follows:

- Prof Vinay Lal, Professor of History and Asian American Studies at UCLA
- Ms. Shivani Gupta and her associates from the organisation 'Feminist Approach to Technology' (FAT)
- Prof. Rajeev Bhargava, noted Indian Political Theorist; currently a senior fellow and director at CSDS
- Prof Gopal Guru, Professor of social and political theory in the Centre of Political Science at JNU
- Mr. Siddhartha Varadarajan, journalist, academic; former editor of The Hindu

- Mr. Gautamn Navalakha, civil liberties, democratic and human rights activist; journalist; editorial consultant of the Economic and Political Weekly; convener of the International People's Tribunal on Human Rights and Justice in Kashmir
- Prof. Sudha Pai, Professor at the Centre for Political Studies, JNU
- Professor S.S. Jodhka, Department of Sociology at JNU; affiliate senior fellow at the Centre for Humanities and Social Sciences
- Dr. Ajay Darshan Behera, Professor at the Academy of International Studies, Jamia Millia Islamia University
- Prof. Anupama Roy, Professor at the Centre for Political Studies in JNU
- Mr. Siddiq Wahid, renowned academic, specialist in Inner Asian Studies, who also taught Central Asian Studies and Comparative Literature at Harvard University and at Metropolitan University
- Dr. Rinku Lamba, Assistant Professor of Political Theory, Secularism and Multiculturalism at JNU
- Dr. Amir Ali, Assistant Professor at JNU teaching Political Theory
- Dr. Gilles Verniers, Assistant Professor of Political Science at Ashoka University; visiting scholar at the Institute of International Studies, University of California, Berkeley
- Mr. Anupam Mishra, Gandhian scholar, author, journalist, environmentalist
- Ms. Pramada Menon, founding member of a feminist human rights organisation, CREA (Creating Resources for Empowerment in Action)
- Deepti Mehrotra, activist and researcher
- Ms. Kamayani Keki and her associates from (JJSS), Jan Jagaran Shakti Sangathan, a registered trade union of unorganised sector workers
- Prof M. N. Thakur, political theorist, Associate Professor, Centre for Political Studies, JNU
- Mr. Hartman De'Souza, an eminent theatre personality and a prominent anti mining figure, and his team from space theatre ensemble

25. Seminars/Conferences/Workshops organised & the source of funding:

a. National:

- 'Prospects and Perspectives of Globalisation' Seminar organised in 2011 (Funded by LSR)
- 'Gendering Violence: Rethinking Sexuality and Violence', presentations by Bhanwari Devi, Kavita Srivastav, Mary John, moderated by Dr. Gopinath in the Academic Congress, 2014 (Supported by UN Women)

b. International:

- 'Focus China' organised in 2015 (Funded by Institute of Chinese Studies, New Delhi and LSR; Supported by the Chinese Embassy)

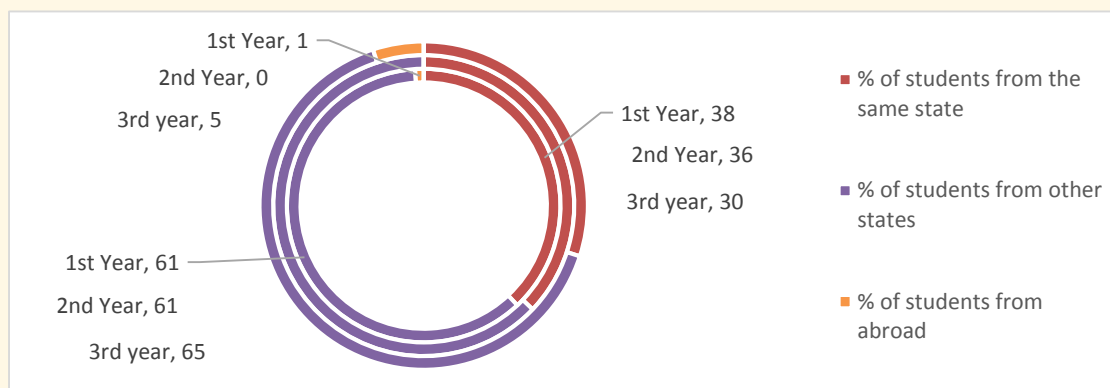
26. Student profile programme/course wise:

Name of the Course/ programme	Applications received	Enrolled		Pass percentage
		*M	*F	
B.A. (Honours) Political Science, 2014-15	38,450	-	89	Ongoing
B.A. (Honours)	22,314	-	92	91%

Political Science, 2013-14				
B.A. (Honours) Political Science, 2012-13	10,850	-	148	95%

*M=Male *F=Female

27. Diversity of Students: Approximate figures provided



28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defence services, etc.?

Most of our students go on for higher studies and qualify for many competitive examinations but since we are an undergraduate college, they do not qualify during their time at LSR. Ex-students are teaching in DU, a good number of these have Ph.D. Many of our students have cleared NET. Our students have also joined as teaching faculty in various Indian and international universities of repute. We are aware of these alumnae who have qualified for civil services in the past few years – Renu Bhagat, Geeta Menon, Smita Vats, TCA Kalyani, Alka Bhargava Singh, Abhilasha Bisht, Nila Mohanan, Aditi Singh, Lakshmi Radhakrishnan, Tejaswani Gautam, Mayuri, Namrata Vrishni and Amrita Ahuja.

29. Student progression: Approximate figures provided

Student progression	Against % enrolled
UG to PG	85-90%
PG to M. Phil.	10%
PG to Ph.D.	Information not available
Ph.D .to Post-Doctoral	Information not available
Employed	
-Campus selection	8-10%
-Other than campus recruitment	Information not available
Entrepreneurship/Self-employment	Information not available

30. Details of Infrastructural facilities:

a. Library:

The Political Science section of the library offers an exhaustive list of 8371 books and 14 journals: Administrative Change, Asian Survey, India Quarterly, Indian Journal of Public Administration, International Affairs, International Studies, Journal of

History of Idea, Millennial Asia, Pratimaan, Seminar, Social Scientist, South Asia Research, World Affairs, and World Focus. Faculty members and students also have access to number of online journals, books, and accessibility to libraries through University of Delhi online Library and UGC Online Library INFLIBNET Centre where every faculty and students have been provided with a personalised ID and password.

b. Internet facilities for Staff & Students:

The college is Wi-Fi enabled. 30 desktops and 42 laptops with internet facilities are available for faculty at all times for teaching/research. Further, 140 computers are available for students in the library, Reference Section and laboratories with Internet to work on their assignments.

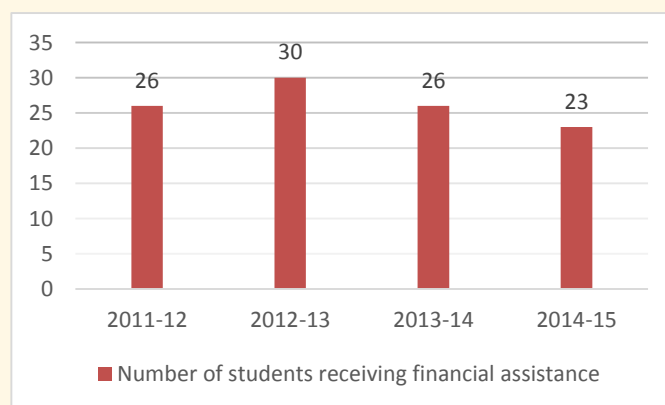
c. Class rooms with ICT facility:

Many classrooms assigned to the department have projectors and screens.

d. Laboratories:

Not required by the department.

31. Number of students receiving financial assistance from college, university, Government or other agencies:



32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:

The Political Science Department has been actively involved in organizing lectures, seminars and workshops for the students. Some activities conducted over the last four years are discussed below:

Lectures:

In 2015, Mr. Vinay Lal (from History and Asian American Studies at UCLA) was invited to speak on the Politics of Inter Religious Marriages focusing on Exogamy, Endogamy and Hypergamy. Mr. Gilles Verniers from Ashoka University spoke on the recent Paris Attacks. Other eminent speakers were Mr. Gautamn Navalakha, Editorial Consultant, Economic and Political Weekly, on 'Indian State-Development and Democratic Dissent', Prof. S.S. Jodhka, JNU, on 'Caste in Contemporary India', Mr. Siddhartha Varadarajan, journalist, on the historic development of the India-USA relations, Prof Gopal Guru and Dr. M. N. Thakur (Centre for Political Studies, JNU) on 'Dialogue between Gandhi, Marx and Ambedkar', Dr. Sudha Pai (Centre for Political Studies, JNU) on 'Dalit Assertion and

the BSP: Possibilities and Limits’, Ms. Edith from the American Embassy on ‘Black History’, Ms. Sabina Bhatia, Chief of Public Affairs Division IMF and Mr. Tom Richardson, India Head of IMF on the ‘Role of IMF Partner in the Global Economy’.

The year 2014-15 witnessed a lecture on ‘Laws of Love vs. Manmade Laws’ by Dr. Rinku Lamba, Professor at JNU, an interactive session with Prof. Rajeev Bhargava, a Political Theorist, on the topic ‘What is Political Theory?’, a talk on ‘Gandhi in contemporary India’ by Mr. Anupam Mishra, Journalist and Environmentalist, lecture on ‘Feminism and issues around Women’s Movements’ by Ms. Pramada Menon, one of the founding members of a New Delhi based Feminist Human Rights Organisation called CREA (Creating Resources for Empowerment in Action), lecture on her book ‘Burning Bright from Sharmila’ by Deepti Mehrotra, a talk by Dr. Ajay Darshan Behera, Jamia Millia Islamia University, on ‘Pakistan’s Identity as a South Asian State’, and lecture by Dr. Amir Ali, JNU on ‘Multiculturalism over the decades: Recurrence, Resurgence, and Reversal’. Further, the Department, in collaboration with the Youth Forum for Foreign Policy and Quizcraft Global organised a two-day quizzing event called ‘World Quiz 2015’. The keynote speech was delivered by Mr. Subir Gokaran, Head, Brookings India, on ‘Future of South Asian Economies’. A panel discussion on ‘India’s Look East Policy’ was organised with Mr. Gaurav Gogoi (MP) and, the Deputy High Commissioner of Singapore on the panel. On the closing ceremony, Col. Rajyavardhan Singh Rathore, Minister of Information and Broadcasting, spoke on India’s cultural influence.

In the year 2013-14 too, the Department invited several speakers to come and share their opinions on varied topics. For instance, Ms. Sharanya Chandran on ‘Five-Year Planning and Skill Development’, Professor Walter Russell Mead on ‘India and the United States-Grand Strategy in South- East Asia’, Ms. Anju Talukdar on ‘Legal Empowerment Strategies for the Marginalized Sections across India’, Ms. Anindita Adhikari on ‘MNREGA and Cash Transfers’, Dr. Sundari Anitha on ‘Violence against Women and the Indian Diaspora in the UK’, Mr. Amitabh Mukhopadhyay on CAG, Professor Ujjwal Kumar Singh on ‘Democratic Rights Movement in India: Achievements and Challenges’, Ms. Gargi Parsai on ‘The Food Security Act’, Dr. Daniel Kliman on ‘Global Swing States’, Ms. Vrinda Marwah on ‘Sexuality and Section 377’, Dr. Christian Wagner on ‘Security Cooperation in South Asia: Is it Possible?’ An interaction was also organised with Global Youth India which is working to help start an informed dialogue on foreign policy issues among college students in India.

2012-13 also witnessed several enlightening talks, such as on ‘Politics of Corruption in India’ by Mr. Ajay Mehra, ‘Challenges to the Indian Constitution and its Solutions’ by Mr. Fali Nariman, ‘Indian Foreign Policy’ by Mr. Bruce Stokes and ‘Chanakya’ a new book by Mr. Pavan Varma. In 2011- 12, eminent speakers like Mr. Valerian Rodrigues, Dr. Usha Ramanathan, Prof. Aditya Nigam, Dr. Deepti Mehrotra and several others shared their expertise with the Department. In the year 2010- 11, a lecture on Research Methodology was delivered by Dr. Rajan Kumar, JNU. Other speakers included Mr. Gautam Navlakhva on ‘The Human Rights Issue in Kashmir’, and Mr. Srinivasan Ramani, Assistant Editor, Economic and Political Weekly, on ‘India’s Foreign Policy in the Post-Cold War Period’. To enable students who had opted for the Women and Political Process paper, to understand issues of gender from a variety of perspectives, a series of lectures was organised. Prof. Srivastava spoke on ‘Masculinity’, Ms. Ambar Ahmed discussed the hijab,

Dr. Meenakshi Chatterjee discussed the work of Judith Butler, Ms. Pramada Menon highlighted problems faced by people of the third gender, and Dr. Sreenivas discussed 'Family and Kinship in Tamil Nadu'. The Department also organised a session on the Right to Food Campaign conducted by Ms. Reetika Khera and Ms. Nandini Nayak and a session on the Unique Identification Number (UID), conducted by Ms. Usha Ramanathan.

Seminars/Academic Meet:

In the year 2014-15, the Political Science Department, in association with the Heinrich Böll Foundation, organised a seminar titled 'No More Rape Culture'. The panel comprised of Ms. Joy Watson, a Feminist Researcher and Ms. Vivienne Lalu, the National Coordinator for the Shukumisa Campaign in South Africa. Ms. Urvashi Butalia moderated the event. Through the discussion, the driving forces that keep the struggle against gender based violence alive and strong, in both India and South Africa were explored. In collaboration with the 2nd Men Engage Symposium, the Department organised an Inter-college seminar titled 'Men Matter(s)!' The speakers for the event were Ms. Sana and Mr. Daitagir Azam.

A seminar on the topic 'Focus China' including panel discussions with eminent scholars like Prof. Alka Acharya, movies screenings and student paper presentations, was also organised. Earlier in 2010-11, the Department organised a one day seminar on the theme 'Prospects and Perspectives of Globalisation'. The keynote address was delivered by Prof. Pratap Bhanu Mehta. The other panelists included Mr. Siddharath Varadarajan, Prof. Neera Chandoke, Dr. Amit Prakash, Dr. Shuddabrata Sengupta and Dr. Sanjaya Baru.

Projects:

In the year 2014-15, The Political Science Department expanded the project on Health and Gender in Zamrudpur. With the focus on health issues of adolescent girls and, with Ms. Vinita Shah, Alumni of LSR, as a Mentor, the students were sensitized to the specific problems faced by the Zamrudpur community and became aware of certain rights to health services that adolescent girls are entitled to. In collaboration with the Committee against Sexual Harassment and *Jagori*, the Department undertook a safety audit of the areas circumscribing College. Ms. Rashee, facilitator from *Jagori*, conducted a Pre- Fieldwork Workshop on the 20th of January 2015. The Department also contributed to the PARI (People's Archive of Rural India) Project, an initiative by Mr. P. Sainath, where everyday lives of everyday people in rural India are documented. The students were also taken to visit a Lok Sabha Session on the Mining Ordinance passed by the Modi Government.

Workshops:

A number of workshops have been organised by the Department over the past years. In 2014-15, a workshop was organised with mentor Ms. Vinita Shah to share the survey experience with the Zamrudpur project, identify the key problem areas and come up with innovative solutions. In 2015, students attended a seven-day certificate conducted by the Oxford Institute of Hindu Studies; and two students also attended the Visual Anthropology workshop organised in collaboration with Cambridge University. In 2013-14, a Theatre workshop facilitated by the Space Theatre Ensemble was organised on issues pertaining to the environment. The students had a five day long workshop at the end of which they put up three performances, one each on Gender, Environment and Education. A Sexuality

Workshop facilitated by CREA- Creating Resources for Empowerment in Action was also organised in the same year.

Film Screenings:

The Department has organised a number of movie screenings to engage the students more in the learning process. In 2014-15, a short film called 'Apna Haq' was screened. This was preceded by an interactive session on enhancing women's awareness, interest and participation in technology with Ms. Shivani Gupta and her associates from the organisation Feminist Approach to Technology. Another movie 'Candles in the Wind' was also screened, followed by an interactive session. In 2014, the Department screened the movie 'The Punk Singer', directed by filmmaker Sini Anderson. In 2012- 13, the Department screened the movie 'Capitalism: A Love Story'. The Department in collaboration with Projekt also organised a movie continuum on 'Blackboards' and 'No Man's Land' which left a lasting impact on the students. In 2012, the Department screened the documentary film 'Night and Fog' which was based on the life of the prisoners in Nazi concentration camps. In 200- 11, the movie 'Swaraj' was screened.

Field Trips:

A number of field trips have been organised by the Department for greater exposure. These included those to the Parliament and the Rajya Sabha (2014-15), American Centre and the Parliament (2013-14) and the Parliament in 2014-15 and; and a visit to the Rajya Sabha. A talk by Gayatri Spevak on 'What Good are the Humanities for Developmental Studies?' (organised by CSDS) and a special talk by Gareth Evans on 'Non- Proliferation and Responsibility to Protect' organised by the Australian High Commission (at St. Stephens College), were also attended by the students. The Department also organised a trip to The Indian Council of World Affairs National Outreach Conference on 'Global Nuclear Disarmament', held at the Vigyan Bhawan in 2012. Another trip to The American Centre for the U.S. Presidential elections was organised, a trip was organised to the Parliament on 16th February 2013 which introduced students to the workings of the legislature. In 2011-12, a trip was organised to Shivpuri, Rishikesh, Dhanaulti and Dehradun.

33. Teaching methods adopted to improve student learning:

The Department participates in a library familiarisation tour at the beginning of the academic year for all students admitted into the programme; this tour includes hands-on learning regarding the online journal databases and catalogues in the college library.

Faculty members regularly use ICT in the classrooms for their own as well as for student presentations. To address the concerns of students who wish to study in Hindi, the Department organises remedial classes. The Department strives to employ a guest lecturer specifically to take classes for the Hindi speaking students every semester, so as to ensure that their academic progress is not halted or stunted due to the language barrier. Very often the regular teachers also hold extra classes for these students, with a view to make the teaching learning process as productive and valuable as possible.

Students also come from very diverse socio-economic backgrounds to college, so the Department aims at accommodating diversities by creating special programmes for the underprivileged to ensure that the principle of education with social responsibility is fulfilled. The Department faculty remains sensitive to the concerns of differently-abled

students by providing them with special facilities. During assignments and exams, writers are provided to such students and extra classes are also regularly organised for them. Also marking or evaluation is never absolute. It is done keeping in mind the special requirements of these students. This ensures that the principle of education with social responsibility is fulfilled

Students have been encouraged to write original research papers, film reviews, short Audio visual presentations, and book reviews. Faculty has also encouraged from time to time, the use of non-textual methods like performative arts (graffiti and theatre) as part of curricular learning.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Faculty members and students of the Department of Political Science routinely participate in various extension and outreach activities of the college, such as VAPP (The Voluntary Agency Placement Programme), REACH (Reaffirming Equity, Access, Capacity and Humanism), NSS (National Service Scheme), *Prakriti*, Dhyana, Abhayaa: WDC (Women's Development Cell), and the Office of the International Programmes. For instance, Ms. Batra has served as Staff advisor to the REACH society (2006-2009). She and Dr. Menon (2010-present) have also been members of the freeships and scholarships cell for students from marginalized backgrounds. Dr. Menon was also Chair of the College Complaints Committee Against Sexual Harassment (2013-2015). She also guided students towards conducting and finishing two important extension projects – the Zamrudpur Health Suvey and the Safety Audit initiated by the NGO *Jagori*. Dr. Bahl has been a member of Dhyana since its inception in 1991-92. Dr. Ravikumar has been a committee member of the Office of International Programmes (2011-present). Ms. Satyogi was a member of VAPP (2005) and Project head for NSS (2004-2006). Dr. Kumar has been Staff advisor to the Women's Development Cell in 2005-2008. As part of it, she designed and conducted an eight-week certificate course on Women's Studies (2007-2009). She was also Chair of the College Complaints Committee Against Sexual Harassment (2006-2008). Mr. Panicker has served as a member in the Swavlamban unit and Coordinator of REACH during 2014-15.

35. SWOC analysis of the department and Future plans:

Strengths:

The conscious linkage of the department of Political Science of LSR with the quest for democracy, freedom and justice both in India and the world over is our greatest strength. It draws its unique strength from the young women drawn from diverse backgrounds. The dynamic faculty partners these young women in understanding complex societies and their politics-: the world that they live in– from the large global context to the most intimate but equally politically significant personal context. The resilience of the Department stems from the fact that it does not consider itself to be merely a space for transacting the syllabus, but as a space that undertakes to prepare young women to change, challenge and overcome the various stereotypes that hold women back. The Department is very conscious of being a partner in the feminist struggles of the countless ordinary women and men of this country. The department's unique strength lies in training young women to think and reflect critically and analyse the world around them, and to see the interconnections in the world around them. The department is very proud of the fact that its faculty and students partner

the multitude of democratic voices and struggles that dot the country and does so by initiating debates and discussions within the classroom that often lead to mature and well-reasoned academic papers and eventually even some activist work. The faculty and students are at ease with the increasing inter-disciplinary nature of knowledge and hence are at the forefront of the cutting edge of many research themes in the social sciences. Today, the Department is a fine blend of young and bright faculty on the one hand and the senior and experienced faculty on the other hand. The faculty has varied research and teaching interests and is keenly involved in academic activities of various kinds. Political science brings an urgency to the study of society that social sciences undertake, and explains why LSR undergraduates have been involved in almost every movement, institution and practice that has reshaped the contours of our democracy – from the Mandal Commission agitation to the Free Tibet protests; from field trips undertaken to remote tribal areas by VAPP, to social audits during the MNREGA and RTI or Right to Food Campaigns.

Thus, the courses that the students of Political Science undertake at LSR engage both with theory and praxis. Students are encouraged to take up short research and internship with organisations involved in peace building. With the engagement in the classroom and outside, new horizons are explored and new interventions made. Students go into high-profile and prestigious professions like teaching, media, civil services, law and have received scholarships like the Commonwealth scholarship, Oxford University scholarship, Cambridge University scholarship, scholarship to the Graduate Institute Geneva and Young India Fellowship.

Weakness:

The Department of Political Science is one of the oldest departments in the college and most certainly an illustrious one. While the faculty is highly qualified with numerous publications and a strong track record of research, its weakness at this juncture is the absence of research undertaken by the department as a whole. The Department seeks to address this by pooling research ideas together and applying for a grant from the UGC for a department level project. Collaborative and collective research work within the department is conspicuous by its absence. This department level research could provide the seeds for action to be initiated at the ground level.

Opportunities:

The Department of Political Science has many opportunities to grow and expand its field of operations both within the college and outside. The teaching and learning of this discipline is part of almost all other humanities and social science courses within the college. It is also part of the core courses of the Honours programme in Journalism and Elementary Education. The post-graduate diploma in conflict transformation and peace building obviously turns to the department for curriculum development, teaching and research. The inter-disciplinary focus of new research within the college and at DU as well as outside has provided the students and teachers with many new opportunities to engage in collaborative research. International collaboration and teaching and exchange programmes are the other sphere where the Department finds new opportunities that its faculty and students are keen to explore.

Challenges:

Diversity within the classroom is one of the biggest challenges that the Department has to cope with. While it enhances the quality of understanding and exposes students to the variegated nature of Indian society, however the syllabus, the reading lists, the books and journals in the library, other department activities and indeed the pedagogy and the medium of instruction are premised largely on the assumption of a homogenous student body. This creates unique challenges for the Department that have been overcome by creative and strategic responses both from the faculty and the students. The guidelines prescribed for admission and faculty appointment result sometimes in disproportionate class sizes, a challenge that is overcome by the robust deployment of the tutorial system. Linguistic diversity is addressed by faculty encouraging all students to acquire new language skill sets, by offering additional classes and so on. These challenges have never prevented the department from being innovative and creative and it will continue to do so because of its deep faith in the power of democracy to bring about meaningful and progressive change in lives of people.

Future Plans:

The Department plans to apply for a research grant to undertake a research project involving both faculty and students – this could be in the fields of health, gender, human security or international relations. The Department also plans to institutionalize the Political Science journal that has been brought out in the past, by making it a quarterly and applying for an ISSN number. Field trip component may be added to the regular curriculum. During elections, the political science department will volunteer to undertake an election survey preceded by a workshop by Lokniti/Centre for Study of Developing Societies – CSDS – the premier election research institute in India. A ‘methods café’ and/or writing workshop may be organised annually for students.

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Evaluative Report of the Department of Psychology



1. Name of the Department: Psychology

2. Year of Establishment: 1970

3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):

UG – B.A. (Honours) Psychology; B.A. (Programme) Psychology

4. Names of Interdisciplinary courses and the departments/units involved:

The Department of Psychology offers the following courses:

- To B.A. Programme: Orientation to Psychology; Practicum I: General Experiments, Introduction to Social Psychology; Psychological Distress and Well Being; Psychological Skill and Practicum II: Psychological Testing (all Discipline-Centered Compulsory Courses); Life crisis, Coping and Evolving (Application Course)

5. Annual/semester/choice based credit system (programme wise): Semester

6. Participation of the Department in the courses offered by other departments:

Students from the Psychology Department study the following courses from other departments:

- Department of Political Science: Citizenship in a Globalized World (Concurrent Course); Gandhi in the Contemporary World and Understanding Ambedkar (both Allied courses in erstwhile FYUP); Reading Gandhi (Qualifying Course)
- Department of English: Individual and Society (Interdisciplinary Concurrent Course); English (Language Credit Course)
- Department of Hindi: Hindi (Higher); Hindi (Lower) (both Qualifying Courses)
- Department of Philosophy: Formal Logic (Concurrent Course)
- Department of Elementary Education: Environmental Studies (Compulsory Course)

7. Courses in collaboration with other universities, industries, foreign institutions, etc.:
Not permitted as per University Ordinance

8. Details of courses/Programmes discontinued (if any) with reasons:

- Annual system was discontinued in 2010. The last batch graduated in April 2013.
- The Four Year Undergraduate Programme (FYUP) was discontinued in 2014 due to directives from DU.
- B. Tech in Psychology was discontinued in 2014, with the discontinuation of FYUP.
- B.A. (Programme) was discontinued in 2013 under the FYUP and re-introduced in 2014.

9. Number of teaching posts: As on 22 May, 2015

	Sanctioned	Filled
Professors	Not Applicable	Not Applicable
Associate Professors	Not Applicable	2
Asst. Professors	10	7

10. Faculty profile with name, qualification, designation, specialisation. (D.Sc./D.Litt./Ph.D./M.Phil. etc.): As on 22 May 2015

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Priti Dhawan	Ph.D.	Associate Professor	Research Methods and Psychological Testing, Child/Adolescent Development	19 years	None
Puspita Behera	Ph.D.	Assistant Professor	Social Psychology, Biopsychology, Organisational Behaviour, Research Methodology	12 years	None
Kanika K Ahuja	Ph.D.	Associate Professor	Organisational Behavior, Social Psychology, Gender Issues	15 years	None
Parul Bansal	Ph.D.	Assistant Professor	Mental health and Insight Oriented clinical work, Critical Psychology	11 years	None
Sentisungla Longchar	M.Phil.	Assistant Professor	Peace and Conflict Studies, Indigenous Psychology of North-East India	5 years	None
Bhawna Devi	Ph.D.	Assistant Professor	Research Methods, Health Psychology, Positive Psychology, Adolescent Psychology, Developmental Psychology	5 years	None

Siksha Deepak	M.A.	Assistant Professor	Social Psychology, Positive Psychology, Gender	8 months	None
Ngashangva Pamyaphy	M.Phil.	Assistant Professor	Clinical psychology, Rehabilitation Psychology, Developmental Disabilities	2 years	None
Megha Dhillon	Ph.D.	Assistant Professor	Gender, Child/Adolescent Development, Body Image	5 years	None

11. List of senior visiting faculty:

Dr. Matthew Whoolery, Fulbright Scholar, Brigham Young University Idaho, USA, taught at the Department for one semester from January 2013 to April 2013.

12. Percentage of lectures delivered and practical classes (programme wise) handled by temporary faculty:

- Approximately 50% of lectures and tutorials and 50% of practical classes for B.A. (Honours) Psychology were delivered by temporary faculty from January 2015 till the end of February 2015.
- 100% of practical classes of B.A. (Programme) were delivered by temporary faculty from January 2015 till the end of February 2015.

After the appointment of four permanent members in March 2015, all lecture and practical classes have been handled by permanent faculty members.

13. Student-Teacher Ratio (programme wise):

B.A. (Honours) Psychology- 16:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Total sanctioned and filled strength is of two Lab Assistants.

15. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG.:

- Priti Dhawan, M.A.(Psychology), Ph.D. (Psychology)
- Puspita Behera, M.A.(Psychology), Ph.D. (Psychology)
- Kanika K. Ahuja, M.A.(Psychology), Ph.D. (Psychology)
- Parul Bansal, M.A.(Psychology), Ph.D. (Psychology)
- Sentisungla Longchar, M.A.(Psychology), M. Phil. (Psychology)
- Bhawna Devi, M.A.(Psychology), Ph.D. (Psychology)
- Siksha Deepak, M.A. (Psychology)
- Ngashangva Pamyaphy, M.A. (Psychology), M.Phil. (Psychology)
- Megha Dhillon, M.A.(Psychology), Ph.D. (Psychology)

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

- a. National funding agencies: None
- b. International funding agencies: None

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:

UGC:

- Dr. Priti Dhawan and Dr. Megha Dhillon were the recipients of UGC grant (Amount of grant: Rs. One lac) in 2009-2010 for Minor Research Project entitled ‘Body Dissatisfaction in Female Adolescents and Women: A Developmental Perspective of the Origins and Outcomes’.

Funded by Lady Shri Ram College:

- Dr. Priti Dhawan and Dr. Kanika K. Ahuja were recipients of the Lady Shri Ram College research grant (Amount of grant sanctioned: Rs. Thirty five thousand) in 2011-2012 for a project titled ‘Factors influencing students’ performance in mathematics: Does gender gap really exist?’

Others:

- Dr. Priti Dhawan, Dr. Kanika K. Ahuja, Dr. Megha Dhillon, Ms. Kasturi Kanthan and Ms. Rukshana Shroff received the Innovation project grant (Amount of grant: Rs. Three lakhs) in 2013-2015 from DU for the project titled ‘Vasudhev Kutumbakam: Creating Sustainable Global Partnerships in Higher Education.’
- Dr. Kanika K. Ahuja, Dr. Kalyani A., Ms. Deepika Papneja and Dr. Megha Dhillon received the Innovation project grant (Amount of grant sanctioned: Rs. Ten lakhs) from
- DU in 2012-2013 for the project titled ‘The Imprisoned Dove: Transcending Conflict and Building Cultures of Peace.’

18. Research Centre/facility recognized by the University:

The Aung San Suu Kyi Centre for Peace is a Research Centre/facility at Lady Shri Ram College for Women, established with funds granted by the University Grants Commission.

19. Publications:

Teachers	Books Authored/ Edited	Chapters in Books / Textbooks	Papers in Journals (National/ International)	Book Reviews in Journals	Monographs
Priti Dhawan	-	-	5	-	-
Puspita Behera	1	-	-	-	-
Kanika K. Ahuja	5	2	17	2	-
Parul Bansal	1	1	2	-	-

Sentisungla Longchar		1	1	-	-
Bhawana Devi	-	1	1	-	-
Siksha Deepak	-	-	-	-	-
Ngashangva Pamyaphy	7	-	1	-	-
Megha Dhillon	-	1	7	-	-

Dr. Priti Dhawan:**Papers in Journals (National/International):**

- Dhawan, P. & Gupta, A. (2012). Mental imagery: Training and its effect on recall. *Psychological Studies*, 57(4), 417-422. (ISSN: 0033-2968)
- Dhillon, M. & Dhawan, P. (2011). 'But I am fat': The experiences of weight dissatisfaction in Indian adolescent girls and young women. *Women's Studies International Forum*, 3 (6), 539-549. (ISSN: 0277-5395)
- Bharadwaj, S. & Dhawan, P. (2008). Level of participation: Its effect on motivation and anxiety scores of sportspersons. *Journal of Personality and Clinical Studies*, 23 (1&2), 55-62. (ISSN: 0970-1206)
- Raina, A. & Dhawan, P. (2006). Emotional Stability and Cognitive Styles of Kashmiri Children. *Amity Journal of Behavioural and Forensic Sciences*, 2(2), 35-41. (ISSN: 0973-1 75X)
- Dhillon, M., & Dhawan, P. (2004). Starving the body, feeding the symptomatology: Abnormal eating attitudes, self esteem and body image. *Journal of Research and Applications in Clinical Psychology*, 8, 47-53. (ISSN: 0972-0995)

Dr. Puspita Behera:**Book(s) Authored/Edited:**

- Myers, D.G., Sahajpal, P. and Behera, P. (2012). *Social Psychology (Tenth Edition)*. New Delhi: Tata McGraw Hill Education Private Limited. (ISBN-13: 978-0-07-107809, ISBN-10: 0-07-107809-6)

Dr. Kanika Khandelwal Ahuja:**Book(s) Authored/Edited:**

- Khandelwal, K.A. (2009). *In search of Indianness: Cultures of Multinationals*. New Delhi: Kanishka Publishers. (ISBN: 978-81-8457-115-8)
- Veeraraghavan, V., Singh, S. & Khandelwal, K.A. (2002) (Eds.). *The Child in the New Millennium*. New Delhi: Mosaic Books. (ISBN: 81-901297-1-6)

Course Texts:

- Khandelwal, K.A. (2011). *Introduction and overview*, Course 15, Industrial & Organisational Psychology, for B.A. (Psychology), Indira Gandhi National Open University (IGNOU), New Delhi. (ISBN: 978-81-266-5204-4)
- Khandelwal, K.A. (2011). *Organisational Psychology*, Course 31, Organisational Behaviour, for M.A. (Psychology), Indira Gandhi National Open University (IGNOU), New Delhi. (ISBN: 978-81-266-5438-3)

- Khandelwal, K.A. (2011). *Attitude and behaviour*, Course 6, Social Psychology, for B.A. (Psychology), Indira Gandhi National Open University (IGNOU), New Delhi. (ISBN: 978-81-266-5090-3)

Chapter(s) in book(s):

- Kalyani, A., Khandelwal, K., Papneja, D. & Dhillon, M. (2014). Understanding Conflict and Building Cultures of Peace in the Classroom. *Education as a Right Across the Levels: Challenges, Opportunities and Strategies* (pp. 1536-1546). International Education Conference Proceedings, Faculty of Education, Jamia Millia Islamia. New Delhi: Viva Books. (ISBN: 978-81-309-2742-8)
- Khandelwal, K. A. (2008). What is Holding You Back? The Missing Dynamic in sports: Fear of Success. In S. Singh (Ed.). *Psychology of Sports Performance: Applications, Interventions and Methods* (pp. 347-374). New Delhi: Global Vision. (ISBN: 81-8220-279-5)

Papers in Journals (National/International):

- Khandelwal, K., Dhillon, M., Kalyani, A. & Papneja, D. (2014). The ultimate attribution error: Does it transcend conflict? An investigation amongst Muslim adolescents in Kashmir and Delhi. *Psychological Studies*, 59(4), 427-435. (ISSN: 0033-2968)
- Sharma, S. & Khandelwal, K. (2014). Effect of gender and life-stage on love styles in the Indian context. *Psychological Studies*, 59(1), 22-29. (ISSN: 0033-2968)
- Sharma, S. & Ahuja, K. K. (2014). Does love last forever? Understanding an elusive phenomenon among dating and married couples. *Journal of Psychosocial Research*, 9(1), 155-164 (ISSN: 0973-5410 print/ISSN 0976-3937 online)
- Khandelwal, K. A. (2010). Media-portrayed idealized images, body dissatisfaction and negative affect in college women. *Indian Journal of Clinical Psychology*, 37(1), 46-59 (ISSN: 0303-2582)
- Khandelwal, K.A. & Mohendra, N. (2010). Espoused Organisational Values, Vision, and Corporate Social Responsibility: Does it Matter to Organisational Members? Vikalpa. *The Journal for Decision Makers*, 35(3), July-September, 19-35. (ISSN: 0256-0929)
- Khandelwal, K. A. (2010). Debunking myths about terrorism: A psychosocial perspective. *Journal of Psychosocial Research*, 5(1), Jan-June, 73-80. (ISSN: 0973-5410)
- Khandelwal, K.A. (2009). Effective teaching behaviours in the college classroom: A critical incidents job analysis from students' perspective. *International Journal of Teaching and Learning in Higher Education*, 21(3), 299-309 (ISSN: 1812-9129)
- Khandelwal, K. A. (2009). Organisational commitment in multinationals: A dynamic interplay among personal, organisational and societal factors. *Asian School of Business Management Journal of Management*, II(1), 99-122. (ISSN: 0974-8512)
- Khandelwal, K. A. (2008). Effective Teaching in Higher Education: Research Trends and Implications. *Journal of Psychosocial Research*, 3(2), 235-249.(ISSN: 0973-5410)
- Khandelwal, K. A. (2007). Gender sensitization: A psychological perspective. *Amity Journal of Behavioural and Forensic Sciences*, 3(1), 3-11. (ISSN: 0973-175X)
- Khandelwal, K. A. & Dhillon, P. K. (2005). Socio-cultural determinants of health at the workplace. *Amity Journal of Behavioural and Forensic Sciences*, 1(2), 33-53. (ISSN: 0973-175X)
- Khandelwal, K. A. (2005). An experimental study of levels of processing in memory. *Journal of Personality and Clinical Studies*, 21(1-2), 71-78. (ISSN: 0970-1206)

- Khandelwal, K.A. (2005). Fear of success: Towards understanding its psychological dynamics and contradictions. *Journal of Research and Applications in Clinical Psychology, VIII* (i & ii), 67-74. (ISSN: 0972-0995)
- Khandelwal, K. A. & Dhillon, P. K. (2004). Study of organisational cultures: A comparison across three multinationals. *Social Science International: Interdisciplinary readings, 20*(2), 3-18. (ISSN: 0970-1087)
- Khandelwal, K. A. & Dhillon, P. K. (2003). Development of Indian Societal Values Scale (ISVS). *Journal of Personality and Clinical Studies, 19*(2), 221-228. (ISSN: 0970-1206)
- Khandelwal, K. A. (2000). Sin in psycho-religious perspective. *Journal of Global Religious Vision, I*(2), 162-168. (ISSN: 0972-1169)
- Khandelwal, K. A. (1999). Religion: A psychological construct and its psychological relevance. *Journal of Global Religious Vision, I*(3), 306-312. (ISSN: 0972-1169)

Book Reviews in Journals:

- Khandelwal, K. A. (1999). [Review of book *Drug abuse and youth: A psychological study*, by A.K. Sen & A. Ahmad]. *Behavioural Medicine Journal*, Vol. II, 54-55. (ISSN: 0972-0758)
- Khandelwal, K. A. (1999). [Review of the book *Indian Love Stories*, by S. Kakkar (Eds.)]. *Behavioural Medicine Journal*, Vol. II, 62-63. (ISSN: 0972-0758)

Dr. Parul Bansal:

Book(s) Authored/Edited:

- Bansal, P. (2013). *Youth in contemporary India: Images of identity and social change*. New Delhi: Springer (ISBN: 978-81-322-0714-6)

Chapter(s) in book(s):

- Bansal, P. (2005). Understanding Maternity. In S.K. Srivastava (Ed.). *Applied and Community Psychology: Trends and Directions-Volume 2* (pp. 585-595). Delhi: Sarup Publishers (ISBN: 81-7625-609-0).

