

**Internal Quality Assurance Cell (IQAC)**

**Annual Quality Assurance Report**



**Lady Shri Ram College for Women**

**University of Delhi**

**2018-19**

**'सा विद्या या विमुक्तये'**

## Part – A

### 1. Details of the Institution

**1.1 Name of the Institution-** Lady Shri Ram College for Women

**1.2 Address** -Lajpat Nagar-IV

City/Town- New Delhi

State- Delhi

Pin Code: 110024

Institution e-mail address: [lsrc@lsrc.edu.in](mailto:lsrc@lsrc.edu.in)

Contact Nos.: 91-11-26434459, 45494949

Name of the Head of the Institution: Dr. Suman Sharma

Tel. No. with STD Code: 91-11-26434459, 45494949

Mobile: 9810667695

Name of the IQAC Co-ordinator: Dr. Megha Dhillon

Mobile: 9818201606

IQAC e-mail address: [lsrcinternalquality@gmail.com](mailto:lsrcinternalquality@gmail.com)

**1.3 NAAC Track ID** - DLCOGN21337

**1.4 NAAC Executive Committee No. & Date:** EC(SC)/15/A&A/44.1 dated 25/5/2016

**1.5 Website address:** <http://lsrc.edu.in/>

**Web-link of the AQAR:** <http://lsrc.edu.in/>

### 1.6 Accreditation Details

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

**1.7 Date of Establishment of IQAC** :1-6-2016

### 1.8 AQAR for the year: 2018-19

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

- i. AQAR submitted on 15-04-2019

### 1.10 Institutional Status

University-	State	<b><u>Central</u></b>	Deemed	Private
Affiliated College-		<b><u>Yes</u></b>	No	
Constituent College-		<b><u>Yes</u></b>	No	
Autonomous college of UGC-		Yes	<b><u>No</u></b>	
Regulatory Agency approved Institution- (eg. AICTE, BCI, MCI, PCI, NCI)		<b><u>Yes</u></b>	No	
Type of Institution:	Co-education <b><u>Urban</u></b>	Men Rural	<b><u>Women</u></b> Tribal	
Financial Status	<b><u>Grant-in-aid</u></b>	<b><u>UGC 2(f)</u></b>	<b><u>UGC 12B</u></b>	
	Grant-in-aid + Self Financing		Totally Self-financing	

### 1.11 Type of Faculty/Programme

- Arts
- Science
- Commerce
- PEI (Phys Edu)
- TEI (Edu)
- Others: Diploma in Conflict Transformation and Peace Building

### 1.12 Name of the Affiliating University (*for the Colleges*)-University of Delhi

### 1.13 Special status conferred by Central/ State Government-- UGC/CSIR/ DST/ DBT/ ICMR etc : NOT APPLICABLE

## **2. IQAC Composition and Activities**

**2.1 No. of Teachers- 5**

**2.2 No. of Administrative/Technical staff- 2**

**2.3 No. of students-19**

**2.4 No. of Management representatives - 1**

**2.5 No. of Alumni-4**

**2. 6 No. of any other stakeholder and community representatives -2**

**2.7 No. of Employers/ Industrialists-1**

**2.8 No. of other External Experts -1**

**2.9 Total No. of members- 35**

**2.10 No. of IQAC meetings held: 6**

**11 No. of meetings with various stakeholders:**

- Faculty- 2
- Non-Teaching Staff-2
- Students-3
- Alumni - 2
- Others- Nil

**2.12 Has IQAC received any funding from UGC during the year? Yes No**

**If yes, mention the amount- N.A.**

**2.13 Seminars and Conferences (only quality related)**

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

Total Nos. - 41

International- Nil

National-16

State- Nil

Institution Level-25

**(ii) Themes :** A wide variety of themes were covered. Some examples are presented below:

- Social issues including gender and disability
- Development of soft skills
- Data analysis

- Development of CV writing skills
- Development of interview skills
- Health of the Youth
- Public Policy