Papers in Journals (National/International):

- Bansal, P. (2006). A Kaleidoscope of Youth Identities. *Psychological Foundations – The Journal, VIII* (2), 59-62
- Bansal, P. (2005). Change and Continuity: Reflections on Identity in Youth. *Psychological Studies, 50*(2&3), 205-211 (ISSN: 0033-2968, print version; ISSN: 0974-9861, electronic version)

Ms. Sentsungla Longchar:

Chapter(s) in book(s):

- Longchar, S (2014). Eriksonian Perspective: contextual to Nagaland. In National Conference of ICSSR-NER, Shillong. In Benjonglemba (Ed.). *Naga Society: culture, polity, and the emerging issues* (pp. 162-176). Dimapur: Heritage Publishing House. (ISBN: 978-93-80500-52-2).

Papers in Journals (National/International):

- Longchar, S. & Sinha, V. K. (2008). Attributional style, marital quality, and family interaction pattern of parents with of children with epilepsy. *Indian Journal of Social Psychiatry, 24*(1-2), 2008. (ISSN: 0971-9962)

Dr. Bhawna Devi**Chapter(s) in book(s):**

- Devi, B. (2012). Effects of Meditation Style on Stress. In N. K. Chadha, H. Bhatia, & D. Sharma (Eds.). *Perspectives in Positive Psychology* (pp. 109-127). New Delhi: Pinnacle Learning. (ISBN: 978-81-92228419)

Papers in Journals (National/International):

- Sanjay Kumar, S & Devi, B. (2010). Effect of Religiosity on Anxiety and Depression in Nurses. *Journal of Indian Health Psychology*, 4(2), 29-36. (ISSN: 0973-5755)

Ms. Ngashangva Pamyaphy:**Book(s) Authored/Edited:**

- Prasad, S. K. & Pamyaphy, N. G. (2012). Course 1, Block 3, *Nature and Need of Various Disabilities, for Post Graduate Diploma in Rehabilitation Psychology*, Indira Gandhi National Open University, New Delhi. (ISBN: 978 – 81-266-5977-7)
- Prasad, S. K. & Pamyaphy, N. G. (2012). Course 1, Block 4, *Nature and Need of Associated Disabilities, for Post Graduate Diploma in Rehabilitation Psychology*, Indira Gandhi National Open University. New Delhi. (ISBN: 978 – 81-266-5977-7)
- Prasad, S. K. & Pamyaphy, N. G. (2012). Course 1, Block 5, *School Psychology, for Post Graduate Diploma in Rehabilitation Psychology*, Indira Gandhi National Open University, New Delhi. (ISBN: 978 – 81-266-5978-4)
- Prasad, S. K. & Pamyaphy, N. G. (2012). Course 2, *Models of Disabilities and Rehabilitation, for Post Graduate Diploma in Rehabilitation Psychology*, Indira Gandhi National Open University, New Delhi. (ISBN: 978 – 81-266-5994-4)
- Prasad, S. K. & Pamyaphy, N. G. (2011). Course 1, Block 1, *Child Development, for Post Graduate Diploma in Rehabilitation Psychology*, Indira Gandhi National Open University, New Delhi. (ISBN: 978 – 81-266-5977-8)
- Prasad, S. K. & Pamyaphy, N. G. (2011), Course 1, Block 2, *Concept of Disability and Rehabilitation, for Post Graduate Diploma in Rehabilitation Psychology*, Indira Gandhi National Open University, New Delhi. (ISBN: 978 – 81-266-5977-7)

Course Text (Authored):

- Prasad, S. K. & Pamyaphy, N. G. (2012). Course 3, Block 2, *Personality Development*, Indira Gandhi National Open University, New Delhi. (ISBN: 978 – 81-266-5995-1)

Papers in Journals (National/International):

- Pamyaphy N. G. & Dutt, S. (2015). Profile of Behavioural Problems Among Children with Intellectual and Developmental Disabilities. *Psychological Studies*, 60(4), 101-107. (ISSN: 0033-2968)

Dr. Megha Dhillon:**Chapter(s) in Book(s):**

- Kalyani, A., Khandelwal, K., Papneja, D. & Dhillon, M. (2014). *Understanding Conflict and Building Cultures of Peace in the Classroom. Education as a Right Across the Levels: Challenges, Opportunities and Strategies* (pp. 1536-1546). International Education Conference Proceedings, Faculty of Education, Jamia Millia Islamia. New Delhi: Viva Books. (ISBN: 978-81-309-2742-8)

Papers in Journals (National/International):

- Datta, R. & Dhillon, M. (2014). Perceptions of the mother-child relationship of adolescents having siblings with autism. *Indian Journal of Developmental Disabilities*, 2(2), 178-186 (ISSN: 23197951)
- Dhillon, M. & Bakaya, S. (2014). Street Harassment: A qualitative study of the experiences of young women in Delhi. *SAGE Open*. (ISSN: 2158-2440)
- Khandelwal, K., Dhillon, M., Kalyani, A., & Papneja, D. (2014). The ultimate attribution error: Does it transcend conflict? An investigation amongst Muslim adolescents in Kashmir and Delhi. *Psychological Studies*, 59(4), 427-435. (ISSN: 0033-2968)
- Dhillon, M. & Babu, N. (2013). A Qualitative Study of Indian Children's Perspectives on Peer Conflict. *Psychology and Developing Societies*, 25(2) 367-392. (Print ISSN: 0971-3336; Online ISSN: 0973-0761)
- Dhillon, M. & Dhawan, P. (2011). 'But I am fat: The experiences of weight dissatisfaction in Indian adolescent girls and young women. *Women's Studies International Forum*, 34(6), 539-549. (ISSN: 0277-5395)
- Dhillon, M. & Babu, N. (2008). Perceived stress amongst parents of children, adolescents and adults with intellectual disability. *Psychological Studies*, 53(3&4), 309-313. (ISSN: 0033-2968)
- Dhillon, M. & Dhawan, P. (2004). Starving the body, feeding the symptomatology: Abnormal eating attitudes, self esteem and body image. *Journal of Research and Applications in Clinical Psychology*, 8, 47-53. (ISSN: 0972-0995)

20. Areas of consultancy and income generated:

Faculty members of the Department of Psychology are very active in taking up advisory work for schools, government agencies, corporate houses and so on. Much of the work has been honorary or TA has been paid in line with government norms without any income generation.

Dr. Priti Dhawan:

- Advisor to GAIL (since 2012)
- Reviewed the manuscript of a book titled 'Psychometry' for Sage (2010)
- Undertaken workshops and delivered talks on pedagogy, emotional intelligence, parenting and child behaviour patterns in schools such as Springdales, St. Columbus, Bluebells International, Kidzee, Carmel Convent School and Manav Bharti School.

Dr. Kanika K. Ahuja:

- Honorary research consultant for JIVA Educational Institute, Faridabad and standardized 'Multiple Natures Test', a personality based, career test in collaboration with the test author Steven Rudolph.
- Conducted workshops and counselling sessions for parents, teachers and students on facilitative communication in the classroom, classroom management, life skills training, tackling internet abuse, career counselling, goal setting, effective parenting, etc. for leading schools in the country such as various branches of Amity International School, DPS, Birla Vidya Niketan, Bluebells, The Air Force School, Delhi, GD Goenka World School, Srijan, Presentation Convent, Srinagar and Jubilee Hills Public School, Hyderabad.
- Provides soft skills training to NGOs and National Academy of Customs, Excise & Narcotics, GOI.

- Served on Expert Committee for Syllabus Framing, Course 33, Organisational Development (Block 1: Introduction, Block 2: Assumptions, beliefs and values in OD; Block 3: Analysing and managing the OD Process and Block 4: OD Interventions), for M.A. (Psychology), Indira Gandhi National Open University (IGNOU), New Delhi, 2011.
- Evaluated panel discussions for admission to students in PG Diploma in Global Business Operations, Shri Ram College of Commerce (2007).
- Reviewed book titled 'Culture and Organisational Behavior' for Sage Publications in December 2007.
- Part of selection panel for interviewing candidates to PUSA Institute of Hotel Management (2001-2002).

Dr. Parul Bansal has also been serving as a subject matter expert and reviewer of textbook publications of Tata McGraw Hill.

Ms. Sentisumgla Longchar works on the sensitization of Delhi Police towards people from the North-East living in Delhi. She is also currently working with students of a Behavioural Psychologist Team on understanding the expectations of brokers to use a new software for Plabro, a Gurgaon based real estate company.

21. Faculty as members in a) National Committees, b) International Committees and c) Editorial Boards

a. National Committees:

- Dr. Priti S. Dhawan, Honorary secretary of Akshar Gyan, a voluntary organisation for Inclusive Education for children, Noida since 2005.
- Dr. Kanika K. Ahuja, Treasurer, World University Service-Delhi University Committee, an international NGO dealing with student welfare issues (2007-2008). Member, DU-WUS Executive Committee (Delhi University- World University Service) 2003-2007.
- Ms. Sentisumgla Longchar, Member, MHRD panel of Northeast faculty members for North-east sensitization Programme in Educational Institutes in Delhi and for Delhi Police since 2014.

b. International Committees:

Dr. Kanika K. Ahuja is an Honorary Member of Golden Key International Honour Society since 2011. This is an international not-for-profit organisation that recognizes and awards academic achievement at over 400 universities around the world. She also worked as Mentor, Women in Public Service Project of the Woodrow Wilson International Centre for Scholars in 2014-2015.

c. Editorial Boards:

No faculty member of the Department is currently a part of any editorial board.

22. Student Projects:

- Percentage of students who have done in-house projects including inter departmental/programme: 100%

b. Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/Industry/other agencies:

- 28.5% of students have interned with NGOs/Schools/Hospitals/Industry etc. Our students have completed internships with well-known hospitals such as Medanta, Fortis, MAX Super Speciality Hospital and established companies such as Reliance Communication, Ericson, Citibank and Microsoft.
- Two students in 2013-2015 and five students in 2012-2013 worked as research associates in DU funded Innovation Projects.

23. Awards/Recognitions received by faculty and students:

Faculty:

Dr Priti Dhawan: Won Second prize for paper (along with Raina. A.), 2nd National conference on Mental Health Challenges 2020- A vision for the Future held at Amity Institute of Behavioural and Allied Sciences, New Delhi, 2006

Dr. Kanika K. Ahuja:

- UGC NET-JRF, 1995
- University post-graduate scholarship 1995-1996 and 1994-1995
- 'Best student in Psychology' in Lady Shri Ram College in three consecutive years of graduation 1991-1992, 1992-1993 and 1993-1994
- Secured 2nd position in University of Delhi and 1st position in South Delhi Campus in B.A. (Hons.) Psychology, 1994

Dr. Puspita Behera:

- UGC NET-JRF, 1998
- Best Student Award, Ravenshaw College, Orissa, 1995
- National Scholarship, Utkal University, Orissa, 1995

Dr. Parul Bansal:

- Shashi Kala Gold Medal for standing first in M.A. Psychology in Delhi University, 2002
- Lala Jugal Kishore Jagdish Prasad Memorial Prize By Indraprastha College for Women for standing first in M.A. Psychology (Final) examination in college, 2002
- ICSSR Doctoral Fellowship for pursuing Ph.D in Psychology, 2006

Ms. Sentisungla Longchar: UGC NET-JRF, 2011

- State rank holder as 7th rank in Pre-University (P.U.), Arts, Nagaland University, 1996
- University rank holder as 3rd position in M.Phil (Clinical Psychology), Central Institute of Psychiatry, Ranchi University, 2007

Dr. Bhawna Devi: UGC NET-JRF, 2010.

Ms. Siksha Deepak: Rajiv Gandhi National Fellowship for pursuing Ph.D, 2014.

Ms. Ngashangva Pamyaphy: UGC NET-JRF, 2011.

Dr. Megha Dhillon:

- UGC NET-JRF, 2008

- NCERT Doctoral Fellowship by the Department of Educational Research and Policy Perspectives, 2008
- Shashi Kala Gold Medal by Delhi University in 2005 for standing first in the M.A. Examination (Final) in Psychology
- N.V. Banerjee Prize by Delhi University in 2005 for being Best Candidate in the M.A. Examination (Final) in Philosophy and Psychology
- Lala Jugal Kishore Jagdish Prasad Memorial Prize by Indraprastha College for Women in 2005 for standing first in M.A. Final (Psychology) in the College
- Lala Jugal Kishore Jagdish Prasad Memorial Prize by Indraprastha College for Women in 2004 for standing first in M.A. Previous (Psychology) in the College
- ‘Best Student in Psychology’ by Lady Shri Ram College for Women in 2001 for obtaining highest marks in South Campus, Delhi University.

Students:

The Department of Psychology boasts of students of very high academic capability who have also won accolades in sports and various creative fields. A list of few such awards /recognitions received by present and former students in inter-college, national/international events follows:

Positions in University Examinations:

Many of our students have obtained ranks in University Examinations. In the recent past, Ms. Himani Singh obtained the First rank at DU in 2014. Ms. Neha Jagtiani obtained the First rank at South Delhi Campus and Third rank at DU in 2013. Also, Ms. Khushbeen Kaur Sohi obtained the Third rank at DU in 2011. In 2009, Ms. Divisha Agarwal was awarded the University Gold Medal for standing First in the B.A. (Hons.) Psychology course.

Scholarships and Fellowships for Higher Education:

- Ms. Neha Jagtiani (Batch of 2013) was awarded the prestigious Commonwealth Scholarship by the Government of United Kingdom based on a nomination by the Ministry of Human Resource Development, Government of India for pursuing M.Sc in Organisational and Social Psychology at the London School of Economics and Political Science (LSE) in 2013-2014.
- Ms. Shradha Kaur (Batch of 2013) was awarded the Gates Foundation Scholarship for Ph.D. at Cambridge University in 2015.
- Ms. Shradha Kaur and Ms. Mohana were selected as a part of LSR’s Student Exchange Programme to study at the National University of Singapore in 2011-2012.
- Ms. Sonavi Chopra (2005) and Ms. Ambika Satija (2006) have received the well-known Rhodes scholarship to study at the University of Oxford.
- Ms. Sadhvi Krishnamoorthy (Batch of 2012) was awarded the Ratan Tata scholarship for the Highest GPA in the institution and excellence in academics at the Tata Institute of Social Sciences (TISS) Mumbai in 2014. She was also awarded the Gold Medal for standing first in her class in 2014 and for the Best Field Work in the same year. She is currently working on a project in collaboration with WHO called ‘Quality Rights’ aiming to protect, promote and ensure the rights of service users as a research assistant with the Centre for Mental Health, Law and Policy, Pune.
- Ms. Triveni Goswami Vernal (Batch of 2002) was awarded the Rotary Peace Fellowship for a three month Peace and Conflict Studies Professional Certificate Course in Chulalongkorn University, Bangkok in 2008. She was also awarded the UNESCO/Suzanne Mubarak/Japan Egypt Friendship Fellowship for the

Empowerment of Women in Peace and Gender Studies (2006 Cycle) at Bibliotheca Alexandrina, Alexandria, Egypt.

- Ms. Alipt Sandhu received Dr. Shankar Dayal Sharma Gold medal for being the best all-round student at DU (2009).

Achievements in Creative fields and the Arts:

- Many students of the Department are currently part of College's Indian Music Society. Ms. Aditi Chordia, Ms. Pavithra Chari, Ms. Shristi Brahma Boro and Ms. Ananta Gaur are members of the choir which won the First position at the fests of Maitreyi College and Kamala Nehru College in 2014-2015. They also won the second position at the fest of All India Institute of Medical Sciences. Ms. Chari has also been awarded Shri Netar Kapur Scholarship in 2015 to take workshops in Ethno, an international music camp and perform at music festivals in Germany and Belgium.
- In solo performances, in 2014-2015, Ms. Chari won numerous accolades in the semi classical solo category which include the first position at Gargi College, Kirori Mal College and Daulat Ram College. Ms. Gaur won the Second position at IIT Delhi for semi classical solos as well.
- In 2014-2015, Ms. Aarhie Kaushik bagged the first position in the Solo Dance competition at BITS Pilani. In 2012-2013, Ms. Kaushik was awarded the First prize at the classical competition organised by the Delhi Cultural Council.
- The choreography wing of LSR's Dance Society was headed by our student Ms. Sumaiya Baba in 2014-2015. The team secured the First position at BITS Pilani, Gargi College, Hindu College and SRCC and the Second position at Kamla Nehru College.
- In 2014-2015 Ms. Parul Rajwanshi won the First prize in the Short Film Making Competition at Sri Venkateshwara College.
- Ms. Sonu Arya was awarded for Excellent Performance at the Delhi University Flower Show while Ms. Kenyam Pertin was awarded for Meritorious Performance at the same event in 2015. Ms. Arushi Kothari was awarded for Meritorious Performance at the Delhi University Flower in 2014.
- In 2013-2014 Ms. Kamakshi Khanna who was part of the College's Western Music Society won several inter-college events. She and a society member secured First position in the Duet Category at Kamala Nehru College. At Sri Venkateshwara College Ms. Khanna, Ms. Kavya Trehan and Ms. Michri T.C.B Sangma secured the first position in the Trio category.
- In 2012-2013 Ms. Vasudha Dhawan featured in the top eleven dancers out of 124 participants who were shortlisted for Antardhwani, the annual festival of Delhi University. Ms. Dhawan secured the third place at the same event for her performance.
- In 2013 Ms. Damini Nayak was awarded for Meritorious Performance at the Delhi University Flower Show.

Achievements in Sports:

Students of the Department have consistently excelled at Sports. Some achievements in the last four years are:

- Ms. Ruhaab Khan won Gold Medals in the 100m Backstroke, 200m Backstroke and 200m Freestyle at the Women's Festival Swimming Meet in 2014-2015.
- Ms. Ruhaab Khan and Ms. Vasantika Handa also won the Gold Medal for the 4x100 m Freestyle Relay at the Women's Festival Swimming Meet in 2014-2015.
- Ms. Handa won the Gold medal for the 200m Freestyle at the Delhi State Open Aquatic Meet in 2014-2015.

- In 2013-2014, Ms. Vandita Dhariyal won three Gold Medals at the Delhi University Inter-College Swimming Championship.
- In 2012-2013, Ms. Gauri Govurdhun was part of LSR's basketball team which won the Delhi State Women's Sports Festival Tournament. In 2014-2015 Ms. Govurdhun led the team as vice-captain.
- Ms. Mallika Arya won the Silver Medal for the 4x100 m race at the Delhi University Inter College Athletics Meet and the Gold Medal for the 4x100 m race at the IIT Sports Fest in 2011. She also won the Silver Medal for the 4x100 m. Relay at the Delhi State Sports Festival for Women in the same year.
- In 2011-2012, Ms. Arshita Bhandari won the Silver Medal in the 200m. race and the Bronze medal at the 100m. race at the Delhi University Inter College Aquatic Meet. She also won the Silver Medal at the Delhi State Swimming Championship Meet in the 4x100 m relay.
- In 2010-2011, Ms. Pallabi Parasar won the third position at the All India Inter University Table Tennis Championship. Ms. Arshita Bhandari won the first position in swimming at the All India Inter University Aquatic Meet.
- In the same year, Ms. Samia Iqbal led the College basketball team that stood first at the Amity University Inter College Meet and secured the third position at the Kamala Nehru Invitational Basketball Tournament. Ms. Iqbal was chosen for the training camp organised by Delhi University for the All India Inter University Tournament.

Awards/Recognitions won over the years by distinguished alumnae:

- Late. Prof. Nalini Ambady (Batch of 1982) won the Prize for Behavioural Science Research in 1993 given by the American Association for the Advancement of Science. She also received the Presidential Early Career Award for Scientists and Engineers from US President Bill Clinton in 1998. In the same year, she was the recipient of the National Science Foundation Faculty Early Career Development (CAREER) Award. In 2000 she was awarded the Excellence in Mentoring Award by the Graduate Student Council, Harvard University.
- Ms. Nonita Lall Qureshi (Batch of 1980), a professional golf instructor, was conferred the Arjuna Award in 1987 for her outstanding achievements in golf.
- Nimmi Hutnik (1974), currently Reader in Mental Health at London South Bank, is also a chartered counselling psychologist, painter and author. She did her Doctorate in Psychology from University of Oxford and has presented over 50 workshops to more than 400 trainees and professionals in the UK. She has received several awards such as the Fulbright American Senior Research Fellowship (1997), the Federal Innovation Fund Research Award (2003-2004 and 2002-2003), Charles Wallace Trust Travel Grant (1991), Commonwealth Academic Staff Fellowship (1982 – 1985), to name a few.
- Mala (Dodeja) Desai (1980), Vice President at Share Care Foundation for India, has worked extensively in community service. She is also the Founder of a school, 'Mala's School of Odissi Dance' in New York. She has received several awards in her distinguished career, such as the 'Community Leadership award' from the Queens Jewish Community Council (2003), 'Progress Through Leadership Award' from the New York Urban League (2000), 'Community Leadership Award' from the Asian Americans For Equality for dedication and contributions to New York's immigrant communities (2000), and the 'Governor's Award of Excellence' (2000).
- Ms. Savita Narsimhan (Batch of 1994) has been a recipient of the scholarship for Carnatic classical music instituted by the Department of Culture, Government of India. She was conferred the 'Talent of the Year' award by Krishna Gana Sabha in 2003, by

Narada Gana Sabha in 2004, 'TT Rangaswami Memorial Award', 'DK Pattammal Award' and 'Outstanding Lady Vocalist Award' by The Music Academy in 2006, 2007 and 2011 respectively. She is also the recipient of the prestigious Kalki Krishnamurthi Memorial Award for the year 2006.

- Ms. Poonam Bhagat (Batch of 1980), well known fashion designer and entrepreneur is on the Board of Governors of the Fashion Design Council of India, the Apex body for promoting the business of fashion.
- Dr. Priti Kapoor (Batch of 1975) has enjoyed a long teaching career at Daulat Ram College, University of Delhi. In the course of her career she has engaged in various research projects with the Indian Council of Social Science Research, Sussex University and the Defence Research and Development Organisation, Government of India.
- Dr. Urmitappa Datta (Batch of 2003) has been conferred with the Martin Luther King, Jr. Distinguished Service Award (2015), the Centre for Women and Work Strategic Scholarship, UMass Lowell (2015), the Teaching Excellence Award in Psychology, UMass Lowell (2015), Recognition for Excellence in Interdisciplinary Teaching, UMass Lowell (2014), Immigration policy expert, Society for Psychological Study of Social Issues (2014), Outstanding Qualitative Dissertation Award by International Association of Qualitative Inquiry (2014), Best Dissertation in Community Psychology by American Psychological Association (2013), Herman Eisen Award for Outstanding Professional Contributions in Psychology, University of Illinois (2011) and American Institute of Indian Studies Junior Research Fellowship (2010).

24. List of eminent academicians and scientists/visitors to the Department:

The Department of Psychology has hosted several reputed visitors over the years from India as well as abroad. A list of few selected visitors follows:

- Dr. Sudhir Kakar, celebrated Psychoanalyst and author in the fields of Cultural Psychology and the Psychology of Religion
- Dr. Asis Nandy, highly acclaimed Sociologist and Psychologist.
- Dr. Girishwar Mishra, former Professor of Psychology at DU and presently the Vice Chancellor of Mahatma Gandhi International Hindi University
- Dr. Allan Roland, renowned American psychoanalyst
- Dr. Nimesh Desai, Head and Dean of the Institute of Human Behaviour and Allied Sciences
- Dr. Manas K. Mandal, Director General (Life Sciences), DRDO, Ministry of Defence, Government of India
- Dr. D. Suba Chandran, Director at the Institute of Peace and Conflict Studies (IPCS), New Delhi
- Dr. Honey Oberoi Vahali, Dean and Professor of Psychology at the School of Human Studies, Ambedkar University
- Dr. Rukmani Bhaya Nair, Professor of Linguistics and English at the Department of Humanities and Social Sciences, IIT
- Prof. Nicola Pitchford, Associate Professor at the School of Psychology, University of Nottingham, UK
- Dr. R.M. Mathijs Cornelissen, teacher of Integral Psychology at the Sri Aurobindo International Centre of Education in Pondicherry and Director of the Indian Psychology Institute
- Dr. Manju Mehta, Head of Department, Clinical Psychology, AIIMS
- Dr. Amit Sen, Senior Child & Adolescent Psychiatrist, New Delhi

- Dr. Nimmi Hutnik, Reader in Mental Health at London South Bank University, UK
- Dr. Rosemary Dzvichu, Associate Professor, Department of English, Nagaland University
- Ms. Geet Oberoi, Founder and President, ORKIDS Multidisciplinary Clinic
- Dr. Achal Bhagat, Psychiatrist, Psychotherapist and founder of SAARTHAK, a group of Mental Health Organisations
- Dr. Rajni Palriwala, Professor of Sociology, Delhi University
- Dr. Manjeet Bhatia, Assistant Professor, Women's Studies and Development Centre, University of Delhi
- Dr. Waheeda Khan, Professor of Psychology, Jamia Millia Islamia University
- Dr. Shalini Anant, Counsellor and Psychotherapist, Mumbai

25. Seminars/Conferences/Workshops organised & the source of funding:

a. National:

- 'At the Edge of Psychology: Exploring Issues and Themes at the Margins', National seminar organised in 2015, funded by the ICSSR
- 'Femicon' (Women and Super Hero Comics), discussant Prof. Rajni Palriwala; Turncoat Debate 'Should Domestic Work be Paid?' judged by Prof. Manjeet Bhatia and Dr. Parvez Imam, in the Academic Congress 2014, supported by UN Women
- 'The Flight of the Dove: Building Cultures of Peace in the Classroom', seminar held in 2013, funded by DU under the Innovation Projects scheme
- National Paper Presentation organised in 2013, funded by LSR
- UGC sponsored workshop on 'Transactional Analysis', organised in 1989 and conducted by Dr. Oswald Summerton and Dr. Pearl Drego
- UGC sponsored Seminar 'Psychologists at Work', held in 1987
- UGC supported seminar 'Stress in Contemporary Life and Strategies of Coping' held in 1982

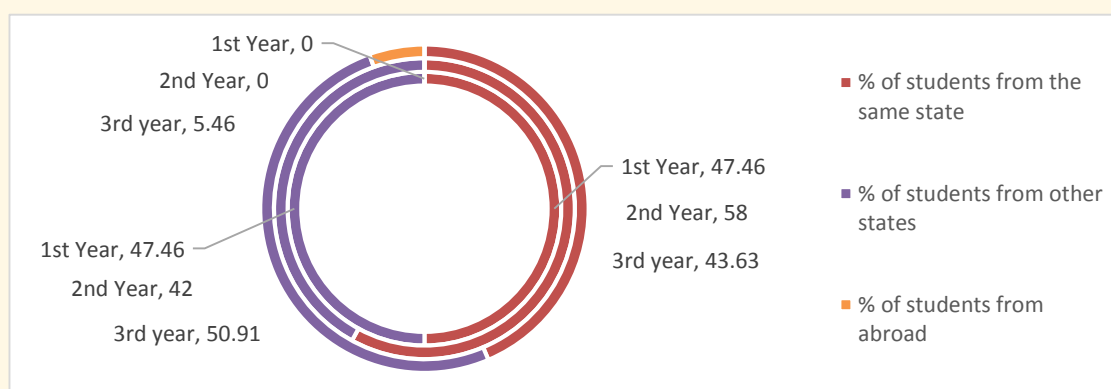
b. International: Nil

26. Student profile programme/course-wise:

Name of the Course/ programme	Applications received	Enrolled		Pass percentage
		*M	*F	
B.A. (Honours) Psychology, 2014-15	16,585	-	62	Ongoing
B.A. (Honours) Psychology, 2013-14	10,606	-	58	97%
B.A. (Honours) Psychology, 2012-13	8,990	-	58	100%

*M=Male *F=Female

27. Diversity of Students:



28. How many students have cleared national and state level competitive examinations such as NET/SLET/GATE/Civil services/Defense services etc.?

A number of students have cleared the NET and are currently teaching in colleges and universities. Dr. Suparna Bakaya (Batch of 2003) cleared the NET with JRF in 2006 and has been teaching at Shyama Prasad Mukherjee College, Delhi University. Dr. Shrruti Sahrawat cleared the NET and has been teaching at Indraprastha College for Women. Recently, Ms. Ayesha Saha and Ms. Maitryee Mondal in 2014, Ms. Akanksha Dochania, Ms. Shweta Sharma, Ms. Namrata Sharma and Ms. Rashbha Dochania in 2013 and Ms. Soumya Sharma in 2012 cleared the NET. Ms. Mahek Mahajan, Ms. Annie Baxi and Ms Khushbeen Sohi cleared the UGC-NET with JRF in 2013. Ms. Nitisha Setia cleared the Common Admissions Test (CAT) in 2013. Our students have also cleared Civil services exams, for instance, Ms. Ann Haokip joined the Indian Foreign Service (UPSC) in 2012 while Ms. Anuradha Thakur joined the Indian Administrative Services (UPSC) in 1994.

29. Student Progression: Approximate figures provided

Student progression	Against % enrolled
UG to PG	85-90%
PG to M. Phil.	10-15%
PG to Ph.D.	10-15%
Ph.D .to Post-Doctoral	Information not available
Employed	
-Campus selection	5-10%
-Other than campus recruitment	5-10%
Entrepreneurship/Self-employment	3-5%

(Some students set up their private practices as clinical psychologists/counsellors/life skills trainers. Very few set up their own businesses, however, in the recent past, there is an instance of a student who started an online portal for clothes).

30. Details of Infrastructural facilities:

a. Library:

The psychology section of the library provides an exhaustive list of more than 3000 books and four journals – Annual Review of Psychology, ISSN 0066-4308; American Psychologist, ISSN 0003-066X; Psychological Studies, ISSN 0033-2968; and Journal of the Indian Academy of Applied Psychology, ISSN 0019-4247. Faculty members and students also have access to a number of online journals, books and accessibility to libraries through DU Online Library and the UGC Online Library INFLIBNET Centre for which every faculty member and student has been given a personalised ID and password. The Department also has its own library with 120 book titles.

b. Internet facilities for staff and students:

The college is Wi-Fi enabled. 30 desktops and 42 laptops with internet facilities are available for faculty at all times for teaching/research. Further, 140 computers are available for students in the library, Reference Section and laboratories with Internet to work on their assignments.

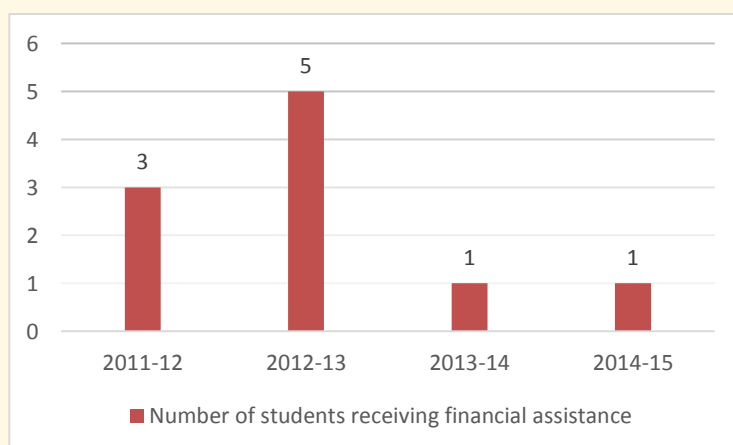
c. Classroom with ICT facilities:

The classrooms assigned to the Department are equipped with three projectors for PowerPoint presentations, six sound systems to facilitate audio-visual screenings, six computers and one printer.

d. Laboratories:

The Department has four laboratories. The newest laboratory has been designed as an Innovative Classroom based on the Hong Kong University model in which chairs and tables are circular in nature as compared to the normal horizontal tables and chairs. The laboratories have approximately 102 tests and scales for psychological testing and assessment which can be broadly categorised as those measuring Intelligence, Aptitude, Creativity, Personality, Neuropsychological, Attitudes, Values and Adjustment. It also has a number of instruments for conducting psychological experiments, including a biofeedback machine.

31. Number of students receiving financial assistance from college, university, government or other agencies:



In addition, the needs-cum-merit Matthew Whoolery scholarship of Rs.15, 000 was awarded to Ms. Rooplata Sahu in 2014, fulfilling the principle of education with social responsibility.

32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:

The learning of students is enriched in various ways through a number of educational activities conducted within and outside the department. Some of these programmes conducted over the last four years are discussed below:

Seminar: The Department of Psychology organised a national seminar titled ‘At the Edge of Psychology: Exploring Issues and Themes at the Margins’ in 2015. This was an academically rigorous attempt to build bridges between Psychology and other social sciences like political science, history, literature, sociology and anthropology over issues like modernity, conflict, violence, nation-state, gender and sexuality. This seminar brought to the fore issues that find themselves marginalised in psychological literature. Dr. Ashis Nandy, renowned sociologist and psychologist, Dr. Honey Oberoi Vahali, Dean and Professor of Psychology at the School of Human Studies, Ambedkar University, Dr. D. Suba Chandran, Director at the Institute of Peace and Conflict Studies (IPCS), Ms. Sramana Majumdar, UGC Research Fellow, Department of Psychology, Jamia Millia Islamia and Dr. Rosemary Dzuwichu, Associate Professor at the Department of English, Nagaland University graced us with their presence. Events conducted during the seminar included the Department’s second National Paper Presentation Competition which saw seven teams from across the country present their research papers on a wide variety of topics, ranging from Tibetan immigrants to Neuropsychology. The top two submissions were felicitated by a panel of eminent judges- Dr. Waheeda Khan of Jamia Millia Islamia University and Dr. Prem Sehejpal, retired faculty, Department of Psychology, LSR. As part of the national seminar, the award-winning Ugandan film ‘Call me Kuchu’ was also screened, followed by a discussion.

Another seminar titled ‘The Flight of the Dove: Building Cultures of Peace in the Classroom’ was organised in collaboration with B.El.D department. This seminar involved dissemination of research findings of the innovation project titled ‘The Imprisoned Dove: Transcending Conflict and Building Cultures of Peace’ by student research associates followed by workshops for school students and teachers. Educationist Ms. Abha Adams and Professor of Psychology, DU, Dr. Suneet Verma graced the occasion with their presence.

Critical Thinking Course: In 2013 Dr. Matthew Whoolery, a Fulbright scholar and a visiting faculty member organised a ten-week lecture series on ‘Critical Thinking in Psychology’ that delved into questions ranging from ‘Is mental illness a myth?’ to ‘Is time real?’ and encouraged students to engage with the discipline critically and methodically.

On line Courses: The Book, Documentary and Reading Club (BDR) of the Department has screened online course videos created by Coursera, an education platform that partners with top universities and organisations worldwide. In 2013, the course chosen was on Social Psychology in collaboration with Wesleyan University, USA. In 2014, the course was ‘Understanding Violence’ offered by the Ohio Wesleyan University in Connecticut,

USA. Videos were screened every week for 6 weeks, followed by engaging sessions with Department faculty members. The course witnessed participation of students from other departments in the College as well. Certificates were given to successful students at the end of the course.

Annual Academic Meet: In order to facilitate an exchange of ideas with experts as well as teachers and students of other colleges, the Department organises Zeitgeist, its academic meet, on an annual basis. The Meet centres on specific themes that are of contemporary significance to psychologists. In recent years, stimulating discussions have taken place through dialogues with external experts on issues such as: ‘Youth and its Crisis’, ‘Rethinking Research Methodologies in Psychology’, ‘Psychoanalysis- what it has to offer today’, ‘Work place Challenges’ and ‘Popular Culture: A Psychosocial Investigation’. Paper presentations, debates and competitions judged by external evaluators are other mediums through which student learning around the chosen theme is fostered during the much anticipated Meets.

Workshops: In 2015, two workshops were conducted on Gender, Sexuality and Sexual Violence as a part of the Department’s National Seminar. These were conducted by Ms. Shreena Thakore (co-founder, No Country for Women) and Ms. Sandhya Devesan (Assistant Professor of English at Ramjas College, University of Delhi). In 2015 as well as in 2014, Dr. Nimmi Hutnik, Reader in Mental Health at London South Bank University, conducted highly informative workshops on Cognitive Behavioural Therapy for the third year students of the Department. In 2014, the Centre for Dance Movement Psychotherapy (CDMP) conducted a workshop guided by Ms. Rashi Bijlani (RDMP, ADMP-UK & Clinical Psychologist). In 2013, Dr. Vasantha Patri, a retired faculty member of the Department who has established the Indian Institute of Counselling in Delhi, conducted a Counselling Skill Training Workshop for students and faculty.

Talks: Talks and interactive sessions with external experts are regularly organised for the students of the Department. In 2014 the Department organised the first ever TEDx event in College called TEDxLSRCollege. The event took place in the College auditorium and was attended by a select audience. Two of the six speakers—Dr. Kanika K. Ahuja and Dr. Parul Bansal -are faculty members of the Department. The other four speakers for the event were Dr. Matthew Whoolery, Mr. Mihir Srivastava (Journalist and Painter), Dr. Aseem Shrivastava (Author) and Ms. Shreena Thakore (Co-founder, No Country for Women). In the same year former students Ms. Pankhuri Agarwal and Ms. Sreepriya Menon were invited to talk about the preparation for competitive exams like TISS. Dr. Pervez Imam, a filmmaker was invited for a talk on mental health and the youth. In 2013-2014, Ms. Reena Nath, Family Therapist spoke about the problems faced by families in contemporary times and how these may be therapeutically addressed. In 2013 the Department invited young entrepreneur Mr. Kartik Aneja, founder of Nayi Disha Studios, who discussed how Developmental Psychology, education and technology can innovatively come together for enhancing children’s learning. The Department also invited its former student Ms. Sanchita Sahay to talk about the techniques of working with children with special needs and the importance of making learning spaces more inclusive.

Trips: In 2014 the Department undertook an educational trip to the National Brain Research Center (NBRC), Manesar. Students got the rare opportunity to visit the laboratories of the

Center and understand the on-going research. In the same year a field trip was also organised to the Institute of Human Behaviour and Allied Sciences (IHBAS), Shahdara, to learn more about managing patients with mental health problems. In 2015, a trip was organised for students of Human Resource Management to Maruti Factory, Gurgaon to get a glimpse into work processes like training, assembly line work, and ergonomics.

33. Teaching methods to improve student learning:

Teaching methods emphasize promoting and facilitating students' capacity to translate concepts and theories into real life applications, be it within one's life, family or community. They are also taught to critically develop their own perspective on psychological knowledge and are trained for conducting research as well as assessments and interventions. Our pedagogy combines critical thinking, skill-focus and experiential learning. Some common teaching methods used other than the traditional lecture method are discussions, role plays, audio-visual aids like power point presentations and films, case analyses, movie screenings, textual analysis, experiential analysis, diary method and educational field trips to varied settings. An intensive and individualized teaching method is implemented by forming small learning groups in practical and tutorial classes comprising of 10-12 students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Faculty members and students of the Department of Psychology routinely participate in various extension and outreach activities of the College such as VAPP (Voluntary Agency Placement Programme), REACH (Reaffirming Equity, Access, Capacity and Humanism), NSS (National Service Scheme), *Prakriti*, *Dhyana*, *Abhaya*: WDC (Womens Development Cell) and the Office of International Programmes. Our students also regularly intern with various NGOs like Amar Jyoti Research and Rehabilitation Center, Nanhi Kali, and VIMHANS, to name a few. Dr. Ahuja (2002-2004), Dr. Behera (2002-2011; 2013-2015) and Dr. Dhillon (2011-present) have been associated with NSS as faculty advisors for various projects. Dr. Dhillon has also been a part of REACH in the past (2010-2011). Dr. Dhawan and Dr. Ahuja have worked extensively with the Office of International Programmes at LSR. Dr. Ahuja has been the Co-Convener of the International Programmes Office (2005-2013) and is a member of the same since 2013.

Many teachers including Dr. Dhawan and Ms. Longchar have been providing counselling services to those in need both on and off campus and also give referrals to appropriate centres. Students have also been imparted intensive training and have delivered counselling services through the recently launched Peer Support Programme, a first-of-its-kind initiative that aims to provide a space where students can talk in a non-judgmental atmosphere and have their voices heard by peers who have experienced similar situations. The Department also organises the Mental Health Awareness Week (MHAW) annually in an effort to raise awareness about mental health concerns. As a part of the Academic Congress in 2014, Dr. Ahuja undertook workshops to enhance body satisfaction of female college students. In 2015, Dr. Ahuja and Dr. Dhillon organised a successful session aimed at fostering positive attitudes towards persons with mental illness in college students.

35. SWOC analysis of the Department and Future plans:

Strengths:

The Department of Psychology blends values of academic rigour, critical thinking and extra-curricular participation. Our biggest strength is our students, who are highly motivated, have high scholastic calibre, and come from varied cultural and socio-economic backgrounds. They engage in both competitive and collaborative learning to maximize their learning opportunities. Besides academics and extra-curricular activities, students undertake internships at hospitals, NGOs and business organisations as well as do small research projects to extend their learning outside college. They have held positions of responsibility in the student executive body, topped university examinations, won prestigious scholarships like Rhodes, Commonwealth, Gates Foundation, and received prizes like President's Gold Medal for the Best student in University of Delhi.

The students of the Department have remarkable work trajectories after graduation. Most pursue higher education in institutes of repute in India and abroad like Tata Institute of Social Sciences, Mumbai/Christ College, Bangalore/Delhi University/Oxford University/London School of Economics/Warwick Business School, to name a few. Some go on to explore the arena of work, not only in corporate sector but also in social sector, immediately after graduation. In the past, few of our students, heeding the voice of conscience have worked with socially disadvantaged sections of society in remote villages of the country and have then moved to finding their niche in developmental work.

The Alumnae of the Department are a strong asset. They include academicians like late Dr. Nalini Ambadi (1982), distinguished Professor at Stanford University, Prof Leena Chatterjee (1976), Professor, Behavioural Sciences, IIM-Calcutta, Dr. Shuchi Sinha, Assistant Professor, Human Resource Management and Organisation Studies, IIT-Delhi, Deepti Sachdev (2001), Assistant Professor, AUD University. Three of our current faculty members have also graduated from this Department. Some other notable alumnae include Priti Capoor-Savage (1977), Senior Vice President, Capital One; Sadhana Rana Ramachandran (1975), Advocate, Supreme Court of India, and Ms. Nira Anand (1978), Head, Human Resources, World Bank.

The faculty of an educational institution is its most important resource. The Department of Psychology is fortunate to have committed and competent teachers, with diverse specialisations. Out of 9 teachers, 6 hold Doctorate degrees and 3 are enrolled in PhD programmes. The past and current faculty of the Department has a long standing history of sound research work and has published and presented papers nationally and internationally and authored books and text books. Teaching-learning is a priority area for the Department and continuous innovations are made in pedagogy. Besides transacting the syllabi in as rigorous a manner as possible, teachers and students create opportunities to go beyond curriculum. The classroom is a lively and democratic space for deliberation, questioning the obvious and not so-obvious, embracing diversity and providing students the space and confidence to share their views. Learning through self experience is an integral teaching method used by the teachers of the Department, with some faculty members taking one-on-one sessions with every student of the outgoing batch. Creatively designed regular assignments are held. Students are given detailed and timely feedback on their answers as well as practical report write-ups. They are encouraged to read research papers, review

research and design research proposals. Often they are guided to carry out small research projects within the constraints of time and resources. Students and teachers of the Department share a close bond with each other that goes beyond academics.

The Department has a vibrant extra-curricular and co-curricular environment. The Department's initiative and creativity is exquisitely displayed in events like the first ever TEDx at LSR, its recent National Seminar, two publications (a magazine 'Zeitgeist' and an academic journal 'Learning Curve' with an On-line ISSN number: 2321-7057), the Mental Health Awareness Week and discussion forums for two Coursera courses.

The Department stands for bringing together academic excellence with humanism. The Peer Support Programme is a sterling example of the same. Psychology students are trained in listening, reflecting, empathetic responding and other counselling skills to provide psychological help to fellow college students. Breaking the barriers of stigma, power hierarchies and high cost associated with help seeking, this unique initiative allows young people to access help at close quarters.

Weakness:

The Department is in need of more infrastructural facilities like air-conditioned laboratories, and resources like updated psychological tests and computers equipped with software for data analysis for research and consultancy work.

Opportunities:

We are a young department with a mean age of faculty as 36 years. Aware of new knowledge trends in the discipline of Psychology, the faculty is open to learning and growing. It is also poised to offer constructive critique of disciplinary methodologies and theoretical precepts and alternatives to the world of knowledge. As psychologists, our biggest challenge is to further nurture and enhance psychological know-how and sensitivity in students. We would like to enable them to use their privilege of quality higher education to become critical and concerned citizens and assume leadership positions.

Challenges:

Among the challenges that we face are to reconcile diverse demands from higher education to be a driver of social change on one hand, and to increase employability on the other hand. We aspire to make psychology a truly interdisciplinary discipline offering theoretical and methodological insights into issues of socio-political and economic relevance. We aim to be more inclusive in catering to the needs of linguistically diverse sections of society through remedial teaching and in locating reading material in vernacular languages.

Future Plans:

As a Department, we would like to undertake action research on social issues of practical significance. We would like to build a better interface with the field viz. Hospitals, NGOs, Organisations, Schools, etc. to provide greater exposure to fieldwork and training to our students, while also undertaking outreach initiatives like assessment and counselling. Designing and carrying out short-term certificate courses on research methodology, critical enquiry, understanding interpersonal relationships, among others is another thrust area. And finally, we shall continue to promote self-analytical, introspective and other life skills in students so that they become well equipped to face life with courage, confidence and conviction in themselves.

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Evaluative Report of the Department of Sanskrit



1. Name of the Department: Sanskrit

2. Year of Establishment: 1956

3. Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):

- UG-B.A. (Honours) Sanskrit
- PG-M.A. Sanskrit

4. Names of Interdisciplinary courses and the departments/units involved:

The Department of Sanskrit offers the following course:
Sanskrit Literature (Concurrent Course) to the Department of Hindi

5. Annual/semester/choice based credit system (programme wise): Semester

6. Participation of the Department in the courses offered by other departments:

Students from the Sanskrit Department take the following courses from other departments:

- Department of English: English (Qualifying Language Course)
- Department of Hindi: Hindi (Credit Course); Hindi Literature (Concurrent Course)
- Department of History: Cultures in India (Modern); Ancient Delhi (both Concurrent Courses); History of India up to c. 300 BCE; History of India c. 300 BCE up to 8th century CE, Allied Papers (for erstwhile FYUP)
- Department of Elementary Education: Environmental Studies (Compulsory Course)

7. Courses in collaboration with other universities, industries, foreign institutions, etc.:

Not permitted as per University Ordinance

8. Details of courses/Programmes discontinued (if any) with reasons:

- Annual system was discontinued from 2010. The last batch graduated in April 2013.
- The Four Year Undergraduate Programme (FYUP) was discontinued in 2014 due to directives from DU.
- B.A. (Programme) was discontinued in 2013 under the FYUP and re-introduced in 2014.

9. Number of teaching posts: As on 22 May, 2015

	Sanctioned	Filled
Professors	Not Applicable	Not Applicable
Associate Professors	Not Applicable	1
Asst. Professors	6	3 (1 Temporary)

10. Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./Ph.D./M.Phil. etc.): As on 22 May 2015

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Manjula Bhandari	Ph.D.	Associate Professor	Grammar, Dharmashastra	43 years	None
Vandana S. Bhan	Ph.D.	Assistant Professor	Grammar, Poetics	9 years	None
Pankaja Ghai	Ph.D.	Assistant Professor	Dharmashastra, Arthshastra	12 years	None
Monika Mishra	Ph.D.	Assistant Professor (Temporary)	Sanskrit Poetics, Literature, Grammar	5 years	None

11. List of senior visiting faculty: None

12. Percentage of lectures delivered and practical classes (programme wise) handled by temporary faculty:

Approximately 25% lectures and tutorials for B.A. (Honours) Sanskrit were delivered by temporary faculty from January to May, 2015.

13. Student-Teacher Ratio (programme wise):

B.A. (Honours) Sanskrit- 17:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not Applicable

15. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil./PG:

- Manjula Bhandari, M.A.(Sanskrit), Ph.D. (Sanskrit)
- Vandana S. Bhan, M.A.(Sanskrit), M.Phil (Sanskrit), Ph.D. (Sanskrit)
- Pankaja Ghai, M.A.(Sanskrit), M.Phil (Sanskrit), Ph.D. (Sanskrit)
- Monika Mishra, M.A. (Sanskrit), Ph.D. (Sanskrit): Presently not employed with LSR

16. Number of faculty with on-going projects from a) National b) International funding agencies and grants received:

- National funding agencies: None
- International funding agencies: None

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:

Others:

- Dr Pankaja Ghai was the recipient of a grant (Amount of grant: Rs. Seventy two thousand) from the Department of Culture, MHRD, GOI in 2000-02, for the project titled 'Kautilya Arthashastra-Adhunik Pariprekshya Mein'.

18. Research Centre/facility recognized by the University:

The Aung San Suu Kyi Centre for Peace is a Research Centre/facility at Lady Shri Ram College for Women, established with funds granted by the University Grants Commission.

19. Publications:

Teachers	Books Authored/ Edited	Chapters in Books / Textbooks	Papers in Journals (National/ International)	Book Reviews in Journals	Monographs
Manjula Bhandari	-	-	-	-	-
Vandana S. Bhan	-	2	-	-	-
Pankaja Ghai	-	3	-	-	-

Dr. Vandana S. Bhan:

Chapters in Books:

- Bhan, V. (2014). Vivaah: Badalti Mansikata, Swaroopevamuska Prabhava. In H. Singh (Ed.). *Desh ke is Daur Mein Sanskrit, Sanskriti aur Sanskritik Asmita ki Chhnutiyan* (pp. 11-18). Jaipur: Gautam Book Company. (ISBN: 978-93-81149-63-8)
- Bhan, V. (2012). *Yog tatha Bhog ka Praspar Sambandh – Shakuntala tatha Parvatike Vivahke Pripekshya Mein*. In S. Rajdan (Ed.). *Padmaparag (Lotus Nectar)*. (pp. 195-203). University of Kashmir, Srinagar. (ISBN: 2250-351X)

Dr. Pankaja Ghai:

Chapter(s) in Book(s):

- Ghai, P. (2012). *Mahabharata Evam Kautily Arthashastra Mein Uddhrit Acharyon ke Arthashastraparak Siddhanta*. In K. Shastri (Ed.). 'Advait Mani' Rammurti Sharma Commemoration Volume (pp. 319-324). New Delhi: Vidya Nidhi Prakashan. (ISBN:978-93-80651-37-8)
- Ghai, P. (2009). *Urmikaevam Purandhripanchakam-Eka Sameeksha*. In Dr. R. Jhalani (Ed.). 'Vedgouravam' Ved Kumari Commemoration Volume (pp. 249-252). Department of Sanskrit, University of Jammu.
- Ghai, P. (2008). *Terrence Ball ke Vyakhyasiddhanta*. In M. Sinha (Ed.). *Gandhi Adhyayan* (pp. 16-23) Delhi: Orient Longman. (ISBN:13:978-81-50-3405-6)

20. Areas of consultancy and income generated: Nil

21. Faculty as members in a) National Committees, b) International Committees and c) Editorial Boards:

a. National Committees

Dr. Manjula Bhandari:

- Member, Board of Research Studies (Arts Faculty, University of Delhi) since 2013
- Member, Research Board, Sanskrit Department, University of Delhi (2011-13)

b. International Committees:

Dr. Pankaja Ghai: Member, International Association for Sanskrit Studies (IASS), 2012

c. Editorial Boards: None of the faculty members serve on any Editorial Boards presently.

22. Student Projects:

a. Percentage of students who have done in-house projects including inter departmental/programme: 100%

b. Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/Industry/other agencies: Very few students (2-3%) opt for internships in companies like Good Service and NGOs like Umeed.

23. Awards/Recognitions received by faculty and students:

Faculty:

Dr. Vandana S. Bhan: UGC NET-JRF in 1998

Students:

The Department of Sanskrit boasts of students of very high academic capability who have also won accolades in sports and various creative fields. A list of few such awards/recognitions received by former and present students in inter-college, national/international events follows:

Academic Awards:

In recent times, the following students topped their course in College and also obtained University Positions:

- Ms. Vaishali Pandey (First Year), Ms. Damini Jha (Second Year) and Ruby Kumari (M.A. Final) in 2014-15. Ms. Khushboo Kumari (Third year) was awarded the Shri Karamchand Prize for the Highest Marks in Sanskrit across Delhi University.
- Ms. Shagun Sinha (Second Year) in 2012-13.
- Ms. Shagun Sinha (First year), Ms. Shikha Rajpurohit (Second Year), Ms. Kirti Kumari M.A. (Previous) and Ms. Geeta M.A. (Final) in 2011. Ms. Geeta obtained First position in South Delhi Campus.

Achievements in Extra-Curricular Activities:**2014-2015:**

- Ms. Arushi, Ms. Damini, Ms. Sharda, Ms. Neha, Ms. Vaishali, Ms. Pratibha and Ms. Rashmi won First Prize at the Sanskrit Qawali Competition organised by the Delhi Sanskrit Academy at Daulat Ram College
- Ms. Sharda, Ms. Rajnandini, Ms. Jyoti, Ms. Rashmi, Ms. Vaishali and Ms. Pratibha won the Third Prize at the Shloka Sangeet Competition organised by the Delhi Sanskrit Academy at Kalindi College
- Ms. Sharda received the Second Prize at the Shlokavritti Competition at Janaki Devi Mahavidyalaya.
- Ms. Ankurita won the First Prize in the Quiz Competition organised by the NCC CATC (Delhi Directorate).

2013-2014:

- Ms. Sharda won the Third position in a Debate Competition at St. Stephens.
- Ms. Manimala won the Consolation Prize at a Quiz event at Vivekananda College.
- Ms. Alka received the Third Prize at a Debate Competition at Delhi Sanskrit Academy.

2012-2013:

- Ms. Ishana Pareek and Ms. Shagun Sinha received the Third prize in the Natyabhivyakti Competition held at Miranda House.
- Ms. Shagun Sinha was awarded the First Prize at the Inter-college paper reading competition held at Miranda House and the Third Prize for the Sanskrit speech competition held at St. Stephen's College.
- Ms. Nikhilesh Chaudhary won the First Prize in the Padyavritti Competition held at Gargi College. She also won the First Prize in the Hindu College's inter-college Shloka recitation competition.

Sports Achievements:

- In 2013-2014, Ms. Khushboo was part of the College Volleyball team. The team bagged the Champions Trophy at the league organised by IIT Delhi.
- In 2012-2013, Ms. Rameshwari won two Gold Medals, two 2 Silver Medals and one Bronze Medal in the Delhi University Inter College Archery Tournament.
- Awards/Recognitions won over the years by distinguished alumnae:
- Dr. Kamal Anand is Honorary Professor in Vishveshvarananda Vedic Research Institute, Hoshiarpur and O.S.D. Aditi Mahavidyalaya, University of Delhi. She is the first and only woman so far to have received D.Litt. at Punjab University. Dr. Anand has to her credit 5 books, 45 research papers, several articles and poems. She is the first woman to have been honoured by the Government of Punjab with the Shiromani Sanskrit Sahityakara Award. She also has the honour of being the first recipient of the Rama Krishana Award, Saraswati Vikas, Ontario Canada.
- Dr. Urmil Rustagi (Batch of 1963) was Reader at the Department of Sanskrit, Miranda House College, University of Delhi. She has been also Bursar, Vice-Principal and officiating Principal of Miranda House (2000-2002).
- Dr. Shashi Chaddha (Batch of 1965) has been a Reader in Department of Sanskrit, Kamala Nehru College, University of Delhi. She is the author of a number of books published by reputed publishers
- Dr. Nirmal Trikha (Batch of 1967) has been Reader at the Department of Sanskrit and Bursar of Daulat Ram College, University of Delhi. She has also been the Vice Principal of the college. She has presented and published several research papers in

National and International Conferences. She received the Sanskrit Samaradhaka Samman from Delhi Sanskrit Academy in 2003-2004.

- Dr. Chanchal Mishra (Batch of 1975) has served as Head of Department of Sanskrit, Dayal Singh College, University of Delhi. She has published two books and presented many papers in Seminars and Conferences.
- Mrs. Amla Thukral (Batch of 1975) has received Vidyalaya Sewa Samman Award and Sanskrit Samaradhak Samman from Delhi Sanskrit Academy.

24. List of eminent academicians and scientists/visitors to the Department:

The Department of Sanskrit has hosted several reputed visitors over the years from India as well as abroad. A list of few selected visitors follows:

- Dr. Satyavrat Shastri, Eminent Scholar
- Dr. Karan Singh, Oriental Scholar and well-known political personality
- Dr. Mandakranta Bose, Eminent Scholar from University of Columbia
- Dr. Vachaspati Upadhyaya, acclaimed Sanskrit scholar
- Shri Charudev Shashtri, Padmashree, acclaimed Sanskrit scholar
- Ms. Uma Sharma, Renowned Classical Dancer
- Swami Kedernanda of Ramakrishna Mission
- Dr. Baladevanand Sagar, Eminent Media Person
- Dr. Rabindra Nagara, Well known Media Person and Astrologer
- Prof. Sudhir Kaikar, Director, Computer Centre, JNU
- Dr. Subhadra Desai, Renowned Classical Singer and Sanskrit scholar
- Dr. Kalyan Kumar Chakravarty, Vice Chairman, Department of Education, Government of India
- Dr. Ashok Sinha, Deputy Director, ASI
- Prof. S. P. Narang, Department of Sanskrit, University of Delhi
- Dr. Ravindra Vasishtha, Reader, Department of Sanskrit, Shivaji College

25. Seminars/Conferences/Workshops organised & the source of funding:

a. National:

- National Seminar on 'The Notion of Kinship, Family and Justice in India' in 2007 funded by LSR
- Panel discussion on 'Confluence of Archaeological Evidence with Sanskrit Literature' in 2012 funded by LSR

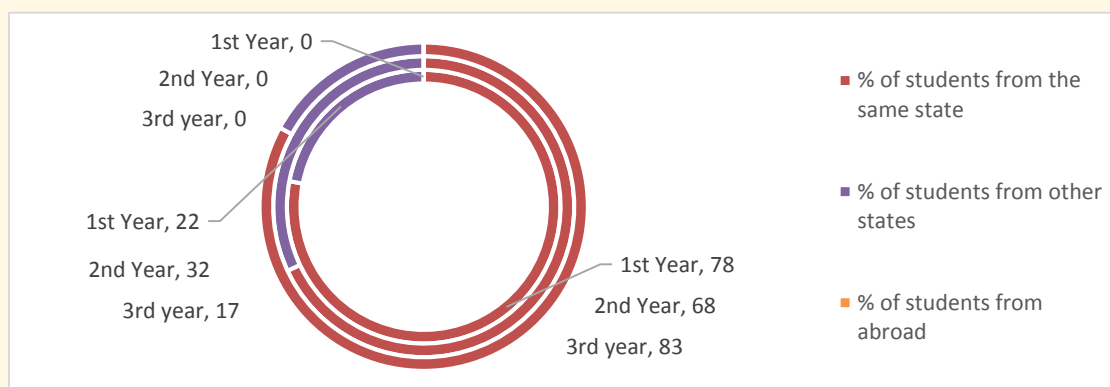
b. International: Nil

26. Student profile programme/course-wise:

Name of the Course/ programme	Applications received	Enrolled		Pass percentage
		*M	*F	
B.A. (Honours) Sanskrit, 2014-15	5,900	-	27	Ongoing
B.A. (Honours) Sanskrit, 2013-14	8,833	-	21	60%
B.A. (Honours) Sanskrit, 2012-13	1,525	-	20	87.5%

*M=Male *F=Female

27. Diversity of Students: Approximate figures provided



28. How many students have cleared national and state level competitive examinations such as NET/SLET/GATE/Civil services/Defense services etc.?

In the last 5 years, approximately 3 to 4 students have cleared UGC-NET Exam, such as Ms. Shagun Sinha (2013 batch), Ruby (2011 batch), Ms. Kritika (2011 batch). Two students- Ms. Shikha Rajpurohit (2012 batch) and Ms. Kamini, have received JRF as well. Information regarding students who have cleared Civil services is not available.

29. Student progression: Approximate figures provided

Student progression	Against % enrolled
UG to PG	40-45%
PG to M. Phil.	10%
PG to Ph.D.	10%
Ph.D .to Post-Doctoral	Information not available
Employed	
-Campus selection	2-3%
-Other than campus recruitment	20%
Entrepreneurship/Self-employment	4-5%

30. Details of Infrastructural facilities:

a. Library:

The Sanskrit section of the library provides an exhaustive list of more than 8500 books and 4 journals: Arvacheen Sanskritam, Kalyan, Sanskrit Manjari, Vishva Sanskritam. Faculty members and students also have access to a number of online journals, books, and accessibility to libraries through DU Online Library and the UGC Online Library INFLIBNET Centre for which every faculty member and student has been given a personalised ID and password.

b. Internet facilities for staff and students:

The college is Wi-Fi enabled. 30 desktops and 42 laptops with internet facilities are available for faculty at all times for teaching/research. Further, 140 computers are available for students in the library, Reference Section and laboratories with Internet to work on their assignments.

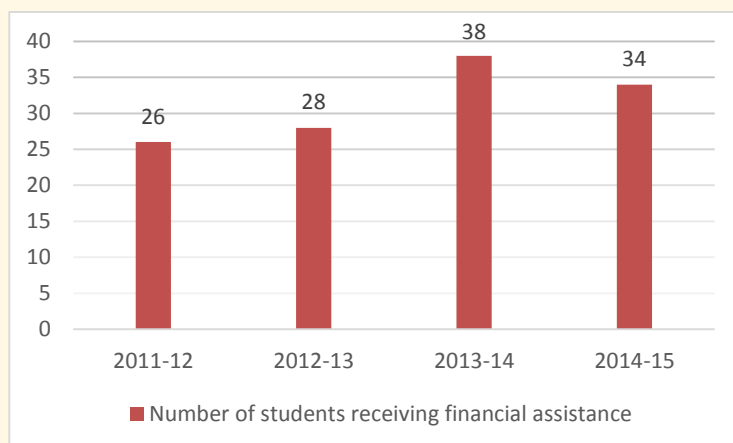
c. **Classroom with ICT facilities:**

Many classrooms assigned to the Department are equipped with projectors and sound systems to facilitate audio-visual screenings.

d. **Laboratories:**

Not required by the Department

31. **Number of students receiving financial assistance from college, university, government or other agencies:**



32. **Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:**

The learning of students is enriched in various ways through a number of educational activities conducted within and outside the Department. The Sanskrit Sambhashan Shivir from Lok Bhasha Prachar Samity is organised at regular intervals. The Department has been in contact with several members of Sanskrit Bharati.

Talks: Talks with external experts are an important source of student enrichment. Several eminent personalities were invited during the National Seminar titled ‘The Notion of Kinship, Family and Justice in India’ organised by the Department in 2007 and then again for the panel discussion on ‘Confluence of Archaeological Evidence with Sanskrit Literature’ organised more recently in 2012. Dr. Kalyan Kumar Chakravarty, Vice Chairman, Department of Education, Government of India; Dr. Ashok Sinha, Deputy Director, ASI; Prof. S. P. Narang, Department of Sanskrit, DU; Dr. Smita Sahgal, Reader, Department of History, LSR and Dr. Ravindra Vasishtha, Reader, Department of Sanskrit, Shivaji College graced the occasion as speakers. Eminent personalities are also invited during the Department’s annual academic meet Samskriti. These meets involve several competitions such as shloka recitation, speech competitions and a Natyabhivyakti competition. The competitions are often judged by external experts. For instance in 2013, judges for the events included Dr. Puneeta Sharma from Sri Venkateswara College and Dr. K.B. Joshi from the School of Open Learning.

Workshops: Workshops are also a medium of learning for students. In 2011, a Vedic Chanting Workshop was started with Dr. Subhadra Desai as the resource person and this has been organised regularly ever since. Frequent participation in the activities of the Delhi Sanskrit Academy also brings us in touch with various other organisations to exchange

ideas. In 2011-12, the Delhi Sanskrit Academy invited students to chant Vedic Sukta (the Saraswati Suktam) in the Jhandewalan Premises of the academy on the occasion of the 'Rashtriya Sanskrit Kavi Sammelan'. The Department also regularly organises Vedic Chanting classes, for instance in 2014-15, these classes were held under the guidance of Dr. Subhadra Desai.

Trips: Departmental trips are also organised to further student learning. In 2013-14, a three day academic trip was organised to Patna. To enable students to have a hands-on experience of Epigraphy and Archaeology, the Department organised an educational trip for the final year students to Sarnath, near Varansi, UP in 2012. The students visited various archaeological sites in Sarnath and made attempts to decipher the 'Buddha Gupta' inscription written in Brahmi. They also got the opportunity to visit the Banaras Hindu University, the Bharat Kala Bhawan, the Museum of the Archaeological Survey of India and the Dhamek Stupa.

33. Teaching methods to improve student learning:

The Department strives to make learning a multi-sensory experience. A discipline like Sanskrit is mainly related with study of text books. In order to understand the overall nature of the text, textual and contextual study is required. Keeping this in mind, it has been our constant endeavour to go beyond routine text book teaching. For papers such as Epigraphy and Archaeology, academic trips to Mathura sites, Nalanda, Vaishali, Varanasi, Sarnath and the National Museum have been regularly organised.

Along with this, students are encouraged to pursue selective readings of Sanskrit magazines and journals besides other academic journals. In order to enhance the understanding of different dimensions of the discipline, the Department conducts talks and lectures by eminent scholars in the field. Vedic chanting (Saswarapatha) is another unique activity of the Department. Under the wise guidance and training of Dr. Subhadra Desai (Sanskrit scholar and profound Hindustani classical vocalist) students learn how to chant Vedic hymns. This weekly class helps in making Vedic hymns more interesting and develops better understanding of the Vedas.

The Department of Sanskrit has always made the best use of lectures and tutorials. Queries from students regarding the syllabus and other aspects are regularly addressed in tutorials. In order to develop Sanskrit language skills, the Department has been organizing Sanskrit conversation camps. A weekly class is also allocated in the time-table during which they are encouraged to speak in Sanskrit. This helps students overcome inhibitions and develop flair for the language. This endeavour has been very useful in enhancing students' reading, writing, and conversational skills. This exercise especially helps them in their Translation course as well.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Faculty members and students of the Department routinely participate in various extension and outreach activities of the college such as VAPP (Voluntary Agency Placement Programme), REACH (Reaffirming Equity Access Capacity and Humanism), NSS (National Service Scheme), *Prakriti*, Dhyana, Abhayaa: WDC (Women's Development Cell) and the Office of International Programmes. Dr. Bhan has been associated with the NSS since 2006. Dr. Ghai has worked with REACH (2004-2012).

35. SWOC analysis of the Department and Future plans:

Strengths:

Sanskrit is one of the oldest languages of the world, and contains within it a large treasure house of ideas, knowledge and creativity. The Department of Sanskrit is firmly committed to the study of Sanskrit and keeps alive its literary and scholarly worth. The Department of Sanskrit provides extensive training to interested students to speak the language fluently. It also organises workshops and in-house competitions amongst students in chanting Vedic hymns with their prescribed diacritical marks called saswarapatha. This also helps the students find employment. Regular academic trips are organised to make the study of Sanskrit come alive. The Department also conducts monthly student-faculty meetings, which is another good platform to discuss issues regarding teaching methods, attendance, performance of students etc. A good teacher-student ratio helps the Department in making students realise the immense potential of studying Sanskrit literature.

Weakness:

Numerically a very small Department, we find it difficult to organise big events like conferences etc. The engagement of faculty at college activities is also restricted because of the same reason.

Opportunities:

Students of Sanskrit are in demand in manuscripts libraries, museums, banks (as Hindi officers), and teaching. Many new career options can be opened in the fields of Stress Management, Climatology, Arts and Aesthetics and Environment Management. The sheer volume of Sanskrit literature is immense and is largely unexplored. Hence, there is much scope for research work in the areas of astronomy, philosophy, medicine, history, music, astrology, palmistry, yoga, architecture and vaastu.

Challenges:

In the contemporary scenario, the significance of Sanskrit as a language has declined over the years. At the school level, students now have more languages to choose from as the third language, and many students seem to prefer languages other than Sanskrit. They are often, not extensively exposed to Sanskrit. One outcome is that the number of students seeking to study this subject at the college level is rapidly diminishing. We at LSR are attempting to popularize the subject and highlight its relevance in today's world.

Future plans:

For the promotion of Sanskrit as a subject we wish to encourage basic research exploring the linkages between Sanskrit and Science, application of Sanskrit in the development of computer software for Language processing and the use of electronic media to telecast programmes in simple Sanskrit. Efforts are required at various levels- personal, social and administrative. The study of Sanskrit language has much to offer and its future looks highly promising and we remain optimistic. We hope to see it become a medium that inspires the heart, mind and soul of the generations to come.

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Evaluative Report of the Department of Sociology



1. **Name of the Department:** Sociology
2. **Year of Establishment:** 1993
3. **Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**

UG: B.A. (Honours) Sociology

4. **Names of Interdisciplinary courses and the departments/units involved:**

The Department of Sociology offers the following courses:

- Introducing Sociology (Allied Course) to the Department of English (erstwhile FYUP)
- Gender and Society (Discipline Centered Concurrent Course) to the Department of English
- Sociology of Contemporary India (Interdisciplinary Concurrent Course) to the Departments of English and Political Science

5. **Annual/semester/choice based credit system (programme wise):** Semester

6. **Participation of the Department in the courses offered by other departments:**

Students from the Sociology Department study the following courses from other departments:

- Department of Hindi: Higher Hindi and Lower Hindi (Qualifying Course)
- Department of English: Individual and Society (Concurrent Course)
- Department of History: Cultural History of Modern India (Concurrent Course)
- Department of Political Science: Citizenship in a Globalized World (Concurrent Course); Reading Gandhi (Qualifying Course)

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:**

Not permitted as per University Ordinance.

8. **Details of courses/Programmes discontinued (if any) with reasons:**

- Annual system was discontinued in 2010. The last batch graduated in April 2013.
- The Four Year Undergraduate Programme (FYUP) was discontinued in 2014 due to directives from DU.
- B.A. (Programme) was discontinued in 2013 under the FYUP and re-introduced in 2014.