#### 2.14 Significant Activities and contributions made by IQAC

- High emphasis on creating eco-friendly environment on campus
- Carrying out a diversity of programs for intellectual development of students in the form of workshops, seminars, talks and interactive sessions
- Increasing sensitivity towards gender-based issues in Indian society
- Enhancement of college infrastructure
- Increased community out-reach programs focussing on economically disadvantaged communities, women and children.
- Facilitating foreign collaborations with institutions of international repute

#### 2.15 Plan of Action by IQAC/Outcome

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

Plan of Action	Achievements
• New additions to college library	The library is fully automated. It is providing a new service called article indexing. The articles published in the journals procured by the library are indexed. The data for these articles is available in electronic format. The library staff have undertaken a project of scanning previous year question papers and uploading them on the college website
• Skill based courses for students	Two language Courses conducted by experts for Spanish and German. Students showed good performance in both courses.
• Increased availability of mental health support for students	Consistent availability of college counsellor three days a week with student feedback taken on counsellor's contribution to solving of their problems. Active engagement of the peer support club with the student community. The program seeks to provide psychological support to students of LSR facing day to day adjustment problems, relationship difficulties, academic concerns and other issues relating to self-esteem/ body image.
• Gender sensitizations programs	Several workshops and sessions were conducted on gender throughout the year. For example, Gender sensitisation workshops were held at NSS-LSR

	affiliated NGO in collaboration with the Women's Development Cell, LSR on themes such as Gender Identities, Idea of Consent & Safe and Unsafe Touch and Menstrual Health. NSS-LSR also organised its annual youth convention. The theme for the convention was 'Celebrating Women'
• Increased community out-reach	Extensive work in communities conducted by NNS-LSR, Enactus and Basta-LSR with special emphasis on economic, educational and social empowerment of disadvantaged communities, women and children.
• Foreign collaborations	Several collaborations with international institutions were done. For instance LSR hosted an eight day long Winter School, organized by the University of Bath in 2018. Students were also encouraged to explore opportunities of studying abroad. As an example a talk was organised in January 2019 to inform LSR students about summer courses at the universities of Oxford and Cambridge.

\* *Academic Calendar of the year attached as Annexure iv*

**2.15 Whether the AQAR was placed in statutory body ? Yes**

**Management**

Syndicate

Any other body

**Provide the details of the action taken:** Regular meetings were held to execute plans of action.

## Part – B

### Criterion – I

#### 1. Curricular Aspects

##### 1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	Nil	Nil	Nil	Nil
PG	-	-	-	-
UG	15	Nil	Nil	4
PG Diploma	1	Nil	Nil	Nil
Advanced Diploma	-	-	-	-
Diploma	-	-	-	-
Certificate	-	-	-	-
Others	-	-	-	-
<b>Total</b>	16	-	-	4

Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

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

Pattern	Number of programmes
Semester	15
Trimester	-
Annual	1

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

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

*\*Analysis of the feedback is presented in Annexure 1*

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

No

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

No



## Criterion – II

### 2. Teaching, Learning and Evaluation

<b>2.1 Total No. of permanent faculty</b>	Total	Asst. Professors	Associate Professors	Professors	Others
	87	57	30	NIL	--

### 2.2 No. of permanent faculty with Ph.D.- 53

<b>2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year</b>	Asst. Professors		Associate Professors		Professors		Others		Total	
	R	V	R	V	R	V	R	V	R	V
	--	--	--	--	--	--	--	--	--	--

### 2.4 No. of Guest and Visiting faculty and Temporary faculty: 43 and 8 respectively

### 2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level
Attended	29	27	2
Presented	48	27	2
Resource Persons	10	13	5

### 2.6 Innovative processes adopted by the institution in Teaching and Learning:

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

encourage new ideas and ways of understanding along with constantly reflecting and interpreting critically the world that we live in. Research has always been the part of academics at LSR. The College has a **learning, resource and research centre** that was **set up with funding by the UGC** to encourage inter-disciplinary academic activities. There is room for a range of teaching and learning activities in the classroom: a story well-told by the teacher, a museum display (actual or digital), model-making, the construction of timelines, comprehension and source analysis activities, oral interviews, site studies, problem-solving exercises, AV communication, role plays and debates.