9. **Number of teaching posts:** As on 22 May, 2015

	Sanctioned	Filled
Professors	Not Applicable	Not Applicable
Associate Professors	Not Applicable	2 (1 On Deputation)
Asst. Professors	9	2 (1 Temporary)

10. Faculty profile with name, qualification, designation, specialisation (D.Sc./D.Litt./Ph.D./M.Phil. etc.) : As on 22 May 2015

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Gopa Sabharwal	Ph.D.	Associate Professor (currently on deputation as Vice-Chancellor, Nalanda University)	History of Society, Contemporary India, Ethnic Identities	22 years	None
Anjali Bhatia	Ph.D.	Associate Professor	Sociology of Food, Family and Kinship, Middle Class, Everyday Life	22 years	None
Bhawana Sharma Jha	M. Phil.	Assistant Professor	Economic Sociology, Sociological Theories	13 years	None
Saswati Bhattacharya	Ph.D.	Assistant Professor (Temporary)	Social Stratification, Sociology of Religion, Sociology of Gender, Sociological Research	5 years	None

11. List of senior visiting faculty: None

12. Percentage of lectures delivered and practical classes (programme wise) handled by temporary faculty:

Approximately 50% lectures and tutorials for B.A. (Honours) Sociology, i.e. 12 lectures and 6 tutorials per week were taken by 2 temporary faculty between January-March 2015. These were taken by 1 temporary and 2 guest faculty between March-April 2015.

13. Student-Teacher Ratio (programme wise):

B.A. (Honours) Sociology- 34:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Not Applicable

15. Qualifications of teaching faculty with D.Sc. /D.Litt. /Ph.D. /M.Phil. /P.G.:

- Gopa Sabharwal, M.A. (Sociology), M.Phil. (Sociology), Ph.D. (Sociology)
- Anjali Bhatia, M.A. (Sociology), M.Phil. (Sociology), Ph.D. (Sociology)
- Bhawana Sharma Jha, M.A. (Sociology) M. Phil, (Sociology)
- Saswati Bhattacharya, M.A. (Sociology), M. Phil. (Sociology), Ph.D. (Sociology)

16. Number of faculty with on-going projects from a) National b) International funding agencies and grants received:

- National funding agencies: None
- International funding agencies: None

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:

Others:

Dr. Saswati Bhattacharya from the Department of Sociology, Ms. Anjani Kochak from the Department of Economics and Dr. Anjana Singh from the Department of Economics received the Innovation project grant (Amount of grant sanctioned: Rs. Three lakhs) from DU in 2013-15 for their project titled 'The Successful Professional Woman: Work-Life Balance and Well-Being'.

18. Research Centre/facility recognized by the University:

The Aung San Suu Kyi Centre for Peace is a Research Centre/facility at LSR, established with funds granted by the University Grants Commission.

19. Publications:

Teachers	Books Authored/ Edited	Chapters in Books / Textbooks	Papers in Journals (National/ International)	Book Reviews in Journals	Monographs
Gopa Sabharwal	3	-	-	-	-
Anjali Bhatia	-	-	1	3	-
Bhawana Sharma Jha	-	-	-	-	-
Saswati Bhattacharya	-	-	-	-	-

Dr. Gopa Sabharwal:

Books Authored/Edited:

- Sabharwal, G. (2007). *India since 1947: The Independent Years*. New Delhi: Penguin India. (ISBN 9780143102748)
- Sabharwal, G. (2006). *Ethnicity and Class: Social Differentiation in an Indian City*. Delhi: Oxford University Press. (ISBN 9780195678307)

- Sabharwal, G. (2000). *The Indian Millennium, A.D. 1000 to A.D.2000*. Delhi: Penguin India. (ISBN: 9780140295214)

Dr. Anjali Bhatia:

Paper(s) in Journal(s) (National/International):

- Bhatia, A. (2000). For Democratic Education. *Mainstream*, XXXVIII (20), 11-12.

Book Reviews in Journals:

- Bhatia, A. (1994). [Review of the book *The Sociology of Food: Eating, Diet & Culture*, by S. Mennell, A. Murcott & A.H. Otterloo]. *Contributions to Indian Sociology*, 28, 373-374. (Print ISSN: 0069-9667 Online ISSN: 0973-0648)
- Bhatia, A. (1994). [Review of the book *Gods in the Global Village: The World religions in Sociological Perspective*, by L. Kurtz]. *Contributions to Indian Sociology*, 32, 373-374. (Print ISSN: 0069-9667 Online ISSN: 0973-0648)
- Bhatia, A. (1993). [Review of the book *Changing Cultures: Feminism, Youth and Consumerism*, by M. Nava]. *Contributions to Indian Sociology*, 27, 330. (Print ISSN: 0069-9667 Online ISSN: 0973-0648)

20. Areas of consultancy and income generated: None

21. Faculty as members in a) National Committees, b) International Committees and c) Editorial Boards

- National Committees:** No faculty member of the Department is currently part of any National Committee.
- International Committees:** No faculty member of the Department is currently part of any International Committee.
- Editorial Boards:** No faculty member of the Department is currently part of any Editorial Board.

22. Student Projects:

- Percentage of students who have done in-house projects including inter departmental/programme:** 100%
- Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/Industry/other agencies.**
 - Approximately 20% students take up summer internships in NGOs and Industry. Organisations that students of the Department have worked with include Aasha Deep, Umang, Artists at Work Productions, Connecting Dreams Foundation, Child Rights and You, Dabur Foundation, Hero Motorcorp, Prayas, Make a Difference, Pravah, Katha, Grameen Foundation, Kriti and Aarohan.
 - Two students in 2013-15 worked as student research associates in DU funded Innovation Project described earlier.

23. Awards/Recognitions received by faculty and students

Faculty:

Dr. Gopa Sabharwal was handpicked by the Nalanda Mentor Group and its Chairperson Professor Amartya Sen to spearhead the task of establishing the prestigious Nalanda

University. She is arguably one of India's younger Vice Chancellors, appointed in February 2011.

Dr. Anjali Bhatia:

- UGC-NET JRF (1991); SRF (1994)
- Award for achieving First Position in Jawaharlal Nehru University in the Master's Programme (Sociology), 1990
- Award for achieving First Position in Jesus and Mary College in B.A. Honours (Sociology), 1988

Ms. Bhawana Sharma Jha: UGC-NET JRF, 1994

Dr. Saswati Bhattacharya: UGC-NET JRF 2000; SRF 2004

Students:

The Department of Sociology boasts of students of very high academic capability who have also won accolades in sports and other extra-curricular events. A list of few such awards /recognitions received by students over the past four years in inter-college, national/international follows:

Academics:

- Ms. Mayanka Dave Mukherjee was awarded the prestigious Rhodes Fellowship in 2015
- Tanushri Roy was the recipient of the LEADearthSHIP Fellowship under the aegis of TERI in 2014-15

The following students have topped their course in College and obtained University Positions:

- Ms. Kamalini Hegde (First year), Ms. Bhargabi Das (Second year) and Ms. Arshiya Chavi Thakur (Third year) in 2014-15
- Ms. Kritka Singh (Third year) in 2013-14
- Ms. Kritka Singh (Second year) and Ms. Priyadarshini Bhattacharya (Third year) in 2012-13. Ms. Bhattacharya was awarded the University Medal for her academic performance in B.A. (Honours.) in Sociology
- Ms. Priyadarshini Bhattacharya was awarded the Posco Scholarship in 2011-12
- Ms. Abismrita Chakravarty (First year), Ms. Priyadarshini Bhattacharya (Second year) and Ms. Sabiha Mazid (Third year) in 2011-12

Creative and other pursuits:

- Ms. Devi Santosh received the BalShree Award for Creative Writing from HRD Minister Ms. Smriti Irani in 2015.
- Ms. Meghna Khurania, Project Head of the newly initiated NGO, Connecting Dreams Foundation, facilitated the installation of the first-of-its-kind 'Apna Tech Tree' kiosk in an adopted village, Shoulana and at LSR
- Ms. Puja Shukla and Ms. Mariam Rauf were awarded the M.N. Srinivas Declamation Trophy in 2014-15

Sports Achievements:

- Ms. Pallavi Seth was awarded a trophy for being NIAP Master of Ceremony at Republic Day Camp in 2013-14. She also won the trophy for Best Cadet at NCC Fest at DCAC in the same year.
- In 2012-13, Ms. Deepam Matta won the Gold Medal at the All-India Inter University Shooting Championship. Ms. Pratibha Alagh was part of the College basketball team that won the Delhi State Women's Sports Festival Tournament. In addition, the team bagged the winners' title at the YMCA Invitational Intercollegiate Basketball Tournament and was runners-up in the Delhi College League. The team also secured the third position in the Sportstech Inter College Tournament organised by IIT, Delhi.
- In 2011-12, Ms. Hasmeet Kaur won the Gold Medal in the 200 meters race at the Delhi State Athletics Meet. She won the Bronze Medal in the 100 meters race at the same event. She also won the Gold Medal in the 200 meters race and the Silver Medal at the 400 meters race at the Delhi University Inter College Athletics Meet. Ms. Deepti Bajaj won the Silver Medal in Shot Put at the Delhi State Athletics Meet and Gold Medal in Shot Put at the IIT Sports Fest. In table tennis, Ms. Poornima Choudhary won the Gold Medal at the Delhi State Table Tennis Championship and a Silver Medal at the All India Surjit Kaur and Sardar Hukum Singh Memorial Open Table Tennis Tournament.
- In 2010-11, Ms. Hasmeet Kaur won the Gold Medal at the 200 meters race and also the 100 meters race at the Delhi University Inter College Athletics Meet. Ms. Deepam Matta won the First Position in Air Pistol Shooting (junior civilian category) at the 54th National Shooting Championship. Ms. Poornima Choudhary won the Bronze Medal at the Delhi State Table Tennis Meet, Senior Event.

24. List of eminent academicians and scientists/visitors to the Department:

The Department of Sociology has hosted several reputed academicians over the years from India and abroad. A list of a few select visitors over the last five years follows:

- Prof. André Béteille, Professor Emeritus, Delhi School of Economics
- Prof. J.P.S. Uberoi, Professor Emeritus, Delhi School of Economics
- Prof. David MacDougall, Ethnographic Film maker
- Prof. Dipankar Gupta, Distinguished Professor at Shiv Nadar University and Director, Centre for Public Affairs and Critical Theory
- Prof. Satish Deshpande, Delhi School of Economics, University of Delhi
- Prof. Avijit Pathak, CSSS, Jawaharlal Nehru University
- Prof. Rajni Palriwala, Delhi School of Economics, University of Delhi
- Prof. Deepak Mehta, Delhi School of Economics, University of Delhi
- Dr. Rabindra Ray, Delhi School of Economics, University of Delhi
- Prof. Vinay Srivastava, University of Delhi
- Prof. Amita Baviskar, Professor, Institute of Economic Growth
- Mr. Dunu Roy, Social Activist & Director, Hazard Centre
- Prof. Kavas Kapadia, Professor & Dean of Studies, School of Planning and Architecture
- Prof. Rita Brara, Delhi School of Economics, University of Delhi
- Prof. Mary John, Professor, CWDS
- Ms. Madhu Kishwar, Founder & Editor Manushi
- Dr. Sohini Ghosh, Professor, Video and Television, AJK Center for Mass Communication, Jamia Millia Islamia
- Ms. Geeti Sen, Cultural Historian and Art Critic
- Mr. Rauf Ahmed, Former editor Filmfare and Film critic

- Mr. Ravish Kumar, TV anchor, writer & journalist NDTV India
- Ms. Saba Dewan, Documentary Film maker
- Mr. Rahul Roy, Documentary Film maker

25. Seminars/Conferences/Workshops organised & the source of funding:

a. National:

- The Cartoon Times of India in 2015, funded by LSR
- Culture-Scapes: Gender Inscriptions in 2014, Enactment-cum-Panel discussion, in the Academic Congress, supported by UN Women
- Gender Sexuality and Violence: Perspectives from South Asia in 2013, supported by LSR
- Windows to Delhi- A City at 100 in 2012, funded by LSR
- Research Methodology in 2007, funded by LSR
- Cities and the Capital City in 2005, funded by LSR

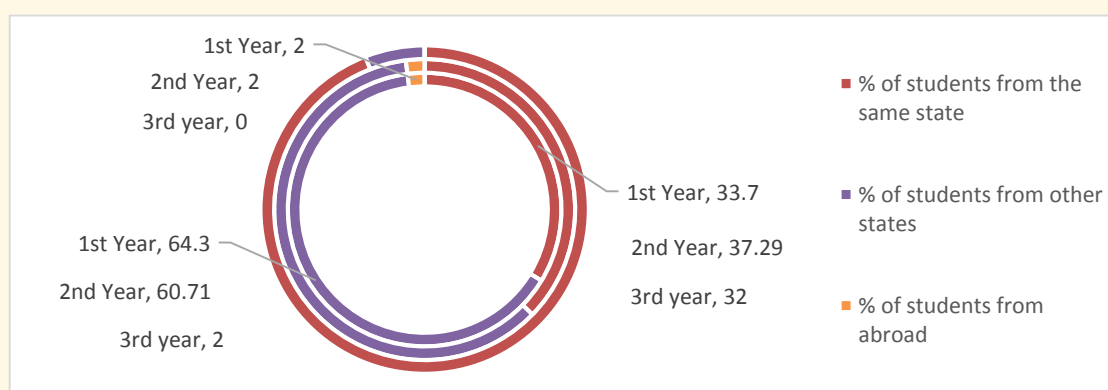
b. International: Nil

26. Student profile programme/course wise:

Name of the Course/ programme	Applications received	Enrolled		Pass percentage
		*M	*F	
B.A. (Honours) Sociology, 2014-15	23, 065	-	48	Ongoing
B.A. (Honours) Sociology, 2013-14	16,446	-	47	95%
B.A. (Honours) Sociology, 2012-13	6,825	-	51	100%

*M = Male *F = Female

27. Diversity of Students: Approximate figures provided



28. How many students have cleared national and state level competitive examinations such as NET/SLET/GATE/Civil services/Defense services etc.?

Most of our students go on to pursue higher studies and qualify for many competitive examinations. Since we are an undergraduate college, they do not qualify during their tenure at LSR. Many of our former students are teaching at DU having cleared the UGC-NET examination. While complete information is not available, some of our alumnae who have cleared the NET in the past few years are: Ms. Mahima Mallik, Ms. Anuragini and Ms. Radhika Sharma Panday. Amongst our recent graduates, Ms. Choden Gyatso (2003 batch) has cleared the State Civil service Examination (Sikkim) and Ms. Anandhi Gaurav has cleared the IAS in the year 2007.

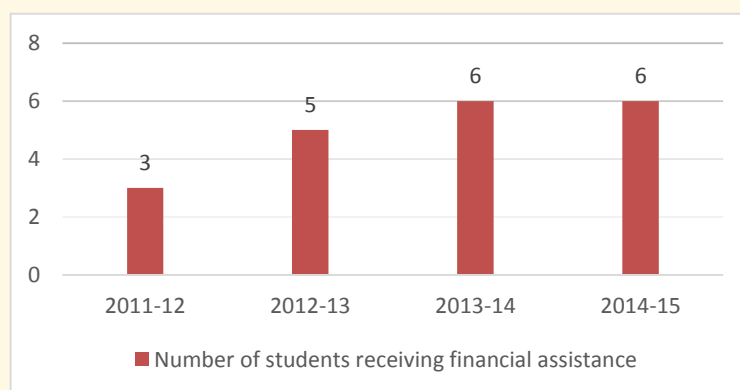
29. Student progression: Approximate figures provided

Student progression	Against % enrolled
UG to PG	70%
PG to M. Phil.	Information not available
PG to Ph.D.	Information not available
Ph.D .to Post-Doctoral	Information not available
Employed	
-Campus selection	4-5%
-Other than campus recruitment	Information not available
Entrepreneurship/Self-employment	Information not available

30. Details of infrastructural facilities:

- a. **Library:** College Library houses about 1344 books and four peer-reviewed journals including *Contributions to Indian Sociology*, *Journal of Gender Studies*, *Man in India* and *Sociological Bulletin*. Faculty members and students also have access to a number of online journals, books, and accessibility to libraries through DU Online Library and the UGC Online Library INFLIBNET Centre for which every faculty member and student has been given a personalised ID and password.
- b. **Internet facilities for Staff & Students:** The College is Wi-Fi enabled. 30 desktops and 42 laptops with internet facilities are available for faculty at all times for teaching/research. Faculty can also get laptops issued for classroom teaching and related work. Further, 140 computers are available for students in the library, Reference Section and laboratories with Internet to work on their assignments.
- c. **Class rooms with ICT facility:** Many classrooms assigned to the Department have projectors and screens.
- d. **Laboratories:** None required by the department.

31. Number of students receiving financial assistance from college, university, government or other agencies:



32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:

The learning of students is enriched in various ways through a number of educational activities including seminars, guest lectures, fieldwork etc.

Seminars: The Sociology Department greatly values the importance of seminars in imparting knowledge and in playing a significant role in simulating the thought process of students. In the year 2014-15, the theme of the seminar was ‘The Cartoon Times of India’. It included various events, such as Guest Lecture on ‘The Political Landscape of India’ by Mr. Ravish Kumar (writer and journalist at NDTV, India). ‘Culture-Scapes: Gender Inscriptions’ was the theme chosen for the year 2013-14 Seminar. Professor Rajni Palriwala, Professor Deepak Mehta, Ms. Geeti Sen, and Mr. Rauf Ahmed were panelists for the discussion. A photo and audio installation exhibition titled ‘Many Lives of the Nude’ was set up during this time. In 2012-13, the Department organised the Seminar on the theme ‘Gender, Sexuality & Violence: Perspectives from South Asia’. The seminar included numerous events. Dr. Mary E. John, Professor Rajni Palriwala and Professor Ravinder Kaur were invited as the panelists for a discussion titled ‘Gendering in South Asia’. The Department also witnessed the presence of a number of speakers who presented their expert views on varied issues. Invited speakers included Mr. Mayank Vashishtha, who spoke on ‘Living experiences of being Homosexual in the City’; Prof. Shohini Ghosh who drew the attention of the audience toward a very important question- ‘Is the portrayal of women in popular culture a degradation of morality or a celebration of her sexuality’, and Ms. Madhu Kishwar, who spoke on the ‘Rape culture in India: Tolerating the intolerable forms of sexual violence’. In the year 2011-12, the Department Seminar was held on the theme ‘Windows to Delhi – A City at 100?’ Inter-college paper presentations by students and a panel discussion with panelists Dr. Rita Brara, Professor Deepak Mehta, Professor Kavas Kapadia and Dunu Roy (an activist); were the main highlights of the Seminar.

Lectures: A number of lectures have been organised by the Department over the past years. These prove to be an effective means of enlightening students on varied issues of importance. For instance, in 2014- 15, Professor Satish Deshpande (University of Delhi), delivered a lecture on ‘Sociology and Common Sense’ wherein he focused on the importance of context in the discipline and how common sense can hamper the importance

of contextualization. In 2013- 14, Prof. André Béteille (Professor Emeritus in Delhi School of Economics) was invited and spoke about the emergence of sociology as an important discipline in DU and how it helped in forming an intellectual base for India's development. The year 2012- 13 witnessed the presence of Dr. Rabindra Ray who threw light on 'Sociology and Modernity'. Prof. David McDougall, a leading scholar of Visual Anthropology and an eminent ethnographic film maker, also delivered a lecture on 'Visual Anthropology'. In 2011- 12, Professor Avijit Pathak (from JNU) spoke on 'An Invitation to Sociology'. On another occasion, Professor Dipankar Gupta spoke on 'Modernity and the Rural- Urban Nexus'.

Fieldwork: Fieldwork has been recognized as an important form of active learning by the Department. Field visits with faculty members accompanying students have been organised by the Department on a regular basis. In the year 2015, the third year students along with two faculty members went to Puducherry. The research topics included: 'Sacred and Spiritual: Synonyms or Antonyms', 'Education System of Shri Aurobindo Ashram: A Sociological Inquiry', 'Identity on plate', 'Puducherry: a safe city?' amongst many others. In 2013, a trip to Orcha, Panna and Khajuraho was organised. It included visits to the Khajuraho temples. In 2012, the third year students went for a fortnight long fieldtrip to Bhuj (Gujarat). The key research themes investigated by students included 'Identity formation amongst the Hindu Sindhis in Adipur', 'Disaster management in Post 2001 Bhuj', 'Changing food patterns in Bhuj' amongst others. The destination for the annual department trip in the year 2011-12 was Ajmer-Pushkar (Rajasthan), where students were given an opportunity to learn by going beyond the classroom. In 2010- 11, the Department organised an outstation trip to Palampur (Himachal Pradesh). The students had an opportunity to observe and study a variety of facets of the social-political-economic-cultural life of Palampur. Among the themes studied by them were Buddhism, Tibetan refugees, foreign immigrants, Sikhism, and so forth. The Department also organised two, day-trips within Delhi, one in December and the other in March. These enabled students to interact outside the classroom setting as they soaked in Delhi's rich heritage. The students visited Humayun's tomb, Jama Masjid, Chandni Chowk and India Gate during the first visit. The second visit was to the National Museum for an ancient Chinese artifacts exhibition.

Film Screenings and Discussions: Film screenings and discussions organised by the Department have been a great way to engage students in the learning process. In January 2015, *White Robes*, *Saffron Dreams* by Ms. Teena Gill was shown to the students. It showcased the lives of Buddhist nuns in Thailand and the discrimination they had to face on the lines of gender. An interactive session with the film-maker after the screening was also held. Other films screened in 2014- 15 included *Devi* and *Ghare Baire* by Satyajit Ray; *Modern Times* by Charlie Chaplin; *The Apple* by Samira Makhmalbaf, and a BBC Documentary titled *Women*.

In 2013-14, *Fahrenheit 9/11* by Michael Moore and *Santa's Workshop*, a documentary by Swedwatch were screened for the students. The Department also screened the film *Kitchen Stories*, a Norwegian film about research, and non-participant observation; *Ways of Seeing* - a documentary written by John Berger which raises questions about hidden ideologies in visual images. Another series *Women*, a BBC documentary series about feminism and its impact on women's lives was also screened. A comedy film by Charlie Chaplin, *Modern*

Times, depicting the struggle to survive in the modern, industrialized world and *Bill Cunningham New York*, a documentary film directed by Richard Press were also screened. In the month of November, the Department screened the film *Hadd Anhad* by Ms. Shabnam Virmani, which portrays the tradition of Kabirpanthi both in India and Pakistan and transcends the political boundaries of the two nations and binds them together.

In 2012-13, a number of films were screened. These included *Metropolis*, directed by Fritz Lang; *Mahanagar* by Satyajit Ray; *Salaam Bombay* directed by Mira Nair; *The New Boys* by David MacDougall; *Words on Water* by Sanjay Kak; *Activists, Mothers, Libbers* by Vanessa Engle; *Please Vote for Me* directed by Weijun Chen; *Sita Sings the Blues* by Nina Paley; *Delhi-Mumbai-Delhi* by Saba Dewan; *Cosmopolis – A Tale of Two Cities* by Paromita Vohra and *Seismic Seconds: The Bhopal Gas Disaster*, made by the National Geographic Society. In 2011-12, *This Prison where I Live* by Rex Bloomstein was screened in association with the Kriti foundation. In association with the Magic Lantern Foundation a film titled *Cosmopolis – A Tale of two Cities* was also screened. This brought out questions about cities, urbanization, marginalization and the coexistence of communities in urban spaces in India. The noted film maker Ms. Saba Dewan was also invited to screen and discuss her film, *Delhi- Mumbai- Delhi*. A film screening on *Delhi-Sundernagari*, followed by a discussion with the director Rahul Roy, also proved to be an interesting event for the students.

33. Teaching methods to improve student learning:

The Department looks at teaching and learning as a collective, cumulative and continuing endeavour. The institutional structuring of the relationship between teacher and student is hierarchical and formal. In the experience of the faculty, an informal, egalitarian interaction between teacher and student generates creative possibilities, hence their endeavour is to encourage students to scrutinize, critique and challenge. The classroom interaction is not a one-way talk down experience with a lecture being delivered and accepted as gospel truth. Instead it aims at being a dialogue where points of view can be debated and questioned. The space of this dialogical interaction is lectures as well as tutorials. The goal in a lecture class is not simply to transact the syllabus but to kindle curiosity, stretch the imagination and generate interest. For teachers, it is immensely gratifying when these goals come to fruition in the space of the tutorial where students, in discussion, discover their potential to make connections and reflect upon the taken for granted reality.

Sociology as a subject for classroom instruction demands special skills mainly due to the unique nature of its subject matter, which combines abstract ideas with the real world in fascinating ways. The use in the sociological perspective of the comparative method and the shift from the particular to the general viz. the key methodological tools, means that classroom teaching must proceed through instruction, discussion and a constant challenging of common assumptions about life garnered from experience. The faculty at the Department of Sociology has made an awareness of these facts the basis of their teaching-learning enterprise. The thrust of a lot of the teaching has been to link ideas and their understanding to real examples. Everything from movies to fashion to politics and fiction can and has been utilized to help get an idea across. They have appropriated as teaching aids a variety of media: film, documentary, music, food, painting and sculpture.

Our annual calendars over the years are replete with a record of seminars, paper presentations, panel discussions, debates, declamations and exhibitions. A lecture by one of the eminent sociologists is annually organised for the first year students to introduce them to the discipline of sociology. The guiding principle in many ways has been the urge to get students to develop a critical sociological imagination and to think for themselves.

What is a sociologist without fieldwork? Field observations are the basic tool in the trade of sociologists and anthropologists. At LSR, the commitment to providing the total sociological experience has led to the conscious aim of exposing the students to different regions of the country and, to introduce them to the ways of life prevalent in those regions. The field trips are not weekend affairs, but require residence in the field for a period of a minimum of two weeks. The overwhelming success of this initiative is apparent since the department has, from its inception to date, undertaken annual field trips-- arduous yet richly rewarding. In addition to these long field trips, the Department also organises one-day trips to expose students to village life, food cultures, festivals etc.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Faculty members and students of the Department of Sociology routinely participate in various extension and outreach activities of the College, such as VAPP (Voluntary Agency Placement Programme), REACH (Reaffirming Equity, Access, Capacity and Humanism), NSS (National Service Scheme), *Prakriti*, Dhyana, Abhayaa: WDC (Women's Development Cell), and the Office of the International Programmes. Amongst the faculty, Dr. Bhatia researched and co-authored the Gender Survey Report for the Academic Congress, LSR (2014). She also conducted Workshops on 'Let's Talk' at LSR (2013) as part of the Women's Development Cell. Ms. Jha was a member of International Exchange Programme, LSR (2011-12). Dr. Bhattacharya served as Staff Advisor, NSS (2011-13).

In 2014-15, 69.5% of the first year students worked with NSS, while 2.1% worked with REACH. 70.45% of the second year students worked with NSS and 4.54% contributed to VAPP. Among the third year students, 25% were a part of NSS and 7% were part of VAPP.

35. SWOC analysis of the Department and Future plans:

Strengths:

The Department of Sociology at LSR is one of the youngest, merely two decades old, departments. In its relatively brief existence it has managed to forge a distinct identity and acquired a reputation for rigorous disciplinary training and commitment to the ideals of liberal education. Today the faculty and students associated with the Department are poised to make a real difference in society. Evidence suggests that a stint at the Department makes a difference not only to life chances of the students but also to the overall quality of life and their ability to participate in affairs of the community.

Weakness:

The low numerical strength of the department poses challenges in engaging in further institutional responsibilities.

Opportunity:

The changing curriculum of DU over the last few years has provided immense opportunity in the manner of disciplinary engagement. We hope to continue our engagement with the

University to revamp the existing curriculum structure to allow us to offer more application-oriented courses such as Gender and Violence, Ethnographic Film-making, Sociology of Development, Sociology of Education and Sociology of Law. The Department also recognizes the renewed emphasis on interdisciplinary thrust in the undergraduate education and hopes to build on its interdisciplinary interests.

Challenges:

The students are not homogenous in terms of class, caste, region, community or language; increasingly, we have a good number of students with Hindi as the medium of instruction. It is thus vital to cater to the needs of these students i.e. of making available the course material in Hindi. Even though the department has taken resolute steps in this direction, we have to go a long way.

The disciplinary challenge of teaching Sociology is equally about identifying that which is not sociology. This mission entails the following challenges:

- a. Given that the entire subject matter of sociology pre-figures in our social experience as commonsense, it is an imperative that the sociological perspective be differentiated from common sense.
- b. Another challenge which is faced and countered is by way of contending with proxies for sociological knowledge in journalistic writings or pop sociology masquerading as sociological findings on the internet, print media and visual media.

While faculty engagement in the professional domain like contributing to university syllabus making etc. is high, time management has been a challenge and personal professional development is hindered that would otherwise contribute to the generation of new knowledge in the field of teaching and learning.

Future Plans:

The attempt here is to chart a tentative map for the next decade and a half that will help the Department to navigate the fast changing landscape of higher education without losing sight of the core disciplinary mandate while remaining true to the core pedagogic commitment of engaged learning.

A key feature of this vision for future is to consolidate the disciplinary fundamentals while exploring the possibilities for applications of disciplinary knowledge. We understand that interdisciplinary and reliable knowledge with practical utility flow from a strong grounding in the fundamentals of the discipline. Hence we hope to further shore up our emphasis on classics of the discipline and its diverse theoretical traditions in the coming years through semester-long discussion circles devoted to a thinker, theory or an emerging area of research.

With the twin objectives of readying the next generation of academic sociologists and industry-ready researchers, we plan to place renewed emphasis on learning through using active interface with external organisations by way of internships, sponsored research and endowed lectures. The Department also has plans to secure funding and locate a few long-term research projects in it so that it could provide hands on research experience to its students while contributing to the expansion of infrastructure of the college and sociological knowledge.

At a pedagogical level we hope to increase the intensity of interaction and improve the quality of class rooms by bringing down the student-teacher ratio, making classrooms more diverse socially, culturally and linguistically and infusing a global and comparative perspective into learning. We are in the process of devising extramural courses to augment reading and writing skills of our students. We also hope to have an intense mentoring programme for first years to make the transition from school to the university smooth once there are enough human resources.

The Department has already developed considerable reputation for its creative deployment of audio-visual resources as part of its pedagogic efforts and its student's abilities to generate sophisticated audio-visual material of sociological interest. In the coming years the Department hopes to consolidate this niche with specialized training programmes and acquisition of equipment and expansion of audio-visual resources.

The Department also hopes to intensify academic rigour by having two endowed lectures and institutionalizing a rolling scholar-in-residence programme. Of the two proposed lectures one shall be with an interdisciplinary emphasis. It also hopes to galvanize the digital interactive technologies to make virtual interaction possible with established scholars and the students.

Finally, the Department has identified certain thrust areas for research, such as follows, keeping in view the emerging trends in the discipline at the global and national level and an assessment of the changing social realities:

- a. Family as a social institution is receiving renewed attention in sociological research. Given the fundamental transformations in this core institution of society, particularly in the context of emerging gendered discourses, we intend to keep this high on our research agenda for the next ten years.
- b. Critical Economic Sociologies and New Sociologies of Work and Industry are relatively underdeveloped areas of research in India. This absence is even more glaring in the context of the fundamental transformation that the Indian society is undergoing since the last quarter of a century. We hope to address this absence by evolving a body of work and producing a set of researchers oriented towards work in this area in next ten years.
- c. Emergence of networked society, digital inequalities, new media regimes and the overall rise of the visual to new commanding heights in society is an important and established trend in contemporary India. Hence, we identify this to be a fundamental focus of our research attention.
- d. We think that urbanization and new urbanisms and attendant issues will remain enduring concerns. We hope to refocus the disciplinary attention of urban sociology from current preoccupation with the spectacular metropolis to smaller urban scales. We think that is likely to be the new object of attention for the developmental discourse.
- e. New sociologies of politics and public institutions at the confluence of political and social theory, sociology of law and political anthropology
- f. Sociology of art, aesthetics and literature
- g. Critical theory and Public sociology

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Evaluative Report of the Department of Statistics



1. Name of the Department: Statistics
2. Year of Establishment: 1979
3. Names of Programmes/Courses offered (UG , PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):
 - UG- B.Sc. (Honours) Statistics
 - PG- M.Sc. Statistics
4. Names of Interdisciplinary courses and the departments/units involved: Nil
5. Annual/semester/choice based credit system (programme wise): Semester
6. Participation of the Department in the courses offered by other departments:

Students from Statistics Department take the following courses from the other departments:

 - Department of English: Technical Writing in English (Compulsory Language Course)
 - Department of Elementary Education: Environmental Studies (Compulsory Course)
7. Courses in collaboration with other universities, industries, foreign institutions, etc.:

Not permitted as per University Ordinance
8. Details of courses/Programmes discontinued (if any) with reasons:
 - Annual system was discontinued in 2010. The last batch graduated in April 2013.
 - The Four Year Undergraduate Programme (FYUP) was discontinued in 2014 due to directives from DU.
9. Number of teaching posts: As on 22 May, 2015

	Sanctioned	Filled
Professors	Not Applicable	Not Applicable
Associate Professors	Not Applicable	5 (1 on CCL)
Asst. Professors	10	2+3 Temporary

10. Faculty profile with name, qualification, designation, specialisation (D.Sc. / D.Litt. /Ph.D. / M.Phil. etc.): As on 22 May, 2015

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Madhubala Jain	Ph.D.	Associate Professor	Statistical Inference	34 years	None

Sunita Gupta	Ph.D.	Associate Professor	Stochastic Processes, Probability Theory, Survey Sampling	34 years	None
Renu Kaul	Ph.D.	Associate Professor	Design of Experiments, Applied Statistics	28 years	None
Anuradha	Ph.D.	Associate Professor	Theory of Probability	22 years	None
Sanjoy Roy Chowdhury	Ph.D.	Associate Professor	Design of Experiments	23 years	01
Kailash Kumar	Ph.D.	Assistant Professor	System Reliability	9 years	None
V. Ravi	Ph.D.	Assistant Professor	Bayesian Inference & Bio-statistics	14 years	None
Ashutosh Awasthi	M.Sc.	Assistant Professor (Temporary)	Sampling, Real Analysis, Design of Experiments	3 years	None
Vandana Sharma	Ph.D.	Assistant Professor (Temporary)	Applied Statistics, Numerical Analysis, Algebra	3 years	None
Dushyant Tyagi	Ph.D.	Assistant Professor (Temporary)	Statistical Quality Control, Sampling Techniques, Operational Research	1 year	None

11. List of senior visiting faculty: None

12. Percentage of lectures delivered and practical classes (programme wise) handled by temporary faculty:

Approximately 35% lectures and tutorials and 35% practical classes for B.Sc. (Honours) Statistics were delivered by temporary faculty from January till May, 2015.

13. Student-Teacher Ratio (programme wise):

B.Sc. (Honours) Statistics- 10:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Total sanctioned and filled strength is of one Lab Attendant.

15. Qualifications of teaching faculty with D.Sc. /D.Litt. /Ph.D. /M.Phil. /P.G.:

- Madhu Bala Jain, M.A. (Mathematical Statistics), M.Phil. (Statistics), Ph.D. (Statistics)
- Sunita Gupta, M.Sc. (Mathematical Statistics), Ph.D. (Statistics)
- Renu Kaul, M.A. (Mathematical Statistics), M.Phil. (Mathematical Statistics), Ph.D. (Statistics)
- Anuradha, M.Stat. M.Phil. (Statistics), Ph.D. (Statistics)
- Sanjoy Roy Chowdhury, M.Sc. (Statistics), M.Phil. (Statistics), Ph.D. (Statistics)
- Kailash Kumar, M.Sc. (Statistics), M.Phil. (Statistics), Ph.D. (Statistics)
- V. Ravi, M.Sc. (Statistics), M.Phil. (Statistics), Ph.D. (Statistics)
- Ashutosh Awasthi, M.Sc. (Statistics): Presently employed as Guest Faculty
- Vandana Sharma, M.Sc. (Statistics), Ph.D. (Statistics): Presently employed as Guest Faculty
- Dushyant Tyagi, M.Sc. (Statistics), Ph.D. (Statistics): Presently not employed with LSR

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:

- a. National funding agencies: None
- b. International funding agencies: None

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:

UGC:

- Dr Madhu Bala Jain and Prof. Kanwar Sen were the recipients of UGC grant (Amount of grant sanctioned: Rs. 10,000) in 1990 for a Minor Research Project titled 'Tests for Life Testing and Reliability'.
- Dr. Renu Kaul received a UGC Grant (Amount of grant sanctioned: Rs 20,000) in 1993 for a Minor Research Project titled 'Contributions to Fractional Factorial Designs'.
- Dr. Sanjoy Roy Chowdhury received a UGC Grant (Amount of grant sanctioned: Rs Fifteen thousand) in 1998-2000 for a Minor Research Project titled 'Quality Improvement by Taguchi's Techniques'.

Others:

- Dr. Kailash Kumar of the Statistics Department along with Dr. Arvind Kumar, Dr. Savita Gopal, and Ms. Jyotsna Arora of the Commerce Department received the Innovation project grant (Amount of grant sanctioned: Rs. 10 lakhs) from DU in 2012-13 for the project titled 'The Study of Corporate Social Responsibility Practices in MNCs in India'.

18. Research Centre / facility recognized by the University:

The Aung San Suu Kyi Centre for Peace is a Research Centre/facility at LSR, established with funds granted by the University Grants Commission.

19. Publications:

Teachers	Books Authored/ Edited	Chapters in Books / Textbooks	Papers in Journals (National/ International)	Book Reviews in Journals	Monographs
Madhubala Jain	-	-	6	-	-
Sunita Gupta	-	-	4	-	-
Renu Kaul	1	-	4	-	-
Anuradha	-	-	2	-	-
Sanjoy Roy Chowdhury	1	1	16	-	-
Dr. Kailash Kumar	-	-	5	-	-
V. Ravi	-	1	10	-	-

Dr. Madhu Bala Jain:**Papers in Journals (National/International):**

- Kanwar, S., & Jain, M. (1991). A Test for Bivariate Exponentiality against BIFR Alternative. *Communications in Statistics - Theory and Methods*, 20(10), 3139-3145. (ISSN: Print 0361-0926; Online 1532-415X)
- Kanwar, S., & Jain, M. (1991). Tests for Bivariate Mean Residual Life. *Communications in Statistics -Theory and Methods*, 20(8), 2549 – 2558. (ISSN: Print 0361-0926; Online 1532-415X)
- Kanwar, S., & Jain, M. (1991). Bayes Estimators of the Average Failure Rates. *Communications in Statistics- Theory and Methods*, 20(7), 1983-1988. (ISSN: Print 0361-0926; Online 1532-415X)
- Kanwar, S., & Jain, M. (1991). A New Test for Bivariate Distributions: Exponential vs New - Better –Than – Used Alternative. *Communications in Statistics- Theory and Methods*, 20(3), 881-887. (ISSN: Print 0361-0926; Online 1532-415X)
- Kanwar, S., & Jain, M. (1991). A Test for the Variance Residual Life. *Communications in Statistics -Theory and Methods*, 20(1), 327-331. (ISSN: Print 0361-0926; Online 1532-415X)
- Kanwar, S., & Jain, M. (1990). A Test for Bivariate Exponentiality Against BHNBU Alternative. *Communications in Statistics -Theory and Methods*, 19(5), 1827-1835. (ISSN: Print 0361-0926; Online 1532-415X)

Dr. Sunita Gupta:**Papers in Journals (National/International):**

- Gupta, S. (1984). Replacement policies involving Idle time and Minimum repair under MRP. *Journal of Indian Statistical Association*, 22, 53-62. (ISSN: 0537-2585)
- Gupta Y.P., & Gupta, S. (1983). Selective Interaction of Markov Renewal Process and a Poisson Process. *South African Statistical Journal*, 17,107-119. (ISSN: 0038-271X)
- Gupta Y.P., & Gupta, S. (1982). Counting process within Markov Renewal Process. *Journal of Indian Statistical Association*, 20, 27-37. (ISSN: 0537-2585)

- Gupta Y.P., & Gupta, S. (1978). Chi Square goodness of fit test for equilibrium Markov Renewal Process. *Metron*, 36, 187-196 (ISSN: 0026-1424)

Dr. Renu Kaul:

E-Book:

- Kaul, R., & Choudhury, S. R. (2007). *Applied Statistics for NSDL at NISCAIR*. (Available at <http://nsdl.niscair.res.in/jspui/handle/123456789/848>).

Papers in Journals (National/International):

- Aggarwal, M.L., Choudhury, S. R., Kaul, R., & Mital, N. (2006). Blocked Non-Regular 24-Run Fractional Factorial Designs. *Society of Statistics, Computer and Applications*, 4(1), 47-69. (ISSN: DELENG/2002/10689)
- Aggarwal, M.L., & Kaul, R. (1999). Hidden Projection Properties of some Optimal Designs. *Statistics and Probability Letters*, 43(1), 87-92. (ISSN: 0167-7152)
- Aggarwal, M.L., & Kaul, R. (1999). Combined Array Approach for Optimal Designs. *Communications in Statistics- Theory and Methods*, 28(11), 2655-2670. (ISSN: Print 0361-0926; Online 1532-415X)
- Aggarwal, M.L., & Kaul, R. (1998). Recent Developments in Robust Parameter Techniques. *Journal of Combinatorics, Information and System Sciences*, 23, 441-454. (ISSN: Print 0250-9628, Online ISSN: 0976-3473)

Dr. Anuradha:

Papers in Journals (National/International):

- Sarkar, A., Sen, K, & Anuradha (2004). Waiting time distributions of runs in higher order Markov Chains. *Annals of the Institute of Statistical Mathematics*, 56(2), 317 – 349. (ISSN: Print 0020-3157, Online 1572-9052)
- Sen, K., & Anuradha (2004). Joint Distribution of Overlapping Runs of Successes and Failures. *Statistical Methods*, 6(2), 145-172.

Dr. Sanjoy Roy Chowdhury:

E-Book:

- Kaul, R., & Choudhury, S. R. (2007). *Applied Statistics for NSDL at NISCAIR*. (Available at <http://nsdl.niscair.res.in/jspui/handle/123456789/848>)

Chapter(s) in a book:

- Chowdhury, S.R (1996). Computer Algorithm for Developing Taguchi's Interaction Graphs for 2n-k Fractional Factorial Designs. In *Proceedings of the Symposia* (pp. 60-66). 50th Annual Conference, organised by Indian Society of Agricultural Statistics, I.A.S.R.I. Delhi: IASRI

Papers in Journals (National/International):

- Verma, A., Bansal, A., Chowdhury, S.R., & Jha, M.K. (2014). Some New Split-Plot Designs Constructed from Hadamard Matrices of Order 20. *International Journal of Agricultural and Statistical Sciences*, 10(2), 305-309. (ISSN: 0973-1903)
- Chowdhury, S.R., Aggarwal, M.L., Bansal, A., & Verma, A. (2014). Balanced and Unbalanced Response Surface Designs involving Qualitative Factors under Split-plot. *Journal of the Indian Society of Agricultural Statistics*, 68(1), 25-38. (ISSN : 0019-6363)

- Aggarwal, M.L., Bansal, A., Chowdhury, S. R. & Verma, A. (2012). Second-Order Response Surface Designs Involving Quantitative and Qualitative Factors under Split-plot Structure. *Journal of Indian Association for Productivity, Quality and Reliability*, 37, 31-43. (ISSN: 0970-0102)
- Bansal, A., Chowdhury, S.R., & Verma, A. (2012). 24-Run Non-Regular Split-plot Designs using Hadamard Matrices. *International Journal of Agricultural and Statistical Sciences*, 8(1), 157-168. (ISSN: 0973-1903)
- Aggarwal, M.L., Chowdhury, S. R., Bansal, A., & Mital, N. (2006). Hidden Projection Property for 412m Non-Regular Fractional Factorial Designs. *Indian Association for Productivity, Quality & Reliability*, 31(1), 1-18. (ISSN: 0970-0102)
- Aggarwal, M.L., Chowdhury, S. R., Kaul, R., & Mital, N. (2006). Blocked Non-Regular 24-Run Fractional Factorial Designs. *Society of Statistics, Computer and Applications*, 4(1), 47-69, ISSN: DELENG/2002/10689
- Aggarwal, M.L., Chowdhury, S. R., Bansal, A., & Mital, N. (2006). Interaction Graphs For 4r2n-P Fractional Factorial Designs. *Journal of Modern Applied Statistical Methods*, 5(2), 475-489. (ISSN: 1538 – 9472)
- Aggarwal, M.L., Chowdhury, S. R., Bansal, A., & Mital, N. (2006). Efficient Response Surface Design with Qualitative and Quantities Factors. *Journal of Indian Society of Agricultural Statistics*, 60(2), 90-99. (ISSN: 0019-6363)
- Aggarwal, M.L., Chowdhury, S. R., Bansal, A., & Mital, N. (2006). Efficient Three Level Response Surface Designs With Quantitative And Qualitative Factors. *Journal of Statistics and Applications*, 1(2-4), 193-201. (ISSN: 0973-4600)
- Aggarwal, M.L., Chowdhury, S. R., Bansal, A., & Mital, N. (2005). Maximum Estimation Capacity for Three Level Combined Arrays. *Journal of Indian Society of Agricultural Statistics*, 59(3), 217-227. (ISSN: 0019-6363)
- Chowdhury, S. R. (2004). Catalogue of Group Structure for 3 level Fractional Factorial Designs. *Journal of Applied Statistics*, 31(4), 435-444. (ISSN Print 0266-4763, Online 1360-0532)
- Aggarwal, M.L., Gupta, B.C., Chowdhury, S.R., & Walker, H.F. (2002). Interaction Graphs for Two Level Combined Array Experiment Design. *Journal of Industrial Research and Technology*, 18(4), 2-10. (ISSN :2229-9467)
- Aggarwal, M.L., Gupta, B.C., & Chowdhury, S. R. (2001). Non-Isomorphic Interaction Graphs for 2n-k When Three Factor Interactions are Present. *Journal of Combinatorics, Information & System Sciences*, 26, 137-147. (ISSN: Print 0250-9628, Online ISSN: 0976-3473)
- Aggarwal, M.L., Goel, A., & Chowdhury, S. R. (1997). Catalogue of Group Structures for Two-Level Fractional Factorial Designs. *Journal of Applied Statistics*, 24(4), 437-452. (ISSN Print 0266-4763, Online 1360-0532)
- Aggarwal, M.L., & Chowdhury, S. R. (1994). Linear Graphs for 2k-p Fractional Factorial Under the Split-Plot Design. *Journal of Statistical Research*, 28(1&2), 73-87. (ISSN: 0256-422X)
- Aggarwal, M.L., & Chowdhury, S. R. (1993). Interaction Graphs for 2k-p Fractional Factorial. *Annual Quality Congress*, 47, 732-738. (QICID: 10058)

Dr. Kailash Kumar:

Papers in Journals (National/International):

- Chaudhury, A., Neeraj & Kumar, K. (2010). Cost Benefit Analysis of a Biscuit Making System. *International Journal of Agricultural and Statistical Sciences*, 6(1), 307-318. (ISSN: 0973-1903)

- Chaudhury, A., Neeraj & Kumar, K. (2010). Profit Analysis of a Complex System with Correlation in Time to Preventive Maintenance and Time Taken in Preventive Maintenance. *Journal of Reliability and Statistical Studies*, 3(1), 95-103. (ISSN: 0974-8024)
- Gupta, R., & Kumar, K. (2008). Two Unit Complex System with Correlated Failure and Repair Times. *Pure and Applied Mathematics Journal*, LXVII (1-2), 23-34. (ISSN: 2326-9790)
- Gupta, R., Kumar, K., & Choudhary, P. (2008). Cost Benefit Analysis of a Single Unit System Model with Helping Unit. *Pure and Applied Mathematics Journal*, LXVII, (1-2), 53-62. (ISSN: 2326-9790)
- Gupta, R., & Kumar, K. (2007). Cost Benefit Analysis of a Distillery Plant. *International Journal of Agricultural and Statistical Sciences*, 3 (2), 541-554. (ISSN: 0973-1903)

Dr. V. Ravi:

Chapter in a book:

- Kumar, A., & Ravi V. (2011). Role of Micro Finance in Women Empowerment of Self Employed Women in India. In R.K. Mishra & J. Raveendran (Eds.). Millennium Development Goals: *The Indian Journey* (pp. 187-194). New Delhi: Allied Publishers Pvt. Ltd. (ISBN: 978-81-8424-664-3)

Papers in Journals (National/International):

- Grover, G., Ravi, V. & Swain, P.K. (2015). On the assessment of various factors effecting the improvement in CD4 count of aids patients undergoing antiretroviral therapy using generalized Poisson regression. *Journal of Applied Statistics*, 42(6), 1291-1305. (Print ISSN: 0266-4763, On-line ISSN: 1360-0532).
- Jaiswal, P., Gadpayle, A.K., Singhal, A., Sachdeva, S., Modi, R., Padaria, R. & Ravi, V. (2015). Job satisfaction amongst hospital staff working in a teaching hospital, New Delhi. *Medical Journal of Dr. D.Y. Patil University*, 8(2), 131-137. (ISSN: 0975-2870)
- Narang, H., Singhal, S., & Ravi, V. (2014). Assessment of factors individually and as a scoring system in predictive screening for VBAC in patients undergoing trial of labor after single previous cesarean section. *IOSR Journal of Dental and Medical Sciences*, 13(10.1), 109-115. (Print ISSN: 2279-0861, On-line ISSN: 2279-0853)
- Grover, G., Seth, D., Ravi, V., & Swain, P.K. (2014). A multistate Markov model for the progression of liver cirrhosis in the presence of various prognostic factors. *Chilean Journal of Statistics*, 5(2), 15-27. (ISSN 0718-7912/20)
- Grover, G. & Ravi, V. (2014). On the estimation of expected survival time of AIDS patients undergoing Antiretroviral therapy using censored generalized Poisson regression model. *Turkiye Klinikleri Journal of Biostatistics*, 6(1), 24-32. (ISSN: 1308-7894)
- Grover, G., Swain, P.K. & Ravi, V. (2014). A competing risk approach with censoring to estimate the probability of death of HIV/AIDS patients on antiretroviral therapy in the presence of covariates, *Statistics Research Letters*, 3, 7-16. (ISSN No. 2325-7040)
- Grover, G. Ravi V. & Varshney, M.K. (2013). On the estimation of average HIV Population using various Bayesian techniques. *Applied Mathematics*, 3(3), 98-106, (ISSN: 2163-1409, e-ISSN: 163-1425)
- Grover, G., Gadpayle, A.K., Ravi, V. & Varshney, M.K. (2013). On the estimation of Intensities, Illness-death probabilities and expected duration of stay in various states of AIDs patients undergoing Antiretroviral therapy. *Journal of Applied Probability and Statistics*, 8(2), 1-9. (ISSN: 1930-6792)

- Gulati, K., Kumar, A., & Ravi, V. (2012). E-CRM and Customer Satisfaction in Indian Insurance Industry. *Asian Journal of Business and Economics*, 2(2.3), 1-13. (ISSN: 2231-3699).
- Gadpayle, A.K., Kumar N., Duggal, A., Rewari, B.B., & Ravi, V. (2012). Survival trend and prognostic outcome of AIDS patients according to age, sex, stages and mode of transmission - A retrospective study at ART centre of a tertiary care hospital. *Journal, Indian Academy of Clinical Medicine*, 13(4), 291-298. (ISSN: 0972-3560).

20. Areas of consultancy and income generated:

Dr. Gupta has been a Member of the moderation committee for the examination of MTE-03 and MTE-11 at IGNOU. Income generated has been in line with University norms.

21. Faculty as members in a) National Committees, b) International Committees and c) Editorial Boards:

- National Committees:** Dr. Jain, Dr. Gupta, Dr. Kaul, and Dr. Anuradha have served as Advisor, Staff Selection Commission interview board (GOI) over the years
- International Committees:** No faculty member of the Department is currently part of any International Committee.
- Editorial Boards:** No faculty member of the Department is currently part of any Editorial Board.

22. Student projects:

- Percentage of students who have done in-house projects including inter departmental/programme: 100%
- Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories /Industry / other agencies:
 - Approximately 15% students from our Department opt for internships outside the institution with Community organisations like India meets India and institutions like Indian Statistical Institute, Delhi, Gopaisa.com, Opinia360, Volvo Eicher Commercial Vehicles, Dish TV, NALCO, KPMG India, National Bureau of Statistics (Nigeria), SEEPCO, HSBC, to name a few.
 - Three students in 2012-13 worked as research associates DU funded Innovation Project described earlier.

23. Awards/Recognitions received by faculty and students:

Faculty:

Dr. Sunita Gupta:

- UGC NET-JRF and SRF, January 1977 to July 1981
- 1st position in M.Sc (Mathematical Statistics), Delhi University, 1976

Dr. Renu Kaul:

- UGC NET-JRF, 1985
- Awarded the Ravi Kanta Devi Prize for the Best Woman Candidate in B.A. (Hons.) Examination held in 1983.

Students:

The Department of Statistics boasts of students of very high academic capability who have also won accolades in sports and other extra-curricular events. A list of few such awards /recognitions received by students over the past four years in inter-college, national/international events follows:

Academic Achievements:

- In 2014-15, Ms. Aakanksha Sinha was awarded the University Medal for B.Sc. (Honours) in Statistics. She was also awarded the Chameli Kiran Aggarwal Prize for the Highest Marks in B. Sc. Statistics. Ms. Kritika Mahajan, first year student, obtained Highest Marks in Statistics (89%) topped the College and obtained a rank at the University. In the same year, second year student Shivangi Gupta obtained Highest Marks in Statistics (90.8%) topped the College and obtained a rank at the University.
- In 2015, Ms. Priyanka Sethi was awarded the S. R. Gupta Memorial Gold Medal for First Position in M. Sc. Statistics (Final). Ms. Ayushi was awarded for having highest marks in M.A. (Previous).
- In 2013, the Chameli Kiran Aggarwal Prize for Highest Marks in B.Sc. Statistics was awarded to Ms. Karishma Sahni. Ms. Juhee Chhabaria was awarded for having highest marks in M.A. (Final)
- In 2012, Ms. Karishma Sahini obtained the Highest Marks in B. Sc. Statistics topping the College and obtaining a rank at the University. Ms. Aditi Garg was awarded the Chameli Kiran Aggarwal Prize for the Highest Marks in B. Sc. Statistics. Ms. Juhee Chhabaria and Ms. Jasmeet Bagga were awarded for having highest marks in MA. (Previous) and M.A. (Final) respectively.
- In 2010 Ms. Mansi Birla was awarded the University Medal for B.Sc. (Honours) Statistics.

Sports Achievements:

- In 2014-15, Ms. Pooja Madan won the Gold Medal in the 100 m Hurdles Race at the Delhi State Athletics Championship. Ms. Madan also won the Gold Medal for this event in 2013-14. In the same year she also won the Bronze Medal for the 4x100 m Relay at the Delhi University Inter College Athletics Meet. In 2012-13 Ms. Madan won the Bronze Medal in the 100 m Race and in High Jump at the SRCC Sports Festival.
- In 2014-15, Ms. Apoorva Garg won the Silver Medal in the 100 m Hurdles Race at the Delhi State Athletics Championship. In 2013-14, she won the Bronze Medal for Long Jump at the SRCC Sports Fest. In the same year Ms. Garg was part of LSR's Athletics team which bagged the gold medal in the 200m race at the IIT Sports Meet.
- Ms. Bharti Sihag was part of LSR's basketball team which was declared the Champions at the Delhi University Inter College Tournament and stood first in the prestigious Royals 3 on 3 Tournament held at Bal Bharti School in 2014-15. They stood third at YMCA Inter College Basketball Tournament. In 2013, Ms. Saumya Gupta was part of the Basketball team which was declared the winner at the IIT Sportech Inter-College Tournament, organised by IIT Delhi.
- In 2013-14, Ms. Ria Bhargava was part of the LSR relay team which won the Gold Medal in the 4x400m Relay at the Delhi University Inter-college Meet. Ms. Bhargava also won the Gold medal in the 100m race at the SRCC Sports Fest.
- Ms. Divya Patel was part of LSR's swimming team that was declared champions at the Delhi University Inter-college Meet in 2013.

- In 2012-13, the Badminton team, led by Ms. Sumali Bajaj, reached the quarter-finals of the Delhi University Inter College Badminton Tournament and qualified for the nationals in the Delhi State Women's Festival.

Achievements in extra-curricular activities:

- Ms. Mrinalini has achieved great accolades for her dancing abilities. She has performed at the prestigious Konark Dance Festival (2014), the Sawai Gandharav Festival (2014) and the SPIC MACAY weeklong tour -Jharkhand Chapter (2013). She has also recorded performances for Doordarshan channel (2012). In 2012-13, she won the second place at BITS Pilani and Miranda House fests for classical dance.
- Ms. Kavya Tandon was awarded the Karma Khurana award for excellence in music by the Parikrama School of Music in 2014.
- In 2015, Ms. Gungeet Kaur, Ms. Vidhi Arora and Ms. Nitya Pahuja won awards for Excellent Performance at the Delhi University Flower Show.

Awards/Recognitions won over the years by distinguished alumnae:

- Ms. Geeta Chandran (Batch of 1983), is a noted Bharatnatyam dancer and the founder president and artistic director of Natya-Vriksha Dance school. She has been bestowed with innumerable awards including the Padma Shri Award by the President of India in 2007, the Lifetime Achievement Award by the World Congress of Women to acknowledge sustained commitment to gender issues through classical dance in 2009 and the Delhi Rattan Award conferred by the Art and Culture Trust of India in 2006. She has also received the 22nd JAI Women National Award conferred by the Journalists Federation of India and the Nrithya Saraswathi Samman from the Department of Performing Arts, Alliance University, Bangalore in 2015 and the Chentamizh Thangam Award from the Tamil Youth Cultural Association of Dwarka in 2014.

24. List of eminent academicians and scientists/visitors to the Department:

The Department of Statistics has hosted several reputed visitors over the years from India as well as abroad. A list of few selected visitors follows:

- Dr. K.R. Parthasarthy, Professor Emeritus, Indian Statistical Institute
- Dr. Shanta Laishram, Assistant Professor of Mathematics at Indian Statistical Institute
- Dr. Kanwar Sen, Eminent professor, Department of Statistics, University of Delhi
- Dr. S.K. Jain, Professor Emeritus at Ohio University
- Prof. Alope Dey, INSA Senior Scientist & Honorary Visiting Professor
- Dr. B. Majumdar, Professor, Indian Statistical Institute
- Dr. Arvind Seth, Professor, IMT Dubai
- Prof. Chand Midha, Head of the Department, University of Akron, U.S.A.
- Dr. Rahul Roy, Professor, Indian Statistical Institute
- Dr. Rajeev Karandikar, Distinguished Professor, Chennai Mathematical Institute
- Dr. Abhiroop Mukhopadhyay, Indian Economist and Associate Professor at ISI
- Mr. Amit Oberoi, Senior Management (Marketing), Lakshmi Cements
- Dr. Arvind Pandey, Director of the National Institute of Medical Statistics
- Dr. Niladri Chatterjee, from the Department of Mathematics, IIT Delhi
- Dr. Farzana Afridi, Assistant Professor, Economics and Planning Unit, Indian Statistical Institute
- Prof. S. Dharamraja, Department of Mathematics, IIT, Delhi
- Dr. Bhavana Awasthy, Rockland Hospital, New Delhi

25. Seminars/Conferences/Workshops organised & the source of funding:

a. National:

‘Degrees of Freedom’ talk by Dr. Farzana Afridi from the Economics and Planning Unit, Indian Statistical Institute; *My Fancy High Heel Shoes*, documentary screening; student paper presentations; ‘Women and Mathematics’ talk by Prof. Geetha Venkataraman, Ambedkar University, during the Academic Congress 2014, supported by UN Women.

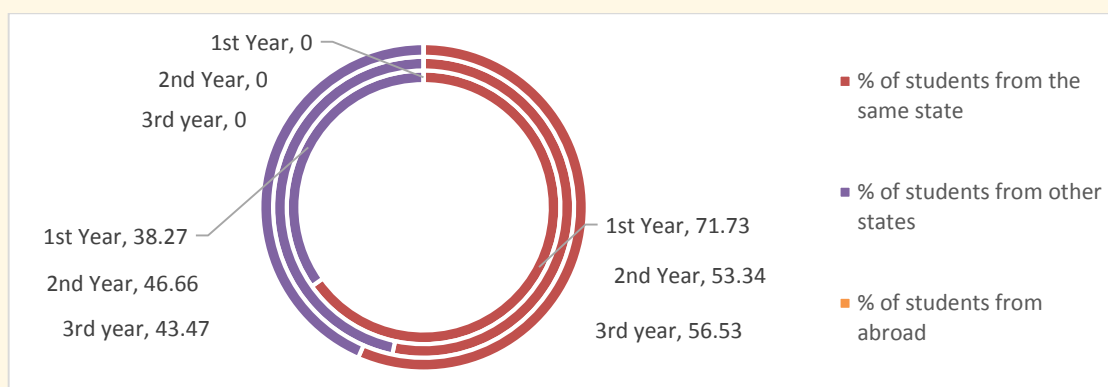
b. International: Nil

26. Student profile programme / course wise:

Name of the Course/ programme	Applications received	Enrolled		Pass percentage
		*M	*F	
B.Sc.(Honours) Statistics , 2014-15	16,775	-	49	Ongoing
B.Sc.(Honours) Statistics , 2013-14	9,648	-	38	57%
B.Sc.(Honours) Statistics , 2012-13	6,700	-	33	100%

*M=Male *F=Female

27. Diversity of Students:



28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Some students of the Department have cleared competitive examinations including examinations for the Civil services and the Indian Statistical services. Since we are an under-graduate college, they do not qualify during their tenure at LSR and precise information is not available. A substantial number of students have successfully attempted the UGC-NET exam and some are also teaching in DU. In recent years, our students have done well in the Common Admissions Test (CAT) and obtained admission into prestigious institutions such as IIM Bangalore and IIM Indore.

29. Student progression: Approximate figures provided

Student progression	Against % enrolled
UG to PG	60-70%
PG to M. Phil.	3-5%
PG to Ph.D.	3-5%
Ph.D .to Post-Doctoral	Information not available
Employed	
-Campus selection	15-20%
-Other than campus recruitment	4-5%
Entrepreneurship/Self-employment	1-2%

30. Details of Infrastructural facilities:

a. Library:

The Statistics section of the library provides a list of 2338 books and two journals – Journal of Indian Statistical Association and Sankhya. Faculty members and students also have access to number of journals, books, and accessibility to libraries through University of Delhi Online Library and UGC Online Library INFLIBNET Centre where every faculty and students have been provided with a personalized ID and password.

b. Internet facilities for Staff & Students:

The college is Wi-Fi enabled. 30 desktops and 42 laptops with internet facilities are available for faculty at all times for teaching/research. Faculty can also get laptops issued for classroom teaching and related work. Further, 140 computers are available for students in the library, Reference Section and laboratories with Internet.

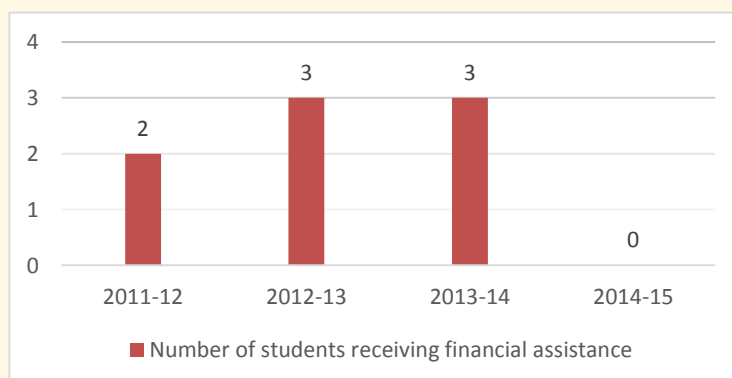
c. Class rooms with ICT facility:

All class rooms have projectors and screens

d. Laboratories:

The Statistics laboratory is equipped with around 60 scientific calculators of the latest technology. The students are allotted individual computers in the computer labs during the practical sessions along with required mathematical and statistical tables.

31. Number of students receiving financial assistance from college, university, government or other agencies:



32. Details on student enrichment programmes (special lectures/workshops/ seminar) with external experts:

The learning of students is enriched in various ways through a number of educational activities. Some of our activities in the last four years are discussed below:

Talks: Talks, panel discussions and interactive sessions with experts are a regular feature at the Department. In 2014, the Statistics Department organised a talk on ‘A Peek into the Analytics Industry’ by Ms. Rashi Gupta, a data scientist cum consulting oriented analyst and our alumna, through which she showed students how firms use statistics in their daily work and policy making and also explained biometry. A talk was organised on ‘Statistics in Economics and Career Options after Statistics’ by Dr. Abhiroop Mukhopadhyay, Indian Economist and currently Associate Professor in the Planning Unit at the Indian Statistical Institute. He explained the process of making economic policies and the use of statistics in the same. In 2013, the Department of Statistics organised a talk on the subject by Dr. Arvind Pandey, Director of the National Institute of Medical Statistics. In addition, Dr. Niladri Chatterjee, from the Department of Mathematics, IIT Delhi, was invited to give a talk on ‘Rough Sets based Decision Making’. In the year before, the Department invited Prof. S. Dharamraja from IIT, Delhi for a talk on ‘Stochastic Modelling’. Dr. Bhavana Awasthy from Rockland Hospital spoke on ‘Cervical Cancer and Breast Cancer’ and discussed the application of Statistics in the medical field.

Trips: In 2014, an educational trip to the Indian Agriculture Statistics and Research Institute (IASRI which is affiliated with the Indian Agricultural Research Institute, IARI) was organised for the second and the third years. It operates under the Indian Council of Agricultural Research (ICAR) and its main objective is to develop new techniques for the design of agricultural experiments as well as to analyse the experimental data in the field of agriculture. It helped the students in gaining practical knowledge about their subject. The Department organised an educational trip to the Huber-Suhner plant in Manesar in 2013. This visit helped students gain insight into the various aspects of Statistical Quality Control. Further, in 2010-11 the Department had organised an educational trip to the National Academy Statistical Administration (NASA), Greater NOIDA.

Others: Apart from talks and trips, there are several other mediums through which student learning is enriched. Some examples may be cited here. In 2014, a quiz session on general knowledge and logical reasoning by the Indian Institute of Science, Ghaziabad was hosted by the Department and cash prizes were given away to the winners. The first edition of the Department newsletter ‘Degrees of Freedom’ was released in 2012-2013. In 2010-11 the Statistics Department hosted a two-day workshop titled ‘Exploring Statistics’. The aim was to extend the limits of practical experience and to explore the intricacies of statistics through the talks of eminent professors.

33. Teaching methods adopted to improve student learning:

The B.Sc. Statistics course is an exciting context to engage with the quantitative language of the social, biological and physical sciences. Focusing on the increasing role of Statistics in diverse areas and its indispensability in marketing, finance and strategy-making, students are trained to acquire tools in the areas of Applied Statistics, Statistical Methods and Analysis. Students engage in sample surveys, Econometric, Biostatistics and

Operations Research. In this course, students are taught rigorous methods, tools and techniques to sift through a maze of data and comment on it in an informed manner.

Teachers use innovative and creative methods to go beyond the textbooks. We attempt to relate statistical concepts to real world ideas that are familiar to the students. To validate the theoretical concepts developed in the classrooms, students are asked to perform a requisite number of practicals in different fields of Statistics. Thus practical based pedagogy is another important tool of teaching Statistics. In addition, students also do practicum based on the computer language C and software packages like Excel, Word and Statistical Package for Social Sciences (SPSS).

One way in which Statistics has been made more interesting and engaging is through student projects and hands-on learning from various sources such as newspapers, magazines and journals. The students are encouraged to make different projects using available and self-collected data sets. The sources for these data sets may be newspapers, magazines, journals, publication and organisations like Central Statistical Organisations (CSO), NSSO, NSO, ORGMARG etc. They are also encouraged to acquire the latest data available on the various internet sites. Besides the regular classes and tutorials, extra time is devoted to students who face difficulties in grasping concepts, understanding English and general lack confidence.

Our teaching is not confined to the four walls of a classroom. We also aim to provide a hands-on experience of statistical techniques. Apart from conventional academics, the students of the Department are always encouraged to enhance their research abilities, to attend seminars and to update themselves on the subject. The Department regularly organises workshops inviting eminent people from different walks of life. This helps our students gain insight into practical applications of the subject.

The Department has been organizing educational trips to help the students relate the theoretical knowledge they gain with practical situations. In pursuance with this agenda, the students visited the Potato Research Institute at Shimla where they were able to obtain first hand information on sampling techniques and collect the data on Potato Research in India. A trip was also organised to Jaipur's institute of Health Management and Research, Maruti Udyog, Forest coverage area by plantations (Nainital) etc. to study SQC techniques and online procedures.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Faculty members and students of the Department routinely participate in various extension and outreach activities of the College such as VAPP (Voluntary Agency Placement Programme), REACH (Reaffirming Equity, Access, Capacity and Humanism), NSS (National Service Scheme), *Prakriti*, Dhyana, and Abhayaa: WDC (Womens Development Cell). For instance, Dr. Kumar has been a member of the NSS since 2006. Dr. Anuradha has also worked with NSS as convener (1993-94) and later as co-convener (1994-98). She was also associated with the college level student survey conducted as part of the Academic Congress 2014. Dr V. Ravi was the convenor of the Garden Committee (2008-11).

35. SWOC analysis of the Department and Future plans:

Strengths:

Statistics as a discipline is fast emerging out of the shadows of its more well known counterparts. Although named Statistics, it is anything but static. Various statistical tools are used to make sense of a plethora of data. Statistics as a subject finds applications across a wide domain. Be it modeling and predicting financial market trends or determining how long a species of bird will survive before extinction, statistical tools have the ability to 'torture data sets' until they reveal answers.

At LSR, the faculty not just teaches the subject but generates a deep passion for the subject. An extra effort on their part helps young women to face the challenging world with the sharpest mind and deepest knowledge. The Statistics Department at LSR passionately embraces data so that it does not just seem a set of numbers written together but becomes the fact one uses to explore the uncertain and successfully estimate the significance of a future event. This nurtures young minds to explore possibilities in the outside world-whether to help big corporate houses balance their 'balance sheet' or to assist industries in acquisition decisions or more so, to help the government make the country a better place to live in.

Our Department regularly conducts presentations and invites faculty members from reputed institutes to lecture our students on trending subjects. The theories decoded and imparted during these events serve to overcome the initial hesitation students face when considering research as a career option. In fact the idea appears fascinating and lucrative, inviting many to consider research in the field as a viable option after obtaining an undergraduate degree.

At LSR, the Statistics Department takes great efforts to raise the bar. Beginning with annual surveys conducted by the Department to releasing its annual newsletter, this relatively small cohort of faculty and students impacts the space around it significantly. Within the friendly environs that foster a *mélange* of the Arts and Sciences, it often happens that each stream finds itself sharing ideas with another. When applying the normal probability distribution to the measurement of psychometric traits among humans, Statistics finds itself being drawn into the realm of Psychology. Similarly when computing an efficient model to fit consumption data based on a fixed set of variables, the statistical methods of correlation and regression are imperative to the theory of Econometrics.

Opportunities:

The frequent interdisciplinary dialogue encourages students and may thus be seen as an opportunity that would give impetus to the discovery of novel thoughts and ideas. In today's dynamic environment, it is innovation and a multi-dimensional thought process that allows for path breaking developments.

Commercial organisations as diverse as banking, research, agriculture, pharmaceuticals, risk management, and production are using statistics. As a direct consequence, many new job opportunities have emerged for the students of Statistics and this trend is soon going to be more pronounced as more varied applications are found.

Weakness and Challenges:

Statistics is an area in which many students experience a great deal of anxiety. A major reason is that the pedagogy of Statistics has not changed nearly as quickly as most disciplines. To address this challenge, we employ a number of teaching techniques, like the use of metaphor. Another challenge that we face is to cater to student aspirations by enhancing their skill set and making them more employable and competitive in the global market. There is immense potential in creating greater opportunities for student interactions with practitioners and experts and encouraging internships for students. Finally, lab expansion to cater to increase in student numbers is desirable.

Future Plans:

We would like to take interdisciplinary linkages forward. An exciting idea to take this further could be to invite say, a Sociologist and a Statistician who were researching in collaboration. This would then bring two diverse departments together, offering each one a chance to explore how one may supplement the other.

A recent increase has been observed in the number of students considering Statistics at the undergraduate level in our college. This encourages us to believe that as the field grows in popularity and continues to make an impact, students may equip themselves better by exploring further applications and not remain restricted by what the syllabus may offer in theory. There is no doubt that Statistics is the back-bone of all industrial and technical developments. Statistics is the science of data analysis and wherever we go, we cannot escape data. As confident, well-equipped statisticians with a broader outlook of the world, we can reach out and achieve a lot more than envisioned by our predecessors.

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Evaluative Report of the Department of B.A. Programme



1. **Name of the Department:** B.A. (Programme)
2. **Year of Establishment:** 1956
3. **Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**

UG – B.A. (Programme)

4. **Names of Interdisciplinary courses and the departments/units involved:**

Not Applicable

5. **Annual/semester/choice based credit system (programme wise):** Semester

6. **Participation of the Department in the courses offered by other departments:**

Students from the Department of B.A. Programme study the following courses from other Departments:

- Language, Literature and Culture offered by the Department of English (Foundation Course)
- Human Rights, Gender and Environment offered by the Department of Political Science (Foundation Course)
- Conflict Resolution and Peace Building offered by the Department of Political Science (Application Course)
- Mass Communication offered by the Department of Journalism (Application Course)
- Life Crisis: Coping and Evolving offered by the Department of Psychology (Application Course)
- Creative Writing in Hindi offered by the Department of Hindi (Application Course)
- Fitness, Aerobics and Gym Operations offered by Physical education (Application Course)
- In addition, the departments of History, Political Science, Mathematics, Economics, Psychology and Computer Applications offer their own Discipline Courses to students over six semesters

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:**

Not permitted as per University Ordinance

8. **Details of courses/Programmes discontinued (if any) with reasons:**

- Annual system was discontinued in 2010. The last batch graduated in April 2013.
- B.A. (Programme) was discontinued in 2013 under the FYUP and re-introduced in 2014.

9. **Number of Teaching posts:** As on 22 May, 2015

Posts sanctioned for B.A. (Programme) combinations are in their respective departments except those given in the table that follows:

	Sanctioned			Filled		
	Computer Applications	Physical Education	Urdu	Computer Applications	Physical Education	Urdu
Professors	-	-	-	-	-	-
Associate Professors	-	-	-	1	-	-
Asst. Professors	2	2	1	-	1	-

10. Faculty profile with name, qualification, designation, specialisation (D.Sc. /D.Litt. /Ph.D. /M.Phil. etc.): As on 22 May 2015

Details of faculty members of disciplines that also teach Honours courses are in their respective departmental reports. Details of faculty members of disciplines that are not Honours courses are provided below:

Name	Qualification	Designation	Specialisation	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Sushila Madan	Ph.D.	Associate Professor	E-Commerce Security	27 years	4
Meenakshi Pahuja	M. Phil.	Assistant Professor	Sports Management, Sports Psychology, Sports Medicine and Nutrition.	13 years	None

11. List of senior visiting faculty: None

12. Percentage of lectures delivered and practical classes (programme wise) handled by temporary faculty:

25.58% lectures and tutorials for B.A. (Programme) were delivered by temporary faculty from January 2015 till May 2015.

100% of practical classes for Computer Application and Physical Education were handled by permanent faculty members from January 2015 to May 2015. 100% of practical classes for Psychology were delivered by temporary faculty members in January and February 2015. Thereafter, since the appointment of four permanent members in March 2015, all practical classes for Psychology were handled by permanent faculty members.

13. Student-Teacher Ratio (programme wise):

Semester 2	
Mathematics	6:1
History	29:1
Political Science	28:1
Economics	29:1
Psychology	16:1
Computers	14:1
Urdu	7:1
Hindi	16:1
English	59:1
Semester 4	
History	20:1
Political Science	30:1
Economics	37:1
Psychology	21:1
Computers	9:1
English	59:1
Application Courses	
Mathematical statistics	18 :1
Mass communication	16:1
Conflict Transformation and Peace Building	18:1
Physical Education	7:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled:

Total sanctioned and filled strength for the Computer labs is of two technical assistants; filled one on contractual basis. Total sanctioned and filled strength for the Psychology labs is of two Lab Assistants.

15. Qualifications of teaching faculty with D.Sc. /D.Litt. /Ph.D. /M.Phil. /PG.:

- Sushila Madan, M.Sc. (Applied Mathematics), MS (Software System), Ph.D (Computer Science)
- Meenakshi Pahuja, MA. (Physical Education), M.Phil (Physical Education)

16. Number of faculty with on-going projects from a) National b) International funding agencies and grants received:

- National funding agencies: None
- International funding agencies: None

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:

UGC:

- Dr. Sushila Madan received a UGC Grant (Amount of grant sanctioned: Rs. Thirty Thousand) in 2001 for a Minor Research Project titled ‘Security Risk management in e-commerce’.

Others:

- Ms. Anjani Kochak from the Department of B.A. (Programme), Dr. Anjana Singh from the Department of Economics and Dr. Saswati Bhattacharya from the Department of Sociology received the Innovation project grant (Amount of grant sanctioned: Rs. Three Lakhs) from DU in 2013-15 for their project titled ‘The Successful Professional Woman: Work-Life Balance and Well-Being’.

18. Research Centre/facility recognized by the University:

The Aung San Suu Kyi Centre for Peace is a Research Centre/facility at LSR, established with funds granted by the University Grants Commission.

19. Publications:

Teachers	Books Authored/ Edited	Chapters in Books / Textbooks	Papers in Journals (National/ International)	Book Reviews in Journals	Monographs
Sushila Madan	14	8	11	-	-
Meenakshi Pahuja	-	1	1	-	-

Dr. Sushila Madan:

Books Authored/Edited):

- Madan, S. (2015). *Introduction to Information technology*. New Delhi: Scholar Tech Press. (ISBN: 9382209662)
- Madan, S. (2014). *Data Base Management System*. New Delhi: Scholar Tech Press. (ISBN: 978-93-82209-50-8)
- Madan, S. (2013). *E-commerce, 8th Edition*. New Delhi: Mayur Paperbacks. (ISBN: 81-7198-046-5)
- Madan, S. (2012). *Introduction to Essential Tools*. New Delhi: Mayur Publications. (ISBN: 8171980090)
- Madan, S. (2011). *Management Fundamentals and Information System*. New Delhi: Taxmann Publications. (ISBN: 8171948421)
- Madan, S. (2011). *E- Commerce*. New Delhi: Mayur Paperbacks. (ISBN:8171980465)
- Madan, S. (2010). *Introduction to Computers and Information System*, 3rd Edition. New Delhi: Taxmann Allied Services. (ISBN- 13: 978- 8184781564)
- Madan, S. (2007). *Information Technology*. New Delhi: Taxmann Publications. (ISBN: 81-7496-983-7)

- Madan, S. (2007). *Introduction to Computer and Information System*. New Delhi: Taxmann Publications. (ISBN: 8174969675)
- Madan, S. (2007). *Management information and Control Systems*. New Delhi: Taxmann Publications. (ISBN: 8184781563)
- Madan, S. (2007). *Information Technology*. New Delhi: Taxmann Publications. (ISBN: 8174969837)
- Madan, S. (2007). *Computer Based Information System*. New Delhi: Taxmann Allied Services. (ISBN: 8174969667)
- Madan, S., & Shrivastava, K. P. (2004). *Multimedia and Web Technology*. New Delhi: Taxmann Publications. (ISBN: 81-7496-557-2)
- Madan, S. (2002). *Computer Applications in Business*. New Delhi: Mayur Paperbacks. (ISBN: 8171981097)

Chapter(s) in book(s):

- Kaur, B., & Madan, S. (2014). Trust Concerns of the Customers in E-Commerce Market Space. In K. Mehdi (Ed.). *Encyclopedia of Information Science and Technology*, Third edition (pp. 2360-2371). USA: Information Science Reference. (ISBN: 9781466658899)
- Kaur, B., & Madan, S. (2014). A Fuzzy Expert System to Evaluate Customer's Trust in B2C E-Commerce Websites. Published as paper in *proceedings of INDIACom-2014, International Conference on Computing for Sustainable Global Development* (pp. 394-399). New Delhi: IEEE. (ISSN: 0973-7529, ISBN: 978-93-80544-10-6)
- Chopra, R., & Madan, S. (2013). Reusing Black Box test Paths for White Box testing of Websites. Published as paper in the *Proceedings of the Advanced Computing Conference (IACC), Ghaziabad (UP)* (pp. 1345-1350). IEEE. (ISBN: 978-1-4673-4528-6)
- Kaur, B., & Madan, S. (2013). A Paradigm Approach to Generate Trust Index Using 3C3G Framework for B2C E-Commerce Websites. In B. Papastratorn et al. (Eds). *CCIS 409* (PP. 80-92). Switzerland: Springer International Publishing,. (ISBN: 978-3-319-03782-0, Print; 978-3-319-03783-7, Online)
- Jha, P.C., Kaur, R., Bali, S., & Madan, S. (2013). Optimal Build-or-Buy Decision for Component Selection of Application Package Software. In B. K. Panigrahi, P.N. Suganthan, S. Das & S. Sekhar (Eds.). *Swarm, Evolutionary, and Memetic Computing, Lecture Notes in Computer Science*, 8298 (pp. 546-558). New Delhi: Springer. (Print ISBN 978-3-319-03755-4; Online ISBN: 978-3-319-03756-1)
- Sahi, G., & Madan, S. (2012). Information Security Threats in ERP enabled E-governance: Challenges and Solutions. In S. Chhabra & M. Kumar (Eds.). *Strategic Enterprise Resource Planning Models for E-Government: Applications and Methodologies* (pp. 158-170). USA: Information Science Reference. (ISBN 978-1-60960-863-7, hardcover; ISBN 978-1-60960-864-4, ebook)
- Madan, S. (2008). Components of CCT. In S. Uppal (Ed.). *Computers and Communication Technology. Part I* (pp. 15-68). New Delhi: NCERT. (ISBN No. 978-81-7450-852-2)
- Madan, S. (2008). Client-Side Scripting Using JavaScript. In S. Uppal (Ed.). *Computers and Communication Technology. Part II* (pp. 274-322). New Delhi: NCERT. (ISBN No. 978-93-5007-543-3)

Papers in Journals (National/International):

- Chopra, R., & Madan, S. (2015). Locate a Pin in a Haystack before the Customer Finds. *International Journal of Applied Information Systems*, 8(2), 47- 49. (ISSN: 2249-0868)
- Kaur R., Arora S., Jha P.C., Madan, S. (2015). Fuzzy Multi-criteria Approach for Component Selection of Fault Tolerant Software System under Consensus Recovery Block Scheme. *Procedia Computer Science*, 45, 842–851. doi:10.1016/j.procs.2015.03.169
- Kaur, B., & Madan, S. (2014). An Analytical Study of the Trust Concerns of Online Buyers in India. *Journal of Computing*, 5(6), 1-8. (ISSN: 2151- 9617)
- Kaur, B., & Madan, S. (2013). Identifying Customers' Preference of Trust Factors in Adoption of B2C E-Commerce in India. *International Journal of Computer Science and Technology*, 4(2), 736-739. (ISSN: 2229-4333)
- Kaur, B., & Madan, S. (2013). Factors Influencing Trust in Online Shopping: An Indian Consumer's Perspective. *European Journal of Business and Management*, 29(5), 132-138. (Online ISSN No.: 2222-2839, Print ISSN No.: 2222-1905)
- Chopra, R., & Madan, S. (2012). A Practical T-P3R2 Model to Test Dynamic Websites. *Journal of Information Engineering and Applications*, 2(6), 44-47. (ISSN: 2224-5782)
- Chopra, R., & Madan, S. (2012). Testing Websites Using P3 R 2 Model. *International Journal of Computer Science Issues*, 9(4), 248-253. (ISSN: 1694-0814)
- Sahi, G., & Madan, S. (2012). Comparison of Success Factors of B2C E- Commerce Travel Websites based on STEP Model. *Cyber Times International Journal of Technology & Management*, 5(2), 265-276. (ISSN: 2278-7518)
- Kaur, B., & Madan, S. (2012). Categorical Classification of Trust Factors in E-Commerce. *Cyber times International Journal of Technology and Management*, 5(1), 265-276. (ISSN: 2278-7518)
- Madan, M., & Madan, S. (2010). Convalesce Optimization for Input Allocation Problem Using Hybrid Genetic Algorithm. *Journal of Computer Science*, 6(4), 413-416. (ISSN 1549-3636)
- Madan, S. & Madan, S. (2010). Bulwark Against SQL Injection Attack - An Unified Approach. *International Journal of Computer Science and Network Security*, 10(5), 305-313. (ISSN: 1738-7906)

Ms. Meenakshi Pahuja**Chapters in Books/Textbooks:**

- Pahuja, M. (2011). Physical Education in the Making of a Teacher. In Kalyani A. & S. Sharma (Eds.). *Pedagogic Trajectory* (pp. 92-97). Delhi: Synergy Books (ISBN: 978-93-82059-30-1).

Papers in Journals (National/International):

- Pahuja, M. (2013). Swimming and Health. *International Journal of Physical Education, Health and Sports Sciences*, 2 (1), (pp.114-115). (ISSN: 2279-0306)

20. Areas of consultancy and income generated:

Dr. Madan's consultancy roles have included:

- Adjunct Faculty, Banasthali University, Rajasthan to supervise research students in Computer Science, since 2007 (No Income generated)

- Honorary member, Board of Advisors for F-tech, New Delhi since 2010. Her contribution has been towards helping the organisation develop ecosystems for a Skill Development programme structure
- Member, Certified Trainer for Oracle Academy in Data Base Design and Programming in SQL, since 2008
- Delivering trainings on behalf of Sumeru Software Solution, Bangalore to generate funds for an NGO Art of Living (2007-2009, Lien Period)
- Honorary member of Executive Committee of Ekal Sansthan, a member organisation of Ekal Abhiyan which runs Ekal Vidyalaya in more than 52,000 villages in India and is involved in holistic and integrated development of villages, since 2013
- Member Advisor, NCERT, Textbook Development Committee in 2008-2009
- Advisor, Kendriya Vidyalaya Sangathan for recruitment of computer science PGT in 2007-2013 (Conveyance Provided)
- Consultancy, EduComp for K-12 series and in Information Security (2007-2009 Lien Period)
- Honorary member, Advisory board, Institute of Information Technology and Management, Janak Puri, Delhi since 2014

Ms. Pahuja's consultancy roles have included:

- Honorary Director, Physical Education Foundation of India, since 2010
- Advisor, Rope Skipping Federation of India, since 2009
- President, Alumni Association, Indira Gandhi Institute of Physical Education and Sports Sciences, University of Delhi, since 2011
- Joint Secretary, Delhi Table Tennis Association, since 2005
- NCERT Expert to review Health and Physical Education material for Classes IX and X in 2012
- NCERT Expert to review Health and Physical Education material and teachers guide for Classes VI to VIII in 2012

21. Faculty as members in a) National Committees, b) International Committees and c) Editorial Boards

a. National Committees

Dr. Sushila Madan:

- Member, Computer Society of India, since 1996
- Fellow Member, Institution of Electronics and Telecommunication Engineers, since 2010
- Member, Board of Research Studies (Mathematical Sciences), 2012-2014

Ms. Meenakshi Pahuja:

- Member, NCTE Committee, MHRD to develop and design the orientation and refresher course for Teachers' Education in 2014
- Member, Delhi University Sports Council Executive Committee in 2006 and 2013
- Member, Association of Indian University Selection Committee in 2012

b. International Committees: No faculty member is currently part of any International Committees.

c. Editorial Boards:

Dr. Sushila Madan:

- Member, Editorial Advisory Board for the International Journal of Information Communication Technologies and Human Development (ISSN:1935-5661) published by IGI Global, USA since 2013
- Member, Editorial Board for Cyber Times International Journal of Technology and Management (ISSN: 2278-7518) since 2012

22. Student Projects:

- a. Percentage of students who have done in-house projects including inter departmental/programme: 100%
- b. Percentage of students placed for projects in organisations outside the institution i.e. in Research laboratories/Industry/other agencies.
 - Approximately 10% students from the Department opt for internships outside the institution in companies like Red Bull and NGOs like Shakti Vahini, Child Rights and You, etc.
 - Four students in 2013-2015 worked as research associates in DU funded Innovation Project described earlier.

23. Awards/Recognitions received by faculty and students:**Faculty:**

- Dr. Sushila Madan was conferred with the 'Stree Udhayami Award' in 2015 at the Gandhi Smriti Darshan Samiti, Satyagrah Mandap, Delhi.
- Ms. Meenakshi Pahuja has won several awards in swimming at the school, inter-college, state, national and international levels. She was conferred with the Delhi Sports Men Association Award for Outstanding Performance in Delhi State in 1991, the Hinduja Sports Foundation Award in 1992 and the Delhi University Best Swimmer Award for three years consecutively (1995-1997). She was also nominated by the Delhi Government for the Prestigious Tenzin Norgay National Adventure Award in 2013.

Some of her other achievements include:

- In 2014 she successfully swam the Robben Island, Cape Town, South Africa. She covered a distance of 7.4 kms in extreme conditions. In the same year, Ms. Pahuja successfully swam 28.5 miles and was ranked third at the annual 28.5 mile Manhattan Island Marathon Swim, New York City and also swam 25 miles of the Great English Channel.
- She won the Bronze Medal at the Labuan Sea Cross Channel event organised by the Malaysian Government in 2012. In the same year, she successfully swam the Ederle (17.5 miles), NYC SWIM-2012, Gangway One, Battery Park at North Cove Marina to Sandy Hook, New Jersey.
- Ms. Pahuja is a National Record Holder and features in the Limca Book of Records for becoming the First Indian woman to successfully swim five lakes in five days during the Fourth Annual Tex Robertson High Land Lakes Challenge, 2010 (Lake Buchanan, Inks Lake, Lake LBJ, Lake Marble Falls and Lake Travis) held in Austin, Texas. She secured the third position in the Main Women's category having completed the swim in 7 hours, 49 minutes and 36 seconds. She also features in the

Limca Book of Records for being the first to successfully swim around Key West, Florida (12.5 Miles) in 2011 in 7 hours, 10 minutes and 24 seconds. Ms. Pahuja was the first one to swim Lake Travis Solo, Austin, Texas, USA, (12 Miles) in 2011.

- She was the first person from Delhi to attempt the Great English Channel Swim in 2008. In 2007 she became the first person from Delhi to participate in 20th International Marathon Swim held at lake Zurich, Switzerland and successfully completed the distance of 26.4 kms.
- In 1996 Ms. Pahuja participated in the 10th Asia Pacific Aquatic Meet held at Pusan, South Korea and won a Bronze Medal in the 400 meters Individual Medley Women section.

Ms. Pahuja has had a lot of officiating experience. She has officiated in the Rajiv Gandhi National Championship (2000); Afro-Asian Games Conference (2001); All India Inter University Aquatics (2001); Inter College Aquatics (2001, 2002, 2003, 2004, 2005, 2007 and 2008); Delhi State Athletic meet and North Zone Delhi State Athletic meet (2003); 4th National Swimming Championship For Disabled (2003); 10th Federation cup - Athletics (2004); West Zone Delhi State Athletic meet (2004); 13th IAAF World Half Marathon Championship (2004); Manager, Delhi University North Zone Table Tennis Inter University Men and Women team (2004); Manager, Delhi University Aquatic Inter University Men and Women Team (2006 and 2007); Manager, Delhi University North Zone Table Tennis Inter University Men and Women team (2008-2010); Manager, Delhi University All India Inter University Aquatic women team (2010); Manager, Delhi University All Inter University Table Tennis Women team (2012-2013); Delhi University Tournament Committee Member and Selection of All India Inter University teams in Athletics, Basketball Swimming, Table Tennis, Lawn Tennis, Shooting and Archery in 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013 & 2014; Member, Delhi University Executive Council in 2006 and 2013; Sports Meet, Delhi University Equal opportunity cell, University of Delhi in 2010, 2011, 2012, 2013 and 2014.

Students:

The Department of B.A. (Programme) boasts of students of very high academic capability who have also won accolades in sports and other extra-curricular events. A list of few such awards /recognitions received by students in the past few years in Inter-college, National/International events follows:

Academic Recognitions, Prizes and scholarships:

The following students topped the course in College and also obtained positions in the University.

- Ms. Veenu Singh (Second year) and Ms. Archana Gupa (Third year) in 2014-2015
- Ms. Abhilasha Singh (Third year) in 2013-2014
- Ms. Abhilasha Singh (Second year) and Nikita Jain (Third year) in 2012-2013
- Ms. Abhilasha Sood (First year), Ms. Sana Zehra (Second year) and Ms. Ronica Singh (Third year) in 2010-2011. Ms. Singh was third in the South Delhi Campus
- Ms. Ritu Tomar Srivastav (Batch of 1994) received the Shrimati Sharda Krishna Iyer Memorial Award for securing the highest marks in the subject combination of History and Political Science in DU.
- In 2010, Ms. Sana Zehra won the POSCO scholarship.

- Ms. Kulsum Mehwish received a fellowship in June 2013 ‘Fulbright Foreign Language Teaching assistantship’ from the prestigious Fulbright House and was placed in University of California, Davis in 2013-2014 academic year to teach and evaluate the students of Hindi-Urdu as a second/foreign language.

Sports Achievements:

- Ms. Shweta Chaudhry (Batch of 2007), International Air Pistol Shooter has won the following awards:
 - Bronze medal at the 2014 Asian Games in Incheon, 2014
 - 2 Gold medals at the South Asian Federation Shooting Championships held at Islamabad, 2008
 - Silver medal at the 15th Asian Games held at Doha, Qatar 2006
 - 2 Silver medals at the Commonwealth Shooting Championship held at Melbourne, 2005
 - 3 Gold medals at South Asian Federation Games held at Pakistan, 2004
 - Silver medal at the Commonwealth Games (Manchester), 2002
 - Bronze medal at the 4th Commonwealth Championship, England, 2001

More recently,

- In 2014-2015, the basketball team was captained by Ms. Shriya Sinha. The team was declared the Champions at the Delhi University Inter College Tournament and stood First in the prestigious Royals 3 on 3 Tournament held at Bal Bharti School. They stood third at the YMCA Inter College Basketball Tournament.
- In 2014-2015, Ms. Nagma won a Silver medal in the 7th Delhi Para Athletic State Championship in the 100m race. She also secured the first position in discus throw. Ms. Nagma came third in the 200 m. race.
- In 2013-2014, Ms. Nikhat Pannu won the Gold Medal in the 50m. Breaststroke race at the Delhi State Meet.
- In 2013-2014, Ms. Monica Rani won a Silver medal in the Heptathlon event at the Delhi University Intercollegiate Meet. She was also part of the relay team that won the Gold medal in the 4x400m. Relay.
- In 2013-2014, the basketball team was led by Ms. Shivangi Sarada. The team was declared champions at the IIT Sportstech Inter College tournament organised by IIT, Delhi. Ms. Shivangi and Ms. Shriya represented Delhi University in the All India Inter-University North Zone Meet. They also represented Delhi in the Federation Cup held in Ahmedabad, where the team secured fourth position.
- In 2012-2013, Ms. Prerna Chahar was part of the Basketball team which won the Delhi State Women’s Sports Festival Tournament. In addition, the team bagged the Winner’s title at the YMCA Invitational Intercollegiate Basketball Tournament and was Runners-up in the Delhi College League. The team also secured the third position in the Sportstech Inter College Tournament organised by IIT, Delhi.
- In 2011-2012 Ms. Aditi Arora was part of the Swimming team that won a Silver medal in the 4x100 m. relay in the Delhi State Swimming Championship.
- In 2011-2012, the Squash team was led by Ms. Tulika Lal. Ms. Tulika was ranked fifth in the women’s category at the Western India CCI Open Meet held at Mumbai and secured the fourth rank in the DDA Squash Open at Delhi.

Achievements in Creative fields and the Arts:

- In 2014-2015, Ms. Shambhavi Diggi and in 2013 Ms. Akshita Grover and Ms. Shivani Sharma were awarded for Excellent Performance at the Delhi University Flower show. In 2012, Ms. Diksha Poddar received the same distinction.
- In 2014-2015, Ms. Hlingdeikim Changsan was part of College's Western Music Society Choir team. The team won First position in the choir category at BITS Pilani, Gargi College, Sri Venkateshwara College, Kirori Mal College, Hindu College, Miranda House, Kamla Nehru College and St. Stephen's College.
- In the same year, Ms. Komal Singh was part of College's Dramatics Society. The society won the First position in dramatics at Shaheed Bhagat Singh College, Zakir Hussain College and DCAC. They also won Second position at Amity University.
- In 2013-2014, Ms. Anjali Singh and a team mate won the First Prize at the Rotary Debate.

Awards/Recognition won over the years by distinguished alumnae:

- Dr. Minoti Chatterjee (Batch of 1969) is an Academician and former Principal of Kamala Nehru College, University of Delhi. In her tenure as Principal, she has helped Kamala Nehru College grow into one of the premiere Arts Colleges in the country
- Ms. Uma Sharma (Batch of 1958) is a renowned Kathak dancer. In 1973 she became the youngest dancer to be conferred with the Padma Shri by the GOI and the Padma Bhushan in 2001. She has also been the recipient of the Sahitya Kala Parishad Award and the Sangeet Natak Akademi Award (1987).
- Ms. Ranjana Gauhar (Batch of 1971), celebrated Odissi dancer, was awarded the Padma Shree in 2003 and the Sangeet Natak Akademi Award in 2007 by the President of India.
- Ms. Ritu Beri (Batch of 1987) received the Millennium Achiever and Rashtriya Shiromani Awards in the year 2000. In 2004, she received the Global Excellence Award for her contribution in the field of fashion. Ms. Beri received the Kalpana Chawla Excellence Award in 2007 for excelling in her field. In 2010, Ms. Beri was conferred the Chevalier dans l'Ordre des Arts et des Lettres (Knight of the Order of Arts and Letters), one of the highest civilian awards by the French government, for her contribution to the fashion industry.
- Ms. Nidhi Tuli (Batch of 1995) is a script writer and documentary filmmaker. She was awarded the Charles Wallace India Trust Scholarship to pursue Master's in Feature Film Screenwriting from the Royal Holloway, University of London, 2003-04. While at UK, she won the Raindance Film Pitch Competition at the Edinburgh Film Festival, 2004. She has co-written dialogues for mainstream Hindi films such as Mansoor Khan's *Josh* and Rohan Sippy's *Kuch Naa Kaho*. Ms. Tuli has directed and produced the much acclaimed documentary Ladies Special that won the John Abraham National Award in 2005 and the George Ragot love the train Award at Cine Rail Paris in 2009. Other films directed by her are *Art in Exile*, *Of Friendship, Films and Swords* and *The Saint of Chitrakoot*. Her television show *Khata Rahe Mera Dil* was awarded the Best Travel Show at the Indian Telly Awards in 2012.

24. List of eminent academicians and scientists/visitors to the Department:

The B.A. (Programme) Department has hosted several reputed visitors over the years from India as well as abroad. A list of few selected visitors follows:

- Dr. Indra Nath Choudhuri, Professor, Secretary of Sahitya Akademi and Director at the Nehru Centre

- Mr. K. Sachidanandan, Poet and Critic
- Dr. V.C. Kulandaiswamy, Academic and Author
- Dr. Avadesh Kumar Singh, Professor and Director of School of Translation Studies and Training, IGNOU
- Mr. Harsh Mander, Social Activist (NAC)
- Dr. Kaushik Bhaumik, Professor, Jawaharlal Nehru University
- Dr. Dhruv Raina, Professor, Jawaharlal Nehru University
- Mr. Anuj Sharma, Ministry of Information and Broadcasting
- Ms. Ratna Sudershan, Advisor, the Institute of Social Studies Trust
- Ms. Nidhi Tuli, Film Producer
- Mr. Rajat Sharma, Television personality
- Ms. Nidhi Razdan, News Anchor, NDTV
- Ms. Tina Rajan, Graphic designer
- Mr. Karan Thapar, Media person
- Mr. Manohar Shyam Joshi, Writer
- Dr. Vasanta Patri, Counselling psychologist
- Mr. Pavan Verma, Writer
- Ms. Sabina Kidwai, Research scholar, Jamia Millia Islamia University
- Ms. Sminu Jindal, Managing Director, Hexa Tradex Ltd

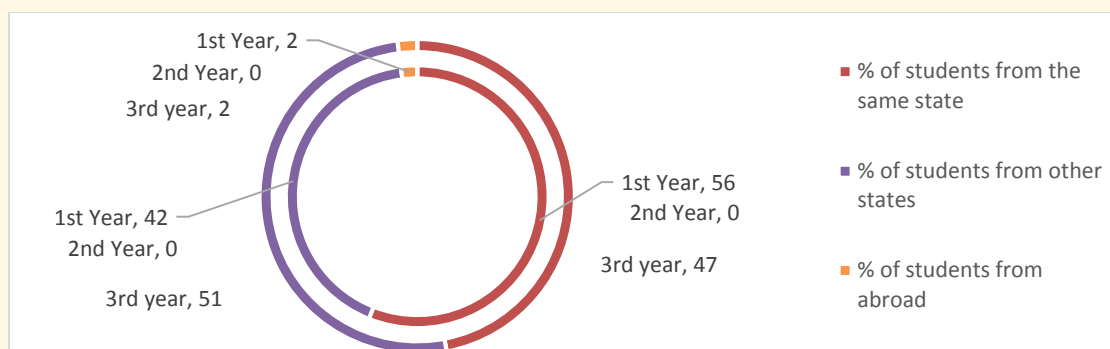
25. Seminars/Conferences/Workshops organised & the source of funding:

- a. **National:** As a part of the Academic Congress 2014, supported by UN Women, the Department organised various events. One event involved collaborating with the Department of English in making the 'Gender Wall', which showcased poems in Hindi by students relating to women, power, gender, identity, justice and liberty. In collaboration with the Hindi Creative Writing Society, the Department organised an exhibition on 'Modern Indian Women Writers'. It included poetry by women writers and write ups by students as well as a short film on how women are portrayed in Indian cinema and television.
- b. **International:** Nil

26. Student profile programme/course-wise:

Name of the Course/ programme	Applications received	Enrolled		Pass percentage
		*M	*F	
2014-15	No applications were received due to discontinuation of course under FYUP in 2013-14 in 2014-15, students were allocated this course based on their applications to honors course due to FYUP rollback			Ongoing
B.A. Programme, 2013-14		-	95	95%
B.A. Programme, 2012-13	14,050	-	38	97.7%

27. Diversity of Students: Approximate figures provided



28. How many students have cleared national and state level competitive examinations such as NET/SLET/GATE/Civil services/Defense services etc.:

Students of the Department have on several occasions cleared competitive examinations including examinations for the Civil services. The most well-known of our former students is Ms. Vimla Mehra (Batch of 1975) who was inducted into the Indian Police Service in the year 1978. She was JCP, Crime against Women Cell, Delhi and after Kiran Bedi she was the second women IPS to head Tihar Jail.

A substantial number of students have successfully attempted the UGC NET exam. For example, Ms. Divina Raghav cleared the NET exam in Management in 2010. Some have Doctoral degrees and are teaching in DU. In recent years, our students have done well in the Common Admissions Test (CAT) and obtained admission into prestigious institutions. Ms. Sejal Jain obtained admission in IIM, Ahemdabad in 2013.

29. Student progression: Approximate figures provided

Student progression	Against % enrolled
UG to PG	25-30%
PG to M. Phil.	Information not available
PG to Ph.D.	Information not available
Ph.D .to Post-Doctoral	Information not available
Employed	10%
-Campus selection	40%
-Other than campus recruitment	Information not available
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities:

a. Library:

The B.A. programme section of the library contains 512 books, in addition to the various books that are housed by separate departments. In addition to 103 journals and periodicals, one magazine – Digit- is also subscribed to from the discipline of Computer Applications. Faculty members and students also have access to a number of journals, books, and accessibility to libraries through University of Delhi online Library.

b. Internet facilities for staff and students:

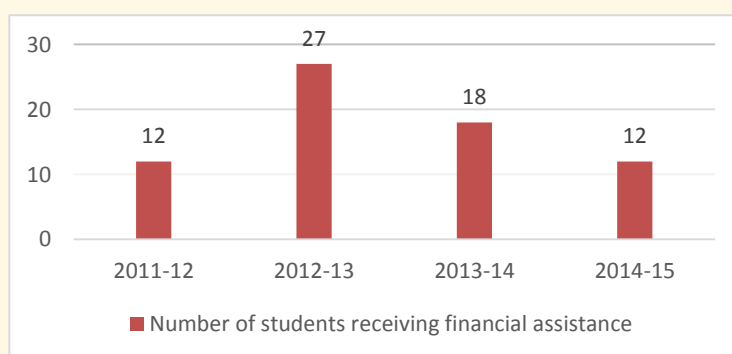
The college is Wi-Fi enabled. 30 desktops and 42 laptops with internet facilities are available for faculty at all times for teaching/research. Faculty can also get laptops issued for classroom teaching and related work. Further, 140 computers are available for students in the library, Reference Section and laboratories with Internet to work on their assignments.

c. Classroom with ICT facilities:

Many classrooms assigned to the Department are equipped with projectors for PowerPoint presentations and sound systems to facilitate audio-visual screenings.

d. Laboratories:

The College has two well-equipped Computer laboratories for students who have Computer Application as a disciplinary course. The labs contain the latest computer systems, software as well as projectors. There are a sufficient number of computers for the needs of the students. The Psychology wing consists of four laboratories-cum-classrooms. Each of these rooms can accommodate 50 to 60 students. The fourth laboratory was added as recently as 2014. The spacious and well lit laboratories serve as the ideal physical space for practicum exercises.

31. Number of students receiving financial assistance from college, university, government or other agencies:**32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:**

The learning of students is enriched in various ways through a number of educational activities conducted within and outside the Department.

Cultural Meets and Events: The Department organises a Cultural Meet *Samagam* annually which provides a rich training ground for students. *Samagam* is based on a different theme each year, conceptualized by students in a manner that allows for multi-disciplinary dialogue. Eminent academicians, business persons and professionals are invited to interact with students. In 2015 the theme was 'Indian Society in a Flux: Westo-Indianisation', while the year before, the theme was 'Exploring Identities in Contemporary Delhi.' In 2013 the Meet was based on the theme 'Women and Well- Being in the Age of Globalisation.' *Samagam* involves other events as well including competitions for theme based photography, movie making, creative writing, and poster making. In 2012, on the tenth anniversary of the Gujarat Massacre of 2002, the Department organised a two day event to

pay a tribute to the survivors of the massacre. Mr. Harsh Mander (NAC) was invited for a talk on Justice, Peace and Reconciliation in Gujarat.

Trips: An educational trip is organised each year to heritage sites in Delhi such as the Old Fort, Humayun's Tomb and Hauz Khas Fort. On many such trips students and faculty are joined by historian Ms. Beeba Sobti who provides excellent insights into the significance of these monuments.

Movie Screenings: A number of movies are screened on social issues such as gender discrimination and environmental degradation. Some insightful feature films and documentaries shown in recent times include *It's a Boy*, *Ladies Special*, *Milk*, *Khuda ke liye*, *Final Solution* and *Smile Pinki*. These sessions are followed by discussions with the film director or experts in the area.

Others: Debating competitions and career counselling sessions are other ways by which the Department enriches student learning. The Department magazine *Montage* also provides an opportunity to students to express themselves creatively.

33. Teaching methods to improve student learning:

Teachers of the Department use several innovative methods for igniting students' interest in their subjects as well as in contemporary issues of social, political and economic relevance. Fostering engaging classroom interactions and brainstorming sessions are important ways through which students learn concepts and ideas. Debates, presentations, case studies and projects form the backbone of the pedagogy. Students are encouraged to develop their own perspective on the material presented in class through constant reflection. Questions are encouraged and students are compelled to think out of the box and explore their creativities. Teachers remain accessible to students for all matters.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Faculty members and students of the Department routinely participate in various extension and outreach activities of the College such as VAPP (Voluntary Agency Placement Programme), REACH (Reaffirming Equity, Access, Capacity and Humanism), NSS (National Service Scheme), *Prakriti*, Dhyana, Abhayaa- WDC (Women's Development Cell) and the Office of International Programmes. Dr. Sushila Madan has been the NSS Convener for two years and was also part of the Child Development Programme among others (1993-95).

35. SWOC analysis of the Department and Future plans:

Strengths:

The biggest strength of the Department is its students who possess a high degree of scholastic aptitude and creative abilities. Our students join the Department with the motivation of studying a variety of subjects and teachers endeavour to help students develop inter-linkages between the disciplines they study. The students and teachers of the Department share a close bond with each other that goes beyond academics, and the personal growth of the students is considered as important as their academic development.

Requirements for entry into the course demand a strong academic background which ensures that the Department attracts some of the best minds in the country. This is

demonstrated by the fact that the Department has the highest percentage of students obtaining first division among all the colleges of DU. The students of the Department are highly driven and seek to establish careers in some of the most competitive fields in the country. Several young women opt for this course with the aspiration to clear the Civil Service Examinations and have been successful in doing so in the past. Others have gone on to pursue higher education in institutes of repute in India and abroad like the Tata Institute of Social Sciences, Mumbai/JNU/Delhi University/National University of Singapore/London School of Economics/Warwick Business School etc. The course imparts employable skill such that a considerable percentage of students chose to enter the arena of work after graduation, with the corporate world and the social sector being the two most prevalent choices.

Teaching-learning is a priority area for the Department and continuous innovations are made in pedagogy to enhance the intellectual experience. Besides transacting the syllabi in as rigorous a manner as possible, teachers and students create opportunities to go beyond the curriculum. The classroom is a lively and democratic space for deliberation, questioning the obvious and not so-obvious, providing students the space and confidence to share their views. In the fifth and sixth semesters, the application courses include a project component which helps students apply the theoretical concepts that they learn.

Weakness:

Infrastructural constraints tend to limit the subject choices that can be offered to the students. This constrain occurs mainly in the form of limited faculty and resource persons. Increasing the sanctioned strength of the Department may ease this problem to some extent.

Opportunities:

Our opportunities lie in the diverse set of students that join us every year bringing with them a variety of experiences and backgrounds. We hope to turn this student diversity into our greatest strength by enabling students to learn from each other. We therefore seek to increasingly create within our classrooms a respect for diversity and an atmosphere that is inclusive. Another wonderful feature of the Department is that it promotes an interest in inter-disciplinarity. As academia is recognising the need to study phenomena from multiple perspectives, we seek to produce students who possess the skills to bring together insights from disciplines as varied as economics, psychology, political science and history.

Challenges:

We aim to be more inclusive in catering to the needs of linguistically diverse sections of society through remedial teaching and in locating reading material in vernacular languages. We also need to improve facilities provided to visually challenged students in terms of availability of quality reading material in Braille etc. The Department strives to provide a context for the learning of languages as diverse as Tamil, Urdu and Bengali. These efforts are however, not always very successful.

Future plans:

We look forward to attracting students to opt for Modern Indian Languages like Urdu and hope that its relevance can be increased in the times to come. We would like to see expansion of the Department in terms of student intake with a larger variety of academic interests so that more options can be offered and the multi disciplinary character enhanced.

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Tables, Graphs and Supporting Documents

TABLE 2.1.3 (a) Minimum and maximum % of marks for admission at entry level to each of the Programmes offered by LSR for the years 2011-12; 2012-13; 2013-14

Department	2011-2012				2012-2013			
	General		OBC		General		OBC	
	Max	Min	Max	Min	Max	Min	Max	Min
B. Com. (H)	97	95.75	94	89.25	97	96.25	95.25	86.25
Economics (H)	97	96	93	87	97	96.25	94.75	82.5
English (H)		Entrance Test				Entrance Test		
Hindi (H)	68.5	68	65.5	58	70	69.75	68.5	40.5
History (H)	89.5	89.5	84.5	79.5	90.25	90.25	85	66
Journalism(H)		Entrance Test				Entrance Test		
Mathematics (H)	95.5	93.25	91	83.25	95.5	95	93	76
Philosophy (H)	87	87	84	77	88	88	85	48
Political Science (H)	94	93.5	90	83.5	93.5	93.5	90	70
Psychology (H)	96	95	93	85	96	96	92.5	73
Sanskrit (H)	52	48	50	45	51	45	49	40.5
Sociology (H)	94	92.75	91	82.75	93.5	93.5	91	68.75
Statistics (H)	94.5	93.5	90	83.5	95	93.75	91.5	61
B.A. Programme	93	92.5	90	82.5	93.25	93.25	89.75	79.5

Admissions at the college level were done for the General and OBC category during the years 2011-12 and 2012-13. Admissions for the SC/ST/PwD category were done at the University level. Hence, the data for these categories is not available at the college level. From 2013-14 onwards, admissions for all categories were done at the college level and this information is provided in the Tables below.

Minimum and maximum % of marks for admission at entry level to each of the Programmes										
Department	2013-2014									
	General		OBC		SC		ST		PwD	
	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
B. Com. (H)	98.75-97.75	98.5-96.75	96.25	90.25	95.75	60	94.25	60	95.5	87
Economics (H)	97.75	96.5	96	90	95	60	94.25	60	95.25	92.25
English (H)	97	95	95.5	81.75	95	60	94.75	60	95	79
Hindi (H)	78	76.5	77.75	64.5	77.75	76.25	77	60	92	70
History (H)	95.75	93.75	93.5	89.25	91.75	61.25	92.5	90.25	89.75	61.25
Journalism(H)	98.5-97.5	97-95	97	90.5	95.5	60	94	60	93	87
Mathematics (H)	96.25	95.5	95.25	85	95	60	91.5	60	93.5	70
Philosophy (H)	95	91	94.5	66.5	94.25	60	92.25	60	92	70
Political Science (H)	95.75	95.75	93	85.5	92	60	93.75	93	90.75	82.5

Psychology (H)	96.75	96.75	94.75	90	94.75	60	93.25	90.5	92	87
Sanskrit (H)	55	50	54.25	53.25	54.75	54.75	54	54	87	70
Sociology (H)	96.5	94.75	95	92.75	94.75	60	95	93.75	92	76
Statistics (H)	96	95.25	94.75	83.25	92.75	60	87.75	60	92	70
B.A. Programme	No admissions were made as the course was discontinued due to the Four Year Undergraduate Programme introduced by the University. It was reintroduced the following year.									

TABLE 2.1.3(b): Comparison of the minimum and maximum percentage of marks for admission at entry level for each of the programmes at LSR with some other colleges of the DU

2014- 2015 (Columns left blank in case of any college not offering that particular subject)											
Department	Category	Hindu College		Miranda House		Kamala Nehru College		IP College		LSR	
		Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
B. Com. (H)	Gen	97.25-99.75	96.25-99.75			96-98	95-97	96	95.25	97.5	97
	OBC	95.25-97.75	94.5-97			93-95	88-90	94.5	89.5	96.25	93.25
	SC	93	91.25			92-94	87-89	86	76	95.5	89.5
	ST	88-75	84.25			92-94	87-89	76	66	95	84.75
	PwD	94.75	89.5			91-93	86-88	90	66	94.75	89
Economics (H)	Gen	97.5-99	96.75-98.25	97-97.75	96-96.75	96.5-98.75	95.5-97.75	97	96	97.5	97
	OBC	95-99	95-99	95-95.75	92-92.75	93-95.75	88-90	95.5	91	96	93.5
	SC	93	93	92.5-93.25	89-89.75	91.5-93.75	82-84	94.25	72	96	86
	ST	92	91.25	92.5-93.25	88-88.75	91.5-93.75	80-82	90	69	94.5	73.75
	PwD	96	91.5	91	91	90.5-92.75	79-81	95.5	60	94.25	84.25
English (H)	Gen	97-98.5	95.5-97	96.5-97	95-95.5	89-96	89-96	92-94	94-92	97.25	95.75
	OBC	95-97	92.25-94.5	94-95	93.25-94.25	84-91	84-91	90	84.5	95.75	91.5
	SC	92	92	93-93.5	89.75-90.75	84-91	82-89	85	84.5	95	81
	ST	93	93	93-93.5	92.25-92.75	84-91	81-88	85	85	95	86
	PwD	93	93	93-93.5	79	83-90	80-87	85	68	94.25	78

Hindi (H)	Gen	85-90	85-90	84-88	80-84	73	72	85	78.5	79	79
	OBC	83-85	82-84	81-86	74-79	68	65	82	64	78.75	71.75
	SC	82	80	80-85	75-79	68	65	82	65	78.75	78.25
	ST	82	78	80-85	71-74	68	65	82	43	77.5	68.75
	PwD	83	83	80-85	80-85	67	64	84	79	92.75	76
History (H)	Gen	95-98	95-98	95-97	94.25-96.25	86-92	86-92	92-94	88-90.5	96	95.25
	OBC	93-97	91-94	88-92	88-92	83-89	81-87	90	81.75	93.5	88.75
	SC	93	93	87	86.25	81-87	79-85	88	77	92.5	67
	ST	93	93	89	89	81-87	79-85	88	85.5	94	90
	PwD	92	88	90	84	76-82	74-80	90	78	88.75	76
Journalism (H)	Gen					94-96	94-96	85	78.5	96	94
	OBC					90-92	86-89	82	64	94.25	92.5
	SC					91-93	79-82	82	65	93.75	82.75
	ST					91-93	77-80	82	43	93.25	86.75
	PwD					87-89	85.5-90	84	79	92	73.75
Mathematics (H)	Gen	96.5-97	96.5-97	96.25	95.25	95	92.5	96	93.5	97	95.5
	OBC	96	95	95	93	93	90	94	91.75	96	91.25
	SC	93	93	93	87	91	77	88	80	95.25	79.25
	ST	90	87	90	82	91	77	88	60	93.5	66
	PwD	91	91	93.25	83	90	76	95	62	94	70
Philosophy (H)	Gen	93.5-97.5	92.75-96.75	93	91	87	84.5	90	84.5	91	91
	OBC	92.5-96.5	87.5-91.5	89	85	84	71	89	72	90	77
	SC	91.5	87	86	82	83	69	85	58	89.25	75.75
	ST	91.5	87	86	85.5	83	69	85	74	89.75	86.75
	PwD	91.5	87	89	83	82	68	85	55	92.5	87
Political Science (H)	Gen	96-98.5	96-98.5	97	97	90-93	90-93	97	92	97	96
	OBC	94-96.5	93.75-96.25	93	92.5	87-90	76-79	95	81.5	94.25	91
	SC	92	92	92	90	85-88	82-85	94	70	93.75	80
	ST	92	92	92	92	85-88	74-77	94	80	95.25	90
	PwD	90	90	92	88	84-87	73-76	92	62	90.25	76
Psychology (H)	Gen					96-98	96-98	98	95	97.25	97.25
	OBC					93-95.75	85-88	95	81	93.5	93.5
	SC					91.5-93.75	82-85	93	81	92.75	87.25

Psychology (H)	ST					91.5-93.75	85-88	93	79	93.75	92.5
	PwD					90.5-92.75	77-80	95	65	92.5	86
Sanskrit (H)	Gen	65-77	65-67	70	62	55-60	52-57	60	46	55	53
	OBC	62-74	68-56	68	59	50-55	45-46	58	40.5	54	50
	SC	63	60	65	58	50-55	45-50	58	40	54.75	53.25
	ST	63	57	65	57	50-55	45-46	58	35	47	47
	PwD	63	60	65	58	48	45-48	58	44	81	49
Sociology (H)	Gen	96.5-98.5	93.5-95.5	95.5	94.5	88-94	87.5-93.5			96	95.25
	OBC	93-95	89.25-91.25	92.5	90.5	83-89	74-80			93.75	88.75
	SC	94	83	90	81	83-89	74-80			92.25	79.25
	ST	97	87	91	91	83-89	79-85			93.75	93.5
	PwD	97	87	91.5	88	81-87	72-78			92.25	89.25
Statistics (H)	Gen	96.5-97	95.75-98							97	96
	OBC	96	96							95.75	88.75
	SC	93	87							94.5	67
	ST	90	79							90.25	70.25
	PwD	91	85							93.5	70
B.A. Programme	Gen	95-96	95-96	94-96	90-93	85-90	82.5-89	90-95	84.75-89.75	95.5	95
	OBC	93-94	93-94	80-90	89-85	83-88	70-78	89-94	64-69	94	90.25
	SC	92	89	85-87	81-85	83-88	70-78	85-92	67-72	93	73
	ST	93	89	85-87	87-85	83-88	70-78	85-90	60-65	93.5	78
	PwD	93	86	89-91	76	80-85	69-77	85-90	60-65	93.5	75

TABLE 2.3.6: Details of some seminars and conferences held in the last four years

Year	Event	Names of Participants
2014-15	‘Seizing India’s Moment’- Public Lecture by Madame Christine Lagarde, Managing Director, International Monetary Fund	Madame Christine Lagarde, Managing Director, International Monetary Fund, Dr. Prannoy Roy, Executive Co-Chairperson, NDTV, Mr. Tom Richardson, India head- IMF, Ms. Sabina Bhatia, Chief of Public Affairs Department, IMF
2014-15	Academic Congress 2015, ‘Breaking Barriers, Claiming Spaces - Women, Leadership and Change’	Ms. Kavita Ramdas, Director Ford Foundation, Ms. Emily White, Director American Centre, Ms. Vaani Subramaniam, Mr. Gautam Bhan, Mr. Vikramaditya, Ms. Naina Kapoor. Ms. Lakshmi Narayan Tripathi, Mr. Cahitnya and Mr. Vivek, Film Director

2014-15	<i>Econvista</i> 2015- International Student Symposium with participants from Pakistan, Nepal etc.	Prof. Depak Nayyar, Prof. Emeritus, JNU, Dr. Rajat Kathuria, Chief Executive and Director, ICRIER, Ms. Shikha Sharma, MD and CEO, Axis Bank, Dr. Payal Malik, Advisor, Competition Commission of India, Dr. Nachiket Mor- Board Chair at CARE India
2014-15	Dr. Manohar Shyam Joshi lecture series	Prof. John Mark Webb, Swinburne University of Technology, Australia Dr. Rohan D'Souza, Associate Professor at Shiv Nadar University Shri Ashok Vajpeyi, author
2014-15	World Quiz 2015 – a two day event in collaboration with the Youth Forum for Foreign Policy and Quizcraft Global	Mr. Subir Gokaran, Head, Brookings India, Mr. Gaurav Gogoi, Member of Parliament, Col. Rajyavardhan Singh Rathore, Minister of Information and Broadcasting
2014-15	A two day dialogue on Partition Literature between the students of LSR and Lahore University of Management Sciences (LUMS)	Ms. Urvashi Butalia, Author
2014-15	'Psychology at the Edges'. National Seminar organised by the Department of Psychology and funded by the Indian Council for Social Science Research	Dr. Ashish Nandy, Political Psychologist, Dr. Honey Oberoi Vahili, Dean and Prof. of Psychology, Ambedkar University, Mr. Harish Iyer, Gay rights activist and Dr. Rose Mary Dzuwichu, Associate Professor, Department of English, University of Nagaland
2014-15	<i>Nexus</i> 2015: First National Conference organised by the National Service Scheme on the theme 'The Dynamics of Inclusive Development In Contemporary India'	NSS Chapters of colleges across the country
2014-15	<i>Litmus</i> 2015: The English Department National Seminar on the theme 'Narratives of Contemporaneity in India'	Dr. Aditya Nigam, Academician, Mr. Orijit Sen, Graphic artist and designer, Ms. Pramada Menon, Founding member, CREA Ms. Kavita Krishnan, Secretary, All India Progressive Women's Association, Prof. Rukmani Sen, Academician, Ms. Karuna Nandy, Ms. Meenakshi Reddy Madhavan, Author, Akhil Katyal, Academician, Mr. Aruni Kashyap, Academician, Mr. Mukul Keshvan, Historian
2014-15	'The Historical in Literary Narratives'. A two day Academic Meet organised by the Department of History	Dr. Javed Naqvi, Journalist, Dr. Madhavan Palat, Academician, Dr. Shonaleeka Kaul, Historian, Dr. Mahalakshmi, Academician, Dr. Anand Taneja, Academician, Dr. Anubhuti Maurya, Academician, Dr. Tanika Sarkar, Academician, JNU, Dr. Anshu Malhotra, Academician

2014-15	<i>Sehar</i> . Two-day National Meet organised by the Department of Elementary Education on the theme 'Envisioning Inclusive Classrooms'	Prof. Poonam Batra, Academician (DU), Prof. Nalini Juneja (NUEPA), Dr. Annie Koshi (Principal, St. Mary's School) and Ms. Keerti Jayaram (OELP)
2014-15	'Being-with-in-the-World: Everydayness and Worldhood'. One day Symposium organised by the Department of Philosophy	Prof. Rukmini Bhaya Nair, Academician, IIT, Delhi, Prof. Bijay Baruah, Academician, Prof. Bhagat Oinam, Academician, JNU
2014-15	International Deliberation on issues of gender related violence organised by the ASSK Centre	Ms. Vivienne, Social Activist, Ms. Joy Watson, Feminist activist and researcher
2013-14	'Where Women Lead: Educating for Public Leadership'. Strategic Round Table held in Collaboration with Women in Public Service Project and Woodrow Wilson International Centre for Scholars	Ms. Nancy Powell, Ambassador of USA in India, Dr. Kavita Ramdas, Ford Foundation, Dr. Jane McAuliffe, Former President, Bryn Mawr College, Prof. Savitri Goonesekere, Former Vice Chancellor, University of Colombo, Dr. Lakshmi Devi, Principal, Shahid Rajguru College of Applied Sciences, Dr. Rangita De Silva De Alwis, Director, Global Women's Leadership Initiative, Ms. Sujatha Singh, Foreign Secretary, Ms. Rajini Alexander, Consul General for Canada, Ms. Indira Jaisingh, Additional Solicitor General of India, Ms. Vrinda Grover, Human Rights Lawyer, Ms. Aruna Roy, Social Activist, Ms. Michelle Bekkering, Resident Country Director for Indonesia, Ms. Vineeta Bali, MD, Britannia, Dr. Rajendra S. Pawar, Chairman and MD, NIIT
2013-14	'Genderknowledge' Understanding Gender-Questions of Freedom and Justice. A three day inter-disciplinary National Academic Congress	Ms. Kiran Mehra Kerpelman, Director, United Nations Information Centre of India and Bhutan, Ms. Kamla Bhasin, Feminist activist, Ms. Rebecca Tavares, UN Women's Representative for India, Prof. Nivedita Menon, Feminist, Theorist and Author, Ms. Suneeta Dhar, Director, <i>Jagori</i> , Mr. Rauf Ahmed, Journalist, Dr. Geeti Sen, Cultural Historian, Prof. Deepak Mehta, Professor, Delhi School of Economics, Mr. Pramod Bhasin, Former CEO, Genpact, Ms. Reema Nanavati, SEWA, Ms. Mitu Samar, CRISIL, Ms. Shahnaz Hussain, Founder Shahnaz Herbal Inc., Ms. Chavi Rajawat, Sarpanch, Soda Village, Ms. Shweta Rajpal Kohli, Economics Affairs Editor, NDTV, Dr. Mary E. John, Feminist Activist
2013-14	'Number Theory and Cryptography' Ramanujan Mathematical	Prof. B. Ramakrishnan, Dept. of Mathematics, HRI, Allahabad, Prof. Rana Bharua, Stat- Math

	Society, National Under Graduate Teachers Enrichment Programme	Unit, ISI, Kolkata and Prof. K. Srinivas, Department of Mathematics, IMSc, Chennai
2013-14	<i>Econovista</i> 2014. National Students Symposium organised by the Department of Economics on the theme 'Political Economy: At the Crossroads'	Ms. Smita Mitra, UN Women, Dr. Ashok Gulati, Chairman, Commission for Agricultural Costs and Prices, Dr. Iser Judge Ahluwalia, Chairperson, Indian Council for Research on International Economic Relation, Dr. Kavita Iyengar, Asian Development Bank
2013-14	'Protecting and Promoting Safety, Dignity and Equality of Women'. National Seminar organised in collaboration with the Justice Sunanda Bhandare Foundation	Dr. Syeda Hameed, Planning Commission, Shri M.C. Bhandare, Hon. Justice Smt Ranjana Desai, Dr. Rebecca Tavares, Ms. Kamala Bhasin, Ms. Suman Nalwa, Dr. Mira Shiva, Prof. Dipankar Gupta, Prof. Usha Tandon and Ms. Manjula Rath
2013-14	<i>Juxtapose</i> 2013. National Meet on the theme 'Government Surveillance, Global and Domestic and Issues of Individual Privacy' organised by the Department of Journalism	Mr Pawan Duggal, Cyber Law Advocate, Dr. Usha Ramanathan, Legal Resaercher, Dr. Govind, CEO, NIXI, Mr. Vibodh Parthasarty, Centre for Media, Culture and Governance, JMI, Ms. Preethi Herman, Change.org, Ms. Sevanti Ninan, Journalist and Ms. Megha Mamgain, CNN IBN's citizen Journalism Show
2012-13	'Women and Ethical Leadership'. Address by Nobel Peace Prize Laureate and Alumna of the College, Daw Aung San Suu Kyi to an audience of distinguished guests, faculty and students	Daw Aung San Suu Kyi, Burmese Leader and Peace activist, Ms. Anurupa Roy, Puppeteer and Ms. Geeta Chandran, Dancer
2012-13	'Are We Post Secular? Contesting Religion and Politics in Comparative Contexts'. International Conference organised by the Department of Philosophy in association with the International Research Network on Religion and Democracy (IRNRD) and supported by the Indian Council of Social Science Research (ICSSR)	Professor Graham Ward of Oxford University, Professor Ranabir Samaddar of the Calcutta Research Group, Professor Rajeev Bhargava of the Centre for Study of Developing Societies(CSDS), Professor Maeve Cooke of University College, Dublin, Professor Gurpreet Mahajan of JNU, Professor Veit Bader of the University of Amsterdam, Dr. Sandra Wallenius-Korkalo of Lapland University, Professor Kanchana Mahadevan of Mumbai University, Dr. Hilal Ahmed of CSDS, Professor Andrej Zwitter of the University of Groningen, Dr. Michael Hoelzl of the University of Manchester, Professor Sebastiano Maffettone of the Luiss University, Rome, and Dr. Walter Van Herck of the University of Antwerp
2012-13	'Corporate Social Responsibility'. National Seminar organised by the	Mr. Salman Khurshid, Minister of Law and Justice, Prof. Dinesh Singh, Vice Chancellor, DU, Mr. Arun Bharat Ram, Chairperson, Governing

	Commerce Department at the India International Centre	Body, LSR, Prof. Vivek Suneja, Pro-Vice Chancellor, DU, Ms. Shweta Rajpal Kohli-Economic Affairs Editor, NDTV, Delhi, Dr. Shammi Khurana- President, HCL, America, Ms. Mohini Daljeet Singh, CEO, Max India Foundation, Ms. Vandana Chanana, General Manager, CSR, GAIL, Mr. Sunil Munjal, MD, Hero Motorcorp, Mr. Onkar Singh Thapar, Chairperson, Punjab State Industrial Development Cooperation, Mr. Paresh Tiwari, Vice President, Jindal Steel Works, Mr. Niranjana Khatri, GM, Welcome Environ Initiatives, ITC, Ms. D Castleton, CSR, Tata Steel Rural Development, Mr. Anand Kurian, CSR Head, Electrical Department, Larsen and Toubro, Ms. Priti Shrivastava, VP Corporate Affairs Reliance, Dr. Shyama Chona, Founder, <i>Tamana</i> and Mr. Dalbir Singh, Chairman and MD, Central Bank of India
2012-13	‘Traditions of Intellectual Inquiry: Histories, Politics, Responses’. Two Day National Conference organised by the English Department	Prof. Rukmini Bhaya Nair, Academician, IIT, Delhi, Prof. V. Sanil, Prof. Aditya Nigam, Prof. Nivedita Menon, Feminist Activist, Prof. Udaya Kumar, Prof. Simi Malhotra
2012-13	‘Linear Algebra and its Applications’. Two day Science Academy Lecture Workshop organised by the Mathematics Department to commemorate the year 2012 being declared as the National year of Mathematics	Prof. MS Raghunathan, Head National Centre for Mathematics, IIT, Bombay, Prof. Siva Ramakrishnan, IIT Bombay, Dr. Ujjwal Sen, Harishchandra Research Institute Allahabad, Prof. Debasis Mishra, Indian Statistical Institute Delhi and Prof. R.B. Bapat, Indian Statistical Institute Delhi
2012-13	<i>Econovista</i> 2013. First National Students’ Symposium organised by the Economics Department	Dr. Syeda Hameed, Member Planning Commission, Dr. Mihir Shah, Member Planning Commission and Mr. Harsh Mander, Social Activist
2012-13	‘The Flight of the Dove-Building Cultures of Peace in the Classroom’. Seminar on Education for Peace jointly organised by the Departments of Elementary Education, Psychology and Political Science	Prof. Poonam Batra, Ms. Abha Adams, Educationist, Dr. Jyoti Bose, Educationist, Dr. Suneet Verma, Ms. Shreya Jani, Ms. Jaya Iyer
2012-13	‘Education and Sustainable Development: Possibilities and Challenges’. Academic Meet <i>Sehar</i> 2013 of the Department of Elementary	Prof. Anita Rampal, Dr. Dunu Roy, Dr. Aseem Shrivastava and Ms. Ranjana Saikia

	Education	
2012-13	‘Gender, Sexuality and Violence: Perspectives from South Asia’. Academic Meet of the Sociology Department	Prof. Mary E John, Prof. Rajni Palriwala, Prof. Ravinder Kaur, Prof. Shohini Ghosh, Ms. Madhu Kishwar and Mr. Mayank Vashishtha
2012-13	‘Atheism, Secularism, Humanism: Three Zones of Argument’. Web Lecture for the Department of Philosophy	Prof. A. C. Grayling of Oxford University
2011-12	South Asia Regional Autumn School. Organised by the Economics Department in collaboration with the Heinrich Böll Foundation for Young Professionals from different countries on the theme ‘Global Finance and Human Security in South Asia: A Gender Perspective’	Shri Jairam Ramesh, Minister of Rural Development, Government of India, Ms. Aruna Roy, Social Activist, Mr. Fali Nariman, Eminent Jurist, Ms. Usha Thorat, Reserve Bank of India, Prof. Jayati Ghosh, Economist and Prof. Deepak Nayyar, Prof. Emiritus, JNU
2011-12	‘Differential Equations and Mathematical Modelling’. National Workshop and Training Programme conducted by the Mathematics Department for teachers of different universities of India teaching at the undergraduate level and funded by the UGC, NBHM and CSIR	Dr. Sandeep K. Juneja, TIFR Mumbai, Prof. Adimurthi, TIFR Bangalore, Dr. Pranay Goel, IISER, Pune, Dr. Vivek Kumar, DTU, Delhi, Dr. Mani Mehra, IIT Delhi, Prof. S.V. Raghurama Rao, IISc, Prof. Kum Kum Dewan, JMI University, Prof. Geetha Venkataraman, Ambedkar University, Prof. Kermashu, JNU, Prof. RK Mohanty, DU, Dr. Asha Mathur, Former Vice Principal, LSR
2011-12	‘Pedagogic Trajectories’. Two day National Seminar on Teacher Education conducted by the Department of Elementary Education on 23 rd and 24 th September 2011. Funded by the UGC	Prof. Poonam Batra, Prof. Anita Rampal, Prof. Nargis Panchapakesan, Prof. Pranati Panda, Ms. Abha Adams, Prof. Farida Khan, Prof. Bharati Baveja, Prof. Geetha Nambissan, Prof. Janaki Rajan and Dr. Indira Vijaysimha
2011-12	‘Challenges to the Global Economy: Financial Instabilities Inequalities and Ecological Degradation’. Lecture series hosted by the Department of Economics.	Prof. Jens Christiansen, Professor of Economics at Mount Holyoke College, USA
2011-12	‘Gandhi Today: Perspectives and	Dr. Savyasaachi, Dr. Aseem Srivastava, Ms. Manjri Sewak and Dr. Vinay Lal

	Possibilities'. A week long short term course which brought together students from LSR and Ohio Wesleyan University for academic and activity based sessions	
2011-12	'The Role of Civil Society and the Alternative Lokpal Bill'. VAPP in collaboration with Interface	Ms. Anjali Bhardwaj, Social Activist and Mr. Nikhil Dey, Social Activist
2011-12	'Language and Identity'. Panel discussion organised by the English Department	Ms. Shehan Karunatilaka, Author, Mr. Tabish Khair, Author, Ms. Usha K. R., Author and Ms. Kavary Nambisan, Author. These panelists included four of the six authors shortlisted for the DSC Prize for South Asian Literature
2011-12	'Have the Grown-Ups really grown up?' Interactive Session in collaboration with National Book Trust, New Delhi. Organised by the Elementary Education Department	Ms. Jujja Weislander, Swedish author of Children's books especially the <i>Mamma Moo</i> series and Mr. Robert Lennart, Psychotherapist

Table 3.1.3 List of teachers on Doctoral, post-doctoral, and extraordinary leave 2008-2015

Serial No.	Name of Faculty	Department	Year/s	Kind of Leave
1.	Sunalini Kumar	Political Science	2008-2011	Study Leave for doctoral research
2.	Tripti Bassi	Elementary Education	2008-2011	Study Leave for doctoral research
3.	Reshmi Chakraborty	Economics	2008-2011	Study Leave for doctoral research
4.	Jitendra Ram	Philosophy	2008-2011	Study Leave for doctoral research
5.	Shikha Jhingan	Journalism	2008-2011	Study Leave for doctoral research
6.	Arunima Ray	English	2010-2013	Study Leave for doctoral research
7.	Shweta Singh	Political Science	2010-2013	Study Leave for doctoral research
8.	Prabha Rani	History	2010-2013	Study Leave for doctoral research
9.	Anita Nigam	Elementary Education	2011-2013 2010-2011	Study Leave for doctoral research EOL for study purposes

10.	Rina Kashyap	Political Science	2014-2015 2011-2012 2009-2011	Study Leave for doctoral research Study leave EOL for study
11.	Pankaj Jha	History	2011-2014	Study Leave for doctoral research
12.	Mahesh Panicker	Political Science	2011-2014	Study Leave for doctoral research
13.	V. Ravi	Statistics	2011-2014	Study Leave for doctoral research
14.	Bhavneet Kaur	Maths	2011-2014	Study Leave for doctoral research
15.	Bindu Menon	Journalism	2011-2012	Study Leave for doctoral research
16.	Sangeetha K.S.	Philosophy	2012-2013	EOL for study purposes
17.	Smriti Sharma	Elementary Education	2012-2015	Study Leave for doctoral research
18.	Vasudha Pande	History	2010-2013 2013-2015	On deputation to ILLL Research Fellow at Nehru Memorial Museum and Library
19.	Gopa Sabharwal	Sociology	2010-current	On Deputation to Nalanda University as VC
20.	Sucheta Nayak	Maths	2013-2016	Study Leave for doctoral research
21.	Arvind Kumar	Commerce	2013-2014 (9 months)	EOL, Fellow for post-doctoral studies
22.	Deepika Papneja	Elementary Education	2013-2014 (9 months)	EOL, Fulbright Fellow for teaching.
23.	Jyoti Darbari	Maths	2014-2017	Study Leave for doctoral research
24.	Punam Meena	Hindi	2014-2017	Study Leave for doctoral research
25.	Monika Singh	Maths	2015-2018	Study Leave for doctoral research
26.	Arti Minocha	English	2012-2015	Study Leave for doctoral research

Table 3.4.3: Research Profile of Faculty

S.no.	Name of Faculty	Books Authored/ Co-authored/ Edited/ Monographs Authored	Chapters in Books / Textbooks	Papers in Journals (International and National)	Book Reviews in Journals	Paper(s) presented in conference(s) (National/ International)
Principal						
1	Suman Sharma	4	4	8	-	14
Commerce						
1	Savita Gopal	-	-	-	-	-
2	Kusum Gupta	-	-	-	-	-
3	Maninder Kaur Duggal	-	-	-	-	-
4	Sunaina Sardana	1	-	-	-	-
5	Jyotsna Arora	2	-	-	-	-
6	Arvind Kumar	-	4	3	-	6
Computer Application						
1	Sushila Madan	14	8	11	-	15
Economics						
1	Neelam Malhotra	-	-	-	-	-
2	Neelam Singh	-	7	7	1	7
3	Anjani K. Kochak	-	-	2	-	-
4	Divya Misra	-	2	-	-	1
5	Shashi Bala Garg	-	-	-	-	-
6	Kakali Barua	-	-	1	-	1
7	Jayashree Sahoo	-	-	-	-	-
8	Reshmi Ganguly	-	-	-	-	-
9	Anjana Singh	-	1	-	-	-
10	Udayan Rathore	-	-	-	-	2
Elementary Education						
1	Smriti Sharma	5	4	1	-	9
2	Kalyani A.	1	4	4	-	18
3	Tripti Bassi	-	15	1	2	2
4	Jonaki B Ghosh	4	10	3	-	6
5	Deepika Papneja	1	1	1	-	1
6	Shruti Chopra	-	-	-	-	1
7	Pooja Singal	-	-	-	-	-
8	Sujata Chatterjee	-	1	-	-	-
9	Priyanka Padhy	-	-	3	1	1
10	Bhawana Arora	-	3	2	-	4

English						
1	Rita Joshi	2	1	2	-	3
2	Madhu Grover	2	-	1	-	3
3	Rukshana Shroff	1	-	-	-	3
4	Arti Minocha	-	3	-	-	2
5	Maya Joshi	3	2	2	3	13
6	Shernaz Cama	3	4	-	-	6
7	Mitali Mishra	-	-	1	5	-
8	Arunima Ray	-	3	4	1	5
9	Dipti Nath	-	2	-	-	-
10	Maitreyee Mandal	-	1	-	-	2
11	Janet Lawlumpuii	-	-	-	-	-
12	Ngangom Maheshkanta Singh	-	-	-	-	-
13	Karuna Rajeev	-	2	-	1	5
14	Wafa Hamid	-	1	2	-	8
15	Jonathan Koshey Varghese	-	-	-	-	-
16	Taniya Sachdeva	4	-	3	-	2
17	Rachita Mittal	-	-	-	-	-
Hindi						
1	Amisha Aneja	-	-	-	-	-
2	Priti Prajapati	2	1	4	-	1
3	Darshna Dhawal	-	1	-	-	-
4	Renu Gautam	-	-	-	-	-
5	Sarika Kalra	-	4	11	1	4
6	Punam Meena	-	-	-	-	-
7	Kanchan Verma	10	5	2	-	4
History						
1	Meera Baijal	-	-	-	-	-
2	Debatri Bhattacharjee	-	1	-	-	-
3	Vasudha Pande	2	2	5	6	11
4	Smita Sahgal	1	3	11	4	15
5	Prabha Rani	-	-	2	-	1
6	Ujjayini Ray	6	-	-	-	3
7	Shwetanshu Bhushan	-	-	-	-	-
8	Nayana Das Gupta	-	4	1	-	-
9	Pankaj Jha	-	7	2	3	5
10	Ismail V.	-	-	-	-	1

11	Shatarupa Bhattacharya	-	-	4	-	1
12	Sonali Mishra	-	-	1	-	2
Journalism						
1	Shikha Jhingan	-	1	3	3	13
2	Bindu Menon	-	1	3	2	-
3	Vartika Nanda	7	6	3	-	7
4	Vibhushan Subba	-	-	-	-	-
Mathematics						
1	Uma Versha Kakar	-	-	-	-	-
2	Jyoti Darbari	-	3	-	-	12
3	Monika Singh	-	-	2	-	-
4	Bhavneet Kaur	-	2	4	-	-
5	Sucheta Nayak	-	-	-	-	4
6	Ranjana Jain	-	1	3	-	2
7	Mahesh Kumar	-	-	2	-	7
8	Reema Agarwal	-	-	2	-	-
9	Yograj Singh	-	1	3	-	-
10	Kuldeep	1	-	1	-	-
Philosophy						
1	Lipi Saxena	2	-	3	-	0
2	Jitendra Ram	1	-	1	-	-
3	Sangeetha K.S.	-	-	3	1	-
4	Rashmi Jayarajan	-	-	-	-	-
Physical Education						
1	Meenakshi Pahuja	-	1	1	-	5
Political Science						
1	Pamela Batra	-	-	-	-	-
2	Renu Bahl	-	-	-	-	-
3	Veena Ravikumar	-	2	7	2	8
4	Anita Bagai	-	-	3	-	2
5	Krishna Menon	4	13	5	8	18
6	Rina Kashyap	-	1	1	1	12
7	Pooja Satyogi	-	-	-	-	1
8	Shweta Singh	-	2	-	-	6
9	Sunalini Kumar	-	4	-	3	7
10	Mahesh Panicker	-	-	-	-	5
11	SiddharthTripathi	-	-	-	-	-
12	Abhiruchi Ojha	-	-	4	-	-
Psychology						
1	Priti Dhawan	-	-	5	-	11
2	Puspita Behera	1	-	-	-	3

3	Kanika K. Ahuja	5	2	17	2	15
4	Parul Bansal	1	1	2	-	4
5	Sentisungla Longchar	-	1	1	-	1
6	Bhawana Devi	-	1	1	-	
7	Siksha Deepak	-	-	-	-	
8	Ngashangva Pamyaphy	7	-	1	-	
9	Megha Dhillon	-	1	7	-	5
Sanskrit						
1	Manjula Bhandari	-	-	-	-	1
2	Vandana S. Bhan	-	2	-	-	7
3	Pankaja Ghai	-	3	-	-	8
Sociology						
1	Gopa Sabharwal	3	-	-	-	-
2	Anjali Bhatia	-	-	1	3	11
3	Bhawana Sharma Jha	-	-	-	-	-
4	Saswati Bhattacharya	-	-	-	-	4
Statistics						
1	Madhubala Jain	-	-	6	-	1
2	Sunita Gupta	-	-	4	-	-
3	Renu Kaul	1	-	4	-	2
4	Anuradha	-	-	2	-	-
5	Sanjoy Roy Chowdhary	1	1	16	-	9
6	Kailash Kumar	-	-	5	-	-
7	V. Ravi	-	1	10	-	3

Figure 4.1.3 Master Plan of the Institution

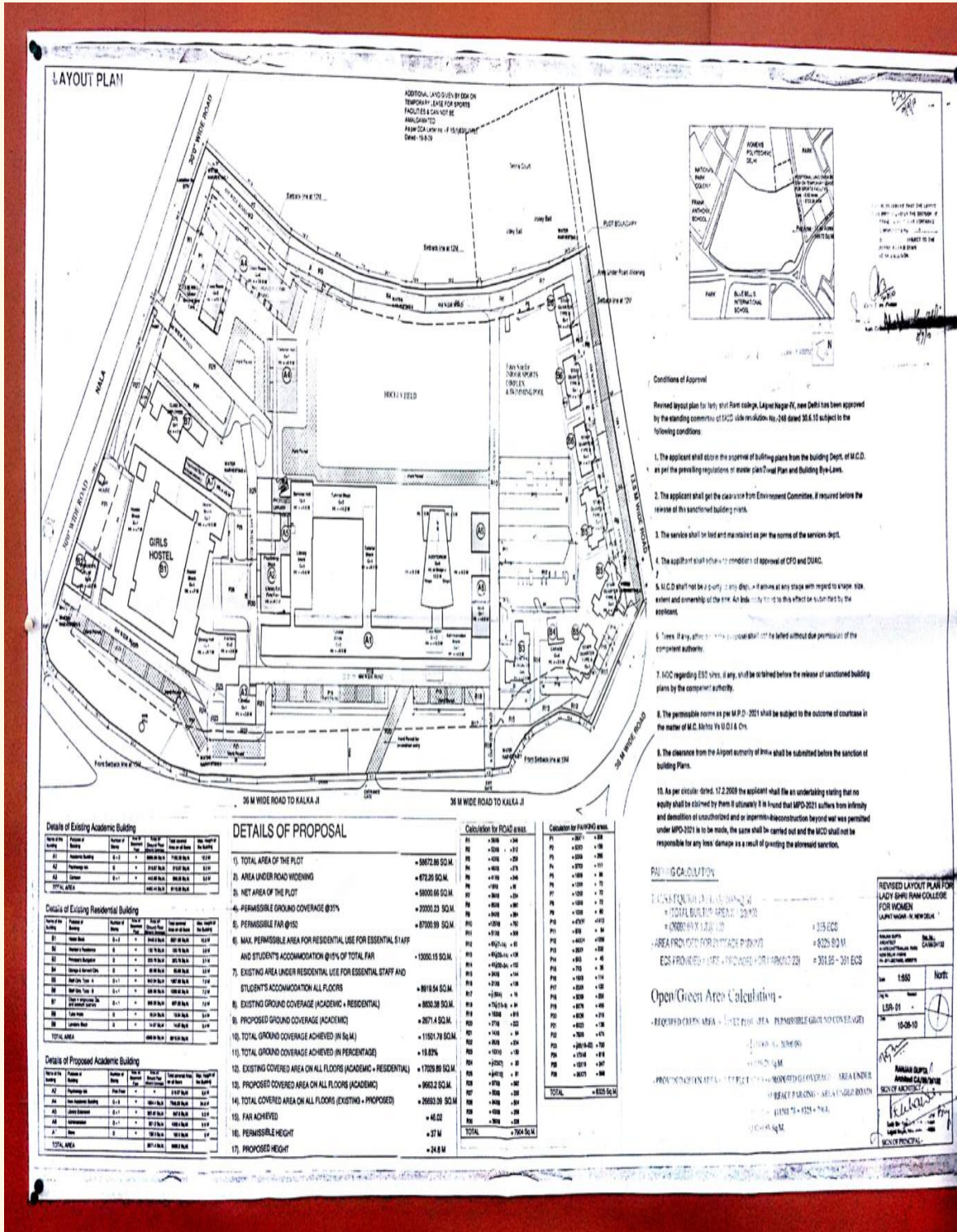


Figure 4.2.2: Layout of the Library

Present Layout of the Main Library

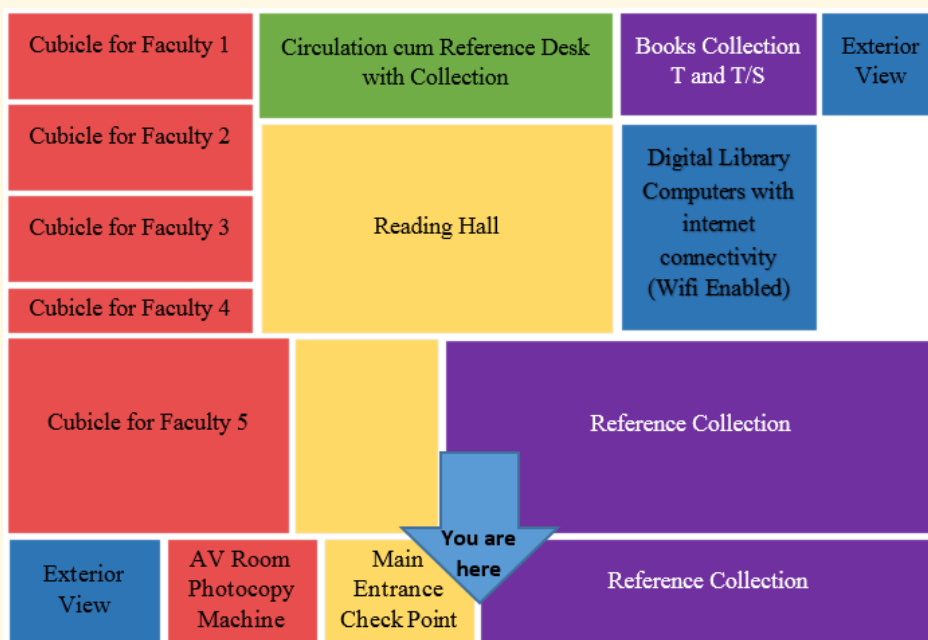
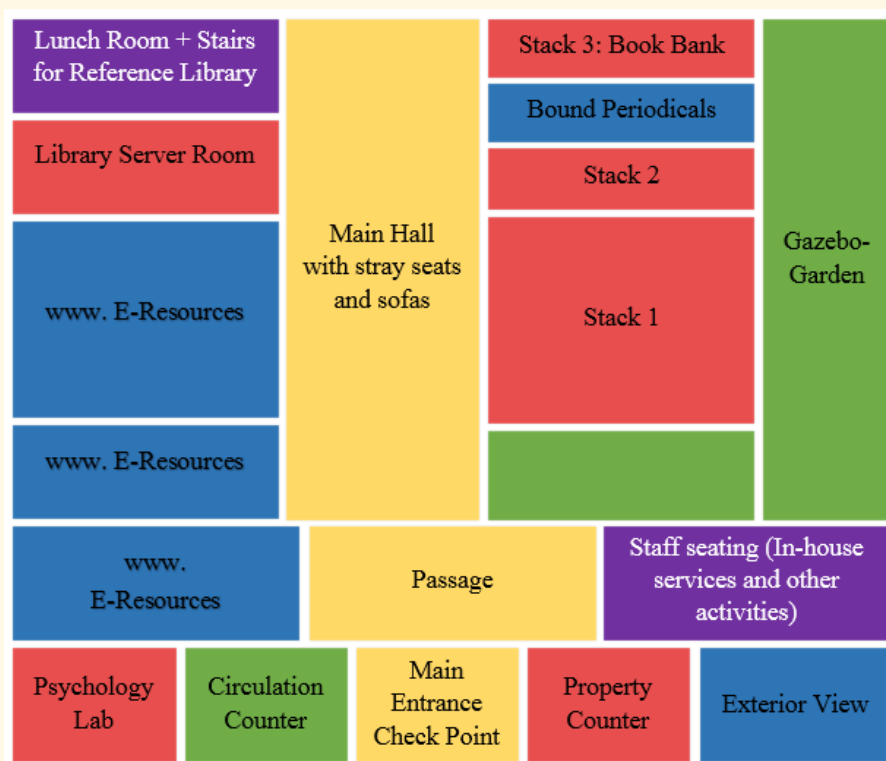


Table 5.3.2 Student achievements in Sports and extra-curricular activities

Sports	<ul style="list-style-type: none"> The LSR College team won the Gold Medal at the Amity Youth Festival Lawn Tennis Tournament in 2011-12. The LSR College team won the Gold Medal at the IIT Basketball Sports Fest in 2011-12. Deepam Matta won the Gold Medal in Air pistol at the All India Inter University Shooting Championship, Gwalior in 2012-13. Samartha Prusty won two Gold Medals at the Delhi State Women's Table Tennis Festival in 2012-13. Pooja won the Trophy for Best Athlete at the DU Equal Opportunity Cell Sports Meet in 2013-14. Aayushi Gupta and Sarveshwari Kumari won the Gold Medal for Air Rifle Shooting at the All India Inter University Shooting Championship in 2013-14. Shalu Yadav won the Trophy for Best Cadet of the Delhi Directorate at the Republic Day Camp in 2014. Ruhaab Khan and Vandita Dhariyal won the Gold Medal at the All India Inter-University Aquatic Meet in 2014-15. Pooja Madan won the Gold Medal in 100m. Hurdles at the Delhi State Athletics Championship in 2014-15. Nagma won the Gold Medal at Discus Throw at the 7th Delhi Para Athletic State Championship in 2014-15.
Cultural and co-curricular Activities	<ul style="list-style-type: none"> The Model United Nations Team at College has won numerous individual delegate awards including Best Delegate, High Commendation and Special Mention prizes year after year. The Western and Indian Music Societies of the College win accolades in competitions conducted within and outside DU. In 2014-15 the Western Music Society won First Position in 12 consecutive Western Music competitions, a record for any society. College's Dramatic Production <i>Speak! Strike! Redress!</i> won the Best Direction award at the prestigious Annual Shakespeare Society of India Festival in 2014-15. The two wings of the Public Speaking Societies (English Debating and Hindi Debating) and the Dance Society of the College have won several prizes in festivals across the country.

Name of the Society	Year	1 st position	2 nd position	3 rd position	Any other
English Debating Society	2011-12	2	2	1	Best speaker -4 Second Best Speaker-4 Best Interjector-3
	2012-13	4	7	-	Best Adjudicator-1 Special Mention-1 Best Speaker-1 Best Interjector-3 Best Team-3 Teams reached semi finals in 7, quarter finals in 7 tournaments.

	2013-14	-	2	-	Best Adjudicator- 3 Best Speaker- 1 Special Mention- 1 Teams reached semi finals in 3, quarter finals in 4 tournaments.
	2014-15	2	2	-	Best Adjudicator- 2 Best Interjector- 1 Best Speaker- 1 Teams reached semi-finals in 2, quarter finals in 7 tournaments.
Hindi Debating Society	2011-12	2	1	1	Reached semi finals and quarter finals in one event each
	2012-13	2	2	2	Best Speaker -1
	2013-14	9	3	-	-
	2014-15	-	-	-	-
Model United Nations	2011-12	Syeda Asia from LSR won the HNMUN and got a scholarship from the US Department of State for the MBA Finance Programme at Harvard Business School on the basis of her performance.			
	2012-13	35 individual delegate awards including Best Delegate, High Commendation and Special Mention prizes. 8 prizes in the International Press and 35 Executive Board positions.			
	2013-14	Special Mention 4; Best delegate 6; Best Delegation 2; High Commendation 3; Outstanding Delegate 1; Verbal Mention 1; Verbal Commendation 1; Best Committee Simulation 1			
	2014-15	52 individual delegate awards including Best Delegate, High Commendation and Special Mention prizes. 11 prizes in the International Press and 25 Executive Board positions. Best College Delegation Award at 9 conferences. The society sent a representative to the Rome Model United Nations, Italy as a Substantive Director.			
Expressions –Creative Writing Society	2013-14	-	3	1	Fourth position at IIC
	2014-15	3	2	2	Student invited to New York to receive KidSpirit Award for “The Most Illuminating Poem”.
Western Music Society	2011-12	8	3	3	Special Mention -1
	2012-13	6	1	1	
	2013-14	10	6	3	
	2014-15	12	-	-	
Indian	2011-12	7	6	2	
	2012-13	10	8	1	Consolation Prize- 1

Music Society	2013-14	8	2	6	
	2014-15	9	12	4	Token of Special Appreciation -1
Dramatics Society	2011-12	3	4	5	Best Actor -2
	2012-13	-	1	-	Best Costume- 1 Best Production Design -1
	2013-14	-	-	2	Best Play -1 Best Actor- 1
	2014-15	2	3	1	Best Female Actor -3 Best Actor- Runners Up -1 Best Direction at the prestigious Annual Shakespeare Society of India's festival. Selected to perform adaptation of German Play, DeaLoher's <i>Tattoo</i> , at Goethe Max Mueller Institute. Selected to perform for 'Manthan', largest street play festival in India.
Dance Society	2011-12	5	7	3	Special Mention-3 Best Performer -1
	2012-13	8	10	12	
	2013-14	6	5	1	
	2014-15	11	7	4	Special mention- 1
Projekt, Film Society	2011-12	1	-	2	
	2012-13	1	1	-	
	2013-14	3			Most Liked Picture - 1 Best Society In DU- 1
	2014-15	2	1	-	-
HIVE, Fine Arts Society	2011-12	1	3	-	
	2012-13	2	1	1	
	2013-14	4	1		Consolation Prize -1 Commendation -1
	2014-15	5	2	1	-

Table 6.4.3 Details of Audited Income and Expenditure Statement of the years 2014, 2013, 2012 and 2011

LADY SHRI RAM COLLEGE FOR WOMEN
LAJPAT NAGAR, NEW DELHI

BALANCE SHEET AS AT 31st MARCH,2014

(Amount in Rs.)

PARTICULARS	SCHEDULE	As at 31st March 2014 Amount	As at 31st March 2013 Amount
SOURCES OF FUNDS :			
Endowment Fund & Mngt. Endowment Fund	I	32,81,001.30	31,64,244.00
Asset Fund and Other Funds	II	13,66,32,012.20	12,38,37,520.00
College and Other Funds	III	25,01,79,247.50	11,71,63,450.70
TOTAL(I+II+III)		39,00,92,261.00	24,41,65,214.70
Students Activities fund		13,50,90,399.43	12,49,94,129.13
Provident Fund		15,53,85,116.34	14,73,59,081.20
GRAND TOTAL		68,05,67,776.77	51,65,18,425.03
APPLICATION OF FUNDS :			
Investment of Endowment Fund	I	32,81,001.30	31,64,244.00
Fixed Assets & Other Funds	II	13,66,32,012.20	12,38,37,520.00
College and Other Funds	III	25,01,79,247.50	11,71,63,450.70
TOTAL(I+II+III)		39,00,92,261.00	24,41,65,214.70
Students Activities fund		13,50,90,399.43	12,49,94,129.13
Provident Fund		15,53,85,116.34	14,73,59,081.20
GRAND TOTAL		68,05,67,776.77	51,65,18,425.03

Notes forming part of Accounts

For Lady Shri Ram College for Women

(SECTION OFFICER - A/Cs)

(BURSAR)

(PRINCIPAL)

(HONY.TREASURER)

In terms of our separate report of even date attached.

For G.S.Mathur & Co.

Chartered Accountants

(FRN - 008744N)

Dated: 20-5-2014

Place: New Delhi

Suresh Chandra
(Partner)
M.No. 82023

LADY SHRI RAM COLLEGE FOR WOMEN
LAJPAT NAGAR, NEW DELHI

BALANCE SHEET AS AT 31st MARCH, 2013

(Amount in Rs.)

PARTICULARS	SCHEDULE	As at 31st March 2013 Amount	As at 31st March 2012 Amount
SOURCES OF FUNDS :			
Endowment Fund & Mngt. Endowment Fund	I	31,64,244.00	37,88,288.00
Asset Fund and Other Funds	II	12,38,37,520.00	12,38,10,650.00
College and Other Funds	III	11,71,63,450.70	10,19,41,639.90
TOTAL(I+II+III)		24,41,65,214.70	22,95,40,577.90
Students Activities fund		12,49,94,129.13	11,52,27,901.00
Provident Fund		14,73,59,081.20	13,34,45,226.44
GRAND TOTAL		51,65,18,425.03	47,82,13,705.34
APPLICATION OF FUNDS :			
Investment of Endowment Fund	I	31,64,244.00	37,88,288.00
Fixed Assets & Other Funds	II	12,38,37,520.00	12,38,10,650.00
College and Other Funds	III	11,71,63,450.70	10,19,41,639.90
TOTAL(I+II+III)		24,41,65,214.70	22,95,40,577.90
Students Activities fund		12,49,94,129.13	11,52,27,901.00
Provident Fund		14,73,59,081.20	13,34,45,226.44
GRAND TOTAL		51,65,18,425.03	47,82,13,705.34

Notes forming part of Accounts

For Lady Shri Ram College for Women

(SECTION OFFICER - A/Cs)

(BURSAR)

(PRINCIPAL)

(HONY. TREASURER)

In terms of our separate report of even date attached.
For G.S. Mathur & Co.
Chartered Accountants
(FRN - 008744N)

Dated: 27-09-2013
Place: New Delhi



Suresh Chandra
(Partner)
M.No. 82023

**LADY SHRI RAM COLLEGE FOR WOMEN
LAJPAT NAGAR : NEW DELHI**

BALANCE SHEET AS AT 31ST MARCH,2012

PARTICULARS	SCHE- DULE	As At 31st March 2012 Rupees	As At 31st March 2011 Rupees
SOURCES OF FUNDS			
Endowment Fund & Mang. Endowment Fund	I	3788288.00	3298694.00
Asset Fund and Other Funds	II	123810650.00	117158105.00
College and Other Funds	III	101941639.90	100862587.10
TOTAL		229540577.90	221319386.10
Students Activities fund		115227901.00	98915326.00
Provident Fund		133445226.44	117666854.04
GRAND TOTAL		478213705.34	437901566.14
APPLICATION OF FUNDS			
Investment of Endowment Fund	I	3788288.00	3298694.00
Fixed Assets & Other Funds	II	123810650.00	117158105.00
College and Other Funds	III	101941639.90	100862587.10
TOTAL		229540577.90	221319386.10
Students Activities fund		115227901.00	98915326.00
Provident Fund		133445226.44	117666854.04
GRAND TOTAL		478213705.34	437901566.14
Notes forming part of Accounts			

(SECTION OFFICER - A/Cs)

(BURSAR)

(PRINCIPAL)

(HONY.TREASURER)

In terms of our separate report of even date attached.

For **Vijay Mukesh & Co.,**
Chartered Accountants

Dated: 28/09/2012

Place: New Delhi

(Mukesh Jain)
Partner



**LADY SHRI RAM COLLEGE FOR WOMEN
LAJPAT NAGAR : NEW DELHI**

BALANCE SHEET AS AT 31ST MARCH,2011

PARTICULARS	SCHE- DULE	As At 31st March 2011 Rupees	As At 31st March 2010 Rupees
SOURCES OF FUNDS			
Endowment Fund & Mang. Endowment Fund	I	3298694.00	3236199.00
Asset Fund and Other Funds	II	117158105.00	95693214.00
College and Other Funds	III	100862587.10	84744821.30
TOTAL		221319386.10	183674234.30
Students Activities fund		98915326.00	72542952.00
Provident Fund		117666854.04	114801319.04
GRAND TOTAL		437901566.14	371018505.34
APPLICATION OF FUNDS			
Investment of Endowment Fund	I	3298694.00	3236199.00
Fixed Assets & Other Funds	II	117158105.00	95693214.00
College and Other Funds	III	100862587.10	84744821.30
TOTAL		221319386.10	183674234.30
Students Activities fund		98915326.00	72542952.00
Provident Fund		117666854.04	114801319.04
GRAND TOTAL		437901566.14	371018505.34
Notes forming part of Accounts			

(SECTION OFFICER - A/Cs)

(BURSAR)

(PRINCIPAL)

(HONY.TREASURER)

In terms of our separate report of even date attached.

Dated: 30-9-2011

Place: New Delhi

For G.S. Mathur & Co.,
Chartered Accountants

(Suresh Chandra)

Partner M.No 082023



Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

UNIVERSITY OF DELHI
दिल्ली विश्वविद्यालय

CB-II/330/Circular/70/NAAC/2014/422

Dated: August 04, 2014

TO WHOM IT MAY CONCERN

This is to certify that "Lady Shri Ram College for Women, Lajpat Nagar, New Delhi – 110 024" is affiliated/constituent with the "UNIVERSITY OF DELHI" since 1956 and recognized by the University Grants Commission under Section 2(f) and 12(b). The following courses / subjects are taught in the said college as per approval :

Sl. No.	Name of the Courses (s) and Duration	Affiliation		Period of Validity for the year (s)
		Permanent	Temporary	
1.	Three years B.A. Honours Courses in Economics, English, Hindi, History, Journalism, Philosophy, Political Science, Psychology, Sanskrit, Sociology	Permanent	--	--
2.	Three years B.Com. (Honours)	Permanent	--	--
3.	Three years B.Sc. (Honours) Courses in Mathematics, Statistics	Permanent	--	--
4.	Three years B.A. (Programme)	Permanent	--	--
5.	Four year B.El.Ed.	Permanent	--	--
6.	Two years M.A. Courses in English, Hindi, History, Mathematics, Political Science, Sanskrit, Statistics, Philosophy	Permanent	--	--
7.	One year Conflict Transformation and Peace Building (CTPB) Course – Post Graduate Diploma	Permanent	--	--

Ms. Alka Sharma
Registrar

Seal: कुलसचिव
Registrar
दिल्ली विश्वविद्यालय
University of Delhi
दिल्ली-110007/Delhi-110007

The Principal,
Lady Shri Ram College for Women,
University of Delhi.

University of Delhi, Main Campus, Delhi-110 007 (India)
Tel. : 27667725 / 27662880; Fax : 27666350; Website : www.du.ac.in

Universities & Colleges

- Colleges Under Section 2(f) & 12(B)
- Autonomous Colleges
- Colleges With Potential for Excellence
- Academic Staff Colleges
- Universities (UPE)
- Centres (CPEPA)
- Basic Scientific Research
- Visiting Committee Reports
- Central Universities
- State Universities List
- Deemed Universities
- Private Universities
- Fake Universities

Colleges under section 2 (f) & 12(B) of the UGC Act 1956

Consolidated List of Colleges under section 2(f)&12(B) as on 31.07.2015

The University Grants Commission (UGC) provides financial assistance to eligible colleges which are included under Section 2(f) and declared fit to receive central assistance (UGC grant) under Section 12 (B)** of UGC Act, 1956 as per approved pattern of assistance under various schemes.

* The UGC had notified Regulations for recognition of colleges under Section 2(f) of the UGC Act, 1956. The colleges are brought under the purview of UGC in terms of these Regulations as and when the proposals are received from the colleges for inclusion under Section 2(f) and they are found fit for inclusion as per the provisions contained in the Regulations.

** Apart from inclusion of colleges under Section 2(f), the UGC includes the Colleges under Section 12(B) of its Act in terms of Rules framed under the Act. This makes the colleges eligible for central assistance from the Government of India or any organization receiving funds from the Central Government.

Colleges Search by State Grants Released to colleges

Colleges Search by State

Delhi

Search

S.No.	College	University	Status
1	Acharya Narendra Dev College Gobind Puri Kakaj, Delhi 110 019 Delhi 110 019		Under Section : 2(f)&12(B)
2	Aditi Mahavidyalaya Delhi Aurchandi Road, Bawana, Delhi 110 039 Delhi 110 039		Under Section : 2(f)&12(B)
3	Army Institute of Education Kandhar Lines, Ring Road Delhi Cantt, Delhi Delhi		Under Section : 2(f)
4	Aryabhata College Benito Juarez Road, (Anand Nikatan), Delhi 110 021 Delhi 110 021	University of Delhi South Campus	Under Section : 2(f)&12(B) File No.: 8-590/2013(CPP-1/C)
5	Atma Ram Sanatan Dharam College Dhaura Kuan, Delhi 110 021 Delhi 110 021		Under Section : 2(f)&12(B)
6	Ayurveda & Unani Tibbia College Karol Bagh, Delhi 110 005 Delhi 110 005		Under Section : 2(f)&12(B)
7	Bhagini Nivediat College Village Kair (Near Nazafgarh), Delhi 110 043 Delhi 110 043		Under Section : 2(f)&12(B)
8	Bharati College C-4 Janak Puri, Delhi 110 058 Delhi 110 058		Under Section : 2(f)&12(B)
9	Bhaskara Charya College of Applied Sciences Pusa, Delhi 110 012 Delhi 110 012		Under Section : 2(f)&12(B)
10	Bhaskaracharya College of Applied Science Sector-2, Phase-I, Dwarka, Delhi 110 075 Delhi 110 075		Under Section : 2(f)&12(B)
11	Bhim Rao Ambedkar College Geeta Colony Jheel, Delhi 110 031 Delhi 110 031		Under Section : 2(f)&12(B)
12	College of Arts 20-22 Tilak Marg, Delhi 110 001 Delhi 110 001		Under Section : 2(f)&12(B)
13	College of Vocational Studies Shekh Sarai Phase - II, Delhi 110 017 Delhi 110 017		Under Section : 2(f)&12(B)
14	Daulat Ram College 4-Patel Marg, Delhi 110 007		Under Section : 2(f)&12(B)

Welcome to UGC, New Delhi, India

http://ugc.ac.in/recog_College.aspx

	Delhi 110 007	
15	Dayal Singh College Lodhi Road, Delhi 110 003 Delhi 110 003	Under Section : 2(f)&12(B)
16	Dayal Singh College (Evening Classes) Lodhi Road, Delhi 110 003 Delhi 110 003	Under Section : 2(f)&12(B)
17	Deen Dayal Upadhyaya College Karampura, Delhi 110 015 Delhi 110 015	Under Section : 2(f)&12(B)
18	Delhi College of Arts & Commerce Netaji Nagar, Delhi 110 023 Delhi 110 023	Under Section : 2(f)&12(B)
19	Delhi College of Engineering Bawana Road, Delhi 110 042 Delhi 110 042	Under Section : 2(f)&12(B)
20	Delhi Institute of Pharmaceutical Sciences & Research Pushp Vihar, Sector-3, Delhi 110 017 Delhi 110 017	Under Section : 2(f)&12(B)
21	Desh Bandhu College Kakaji, Delhi 110 019 Delhi 110 019	Under Section : 2(f)&12(B)
22	Deshbandhu College (Evening Classes) Kakaji, Delhi 110 019 Delhi 110 019	Under Section : 2(f)&12(B)
23	Durgabai Deshmukh College of Special Education Visual Impairment C/o The Blind of Association Lal Bahadur Shastri Marg Near Hotel Oberoi, Delhi 110 013 Delhi 110 013	Under Section : 2(f)
24	G B Pant Hospital New Delhi, Delhi Delhi	Under Section : 2(f)&12(B)
25	Gargi College Siri Fort Road, Delhi 110 049 Delhi 110 049	Under Section : 2(f)&12(B)
26	Hans Raj College Malka Ganj, Delhi 110 007 Delhi 110 007	Under Section : 2(f)&12(B)
27	Hindu College University Enclave, Delhi 110 007 Delhi 110 007	Under Section : 2(f)&12(B)
28	Indira Gandhi Institute of Physical Education & Sports Science B. Block, Vikas Puri, Delhi Delhi	Under Section : 2(f)&12(B)
29	Indraprastha College For Woman Sham Nath Marg, Delhi 110 054 Delhi 110 054	Under Section : 2(f)&12(B)
30	Institute of Home Economics (University of Delhi) F-4 Hauz Khas Enclave, (Behind Lawman Public School), Delhi Delhi	Under Section : 2(f)&12(B)
31	Janki Devi Memorial College Sir Ganga Ram Hospital Marg, Delhi 110 060 Delhi 110 060	Under Section : 2(f)&12(B)
32	Jesus & Mary College Chanakyaपुरi, Delhi 110 021 Delhi 110 021	Under Section : 2(f)&12(B)
33	Kalindi College East Patel Nagar, Delhi 110 008 Delhi 110 008	Under Section : 2(f)&12(B)
34	Kamla Nehru College Khelgaon Marg, Delhi 110 049 Delhi 110 049	Under Section : 2(f)&12(B)

35	Keshav Mahavidyalaya A-1, Lawrence Road, Keshav Puram, Delhi 110 035 Delhi 110 035		Under Section : 2(f)&12(B)
36	Kirori Mal College University Enclave, Delhi 110 007 Delhi 110 007		Under Section : 2(f)&12(B)
37	Lady Harding Medical College & Hospital Shahid Bhagat Singh Marg, Delhi 110 001 Delhi 110 001		Under Section : 2(f)&12(B)
38	Lady Irwin College Sikondara Road, Delhi 110 001 Delhi 110 001		Under Section : 2(f)&12(B)
39	Lady Shri Ram College For Women Lajpat Nagar, Delhi 110 024 Delhi 110 024		Under Section : 2(f)&12(B)
40	Laxmi Bai College Ashok Vihar -III, Delhi 110 052 Delhi 110 052		Under Section : 2(f)&12(B)
41	Maharaja Agrasen College Pocket-4 Phase-I, Mayur Vihar, Delhi 110 091 Delhi 110 091		Under Section : 2(f)&12(B)
42	Maharaja Surajmal Institute C-4, Janak Puri, Delhi 110 058 Delhi 110 058		Under Section : 2(f)
43	Maharaja Surajmal Institute of Technology C-4, Janak Puri, Delhi Delhi		Under Section : 2 (f)
44	Maharshi Valmiki College of Education Geeta Colony, Delhi 110 031 Delhi 110 031	University of Delhi	Under Section : 2(f)&12(B) File No.: 8-239/2012(CPP-I/C)
45	Maitreyi College Bapu Dham Complex Chanakya Puri, Delhi 110 021 Delhi 110 021		Under Section : 2(f)&12(B)
46	Mata Sundari College for Women Mata Sundari Lane., Delhi 110 002 Delhi 110 002		Under Section : 2(f)&12(B)
47	Maulana Azad Medical College Bahadur Shah Zafar Marg, Delhi 110 002 Delhi 110 002		Under Section : 2(f)&12(B)
48	Miranda House Patel Chest Marg University Enclave, Delhi 110 007 Delhi 110 007		Under Section : 2(f)&12(B)
49	Moti Lal Nehru College Benita Juarez Road, Delhi 110 021 Delhi 110 021		Under Section : 2(f)&12(B)
50	Moti Lal Nehru Evening College(Evening Classes) Benita Juarez Road, Delhi 110 021 Delhi 110 021		Under Section : 2(f)&12(B)

1 2

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**Recognition Letter for 4 year B.El.Ed. Course from Academic Year 1998-99
from the NCTE, Act 1993 Northern Region Council**

Registered

GOVT. OF N.C.T. OF DELHI : DIRECTORATE OF EDUCATION,
OFFICE OF THE ADDL. DIRECTOR OF EDUCATION (SCHOOLS)
OLD SECRETARIATE, DELHI - 110054.

No. *2903-15* Dated : *15/5/98*

To,

The Regional Director,
N.R.C., N.C.T.E.,
Jaipur, Rajasthan.

Sub. : NOC to the Colleges running and starting
B.El.Ed. Courses.

Sir,

Delhi University has started four year integrated programme on Teacher Education known as Bachelor degree of Elementary Education (B.El.Ed.). As per the approved scheme, syllabi and curriculum drawn up by the Faculty of Education, University of Delhi. The following Colleges have been permitted to run B.El.Ed. course by the Delhi University :-

1. Jesus & Mary College
2. Aditi Mahila Mahavidyalaya, Bawana
3. Shyama Prasad Mukharjee College
4. Gargi College
5. Vivekananda College
6. ✓ Lady Shri Ram College


[Signature]
ATTESTED
Administrative Officer
Lady Shri Ram College for Women
University of Delhi
Lajpat Nag. Delhi-110024

I am directed to convey that the Govt. of Delhi has no objection in allowing these colleges to continue to run/start B.El.Ed. course.

Yours faithfully,
[Signature]
(N.S. TOLIA)
ADDL. D.E.(SCHOOLS)

Copy to :-
1. Sh.B.B.Gupta, Asstt. Registrar(Colleges) w.r. to his letter dt.13.6.97
2. Principals concerned colleges.

*Dr. Mukherjee
Mr. Mittal
file in El.Ed.
approvals
mg*



[Signature]
(L.S. NARAYANAN)
A.D.E. (SCHOOLS)

(एन सी ई आर का एक त्रिधिक संस्थान)
 उत्तर क्षेत्रीय समिति
 पुरुषोत्तमो धाम
 NCTE
 NATIONAL COUNCIL FOR TEACHER EDUCATION
 (A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
 Northern Regional Committee
 FROM: LADY SHRI RAM COLLEGE 7257925
 ATTENTION: DR. POONAM BATRA, CIE

TO BE PUBLISHED IN GAZETTE OF INDIA - PART - III SECTION 4

F.No. F-3/DL-73/97/13789

Registered post with AD
Dated : 15-10-1998

ORDER

In exercise of the authority vested under Section 14 (3) (a) of the National Council for Teacher Education Act, 1993, the Northern Regional Committee grants recognition to Lady Shri Ram College for Women, Lajpat Nagar, New Delhi - 110 024 for B.El.Ed., Four years course, from the academic year 1998-99 with annual intake of 20 students.

This recognition is subject to the condition that the institution continues to fulfill the norms laid down under the regulations and submission of Annual Report in this regard.

By order,

Regional Director

The Manager
Publications (Gazette Section)
Civil Lines
Delhi-110 054

ATTESTED
Administrative Officer
Lady Shri Ram College for Women
University of Delhi
Lajpat Nagar-IV, New Delhi-110024

CC:

1. Education Secretary, Government of Delhi, Old Secretariat, Delhi.
2. Director Education, Directorate of Education, Old Secretariat, Delhi.
3. The Registrar, Delhi University, New Delhi
4. The Member Secretary, National Council for Teacher Education, New Delhi
5. Office Order File.
6. The Principal, Lady Shri Ram College for Women, Lajpat Nagar, New Delhi-110024

As Mitted
To file

Ashka Mathur

15/10/98

प : ए-46, शांति पथ, तिलक नगर, जयपुर - 302 004

व : उत्तर प्रदेश, दिल्ली, हरियाणा, पंजाब, चण्डीगढ़, हिमाचल प्रदेश, राजस्थान

Office : A-46, Shanti Path, Tilak Nagar, Jaipur-302 004

Jurisdiction : U. P., Delhi, Haryana, Punjab, Chandigarh, H. P., Rajasthan

Phone फोन : 0141 - 623501 Fax फैक्स : 01 - 141 - 620116



PROF. K. K. JAIN
HEAD & DEAN

667

Telephone :

7257509
7257925
7257030
7257725/458

DEPARTMENT OF EDUCATION
(CENTRAL INSTITUTE OF EDUCATION)
UNIVERSITY OF DELHI
33, Chhatra Marg,
DELHI - 110007

June 13, 1997.

To,

The Principal,
Lady Sri Ram College for Women,
Lajpat Nagar,
New Delhi 110 024.

As per the communication received from the University, I am happy to inform you that your college has been granted approval to conduct the Bachelor of Elementary Education (B.E.Ed.) Programme from the academic session 1997-98.

Please find enclosed a copy of the letter from the University in this regard.

With regards,

Yours sincerely,

(Prof. K. K. Jain)

ATTESTED

Administrative Officer
Lady Sri Ram College for Women
University of Delhi
Lajpat Nagar-IV, New Delhi-110024



Declaration by the Head of the Institution

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Place: New Delhi

Date: August 21, 2015

A handwritten signature in blue ink, appearing to read "S. Sharma".

Signature of the Head of the Institution with Seal

PRINCIPAL
Lady Shri Ram College For Women
University of Delhi
Lajpat Nagar -IV, New Delhi-110024

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