- **Use of resources.** Teaching at LSR has never been restricted to only lecture method using black/white board as a tool but a variety of resources are used in the classroom, including documents, photographs, artefacts and people (as guest speakers or interview subjects), field visits such as to the Parliament, museums, hospitals, schools, factories, monuments and heritage sites, particularly in the local area. On such trips accompanying teachers provide students the requisite information and discuss critical issues pertaining to the visit. Visits have been enriched with eminent resource persons from respective fields.
- **Research Projects and Surveys.** As research has always been part of academics at LSR, students are encouraged to conduct short research projects, surveys and reports. Research methodology workshops have been organised timely to help and train students to write research projects, short dissertations. Students' reports and surveys are published by the College and often find their way into the media. Even the courts and civic bodies have taken notice of student findings. Joint research activities by students and faculty members have always been encouraged.
- **Equity and access.** Excellence pursued within a framework of equity ensures that access is always provided and never denied to any member of the College community. Students with financial constraints are offered a wide variety of support in terms of freships and scholarships. The College provides reinforcement classes, special language and computer literacy skills through its designated unit REACH. LSR offers specialised counseling services to students and special facilities for the students in the residence hall as well. Students with special needs make extensive use of the well equipped resource centre called *Swavalamban* that offers support services ranging from advanced reading softwares and notices in Braille to specially designated washrooms, ramps and elevators.
- **Use of ICT.** ICT has been demystified at LSR to make it accessible to the largest number. Technology, as understood at LSR is a socially generated product riddled with complexities and possibilities, as with any forms that human societies create and engage with. With this in mind, LSR conducts periodic workshops to train faculty, non-teaching staff and students in the use of ICT. Students are encouraged to use e-resources for research and reading. The faculty is well versed in the use of ICT, and makes very effective use of the resources available on the internet. Plagiarism is arrested by the use of search tools on the net and creates a culture of intellectual honesty and diligence amongst students. The College is also extremely mindful of sensitizing students on use and abuse of the internet, and has conducted workshops on this aspect to protect students from possible abuse and exploitation. Powerpoint presentations have become the part of teaching and assessment process in most of the

programmes. Students have used web based sites to participate in projects that have an international reach such as journalist P. Sainath's PARI (People's Archives of Rural India). The College offers Computer Applications as an elective in its B.A. Programme and many students make use of the excellent faculty and lab support that the discipline is backed by.

- **Meeting global demands in higher education.** With the advent of globalization, internationalization and liberalization of education has been a trend. With its strong heritage and foundation, LSR has responded very meaningfully to these opportunities and is able to take up many international programmes and collaborations that have come its way. The College has expanded its linkages with intellectuals, universities, activists, scholars and journalists from across the world through a series of international initiatives taken by the **Office of International Programmes**. Various exchange and collaborative programmes with universities from across the world bear testimony to the success of this initiative.

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

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

LSR has made efforts to recognize and address individual differences and capabilities amongst its learners and hence has always find ways to cater to them. At LSR, we are committed towards innovation, hence we find spaces in the University mandated evaluation system to innovatively and accurately assess student learning. The assessment system extensive and innovative including written/oral expression, comprehensiveness and accuracy of information, analysis and coherence of presentation. It takes into account the individual student's progression/improvement over time on certain performance parameters and gives quantitative and qualitative credit for the same.

Multiple written assignments (class/home) are arranged for the students to help them enhance their writing skills, prepare for examinations and improve their performance. Each assignment is followed by a feedback and discussion session to cater to individual needs of the students. Other kinds of creative evaluative strategies, like oral tests, quizzes, objective tests, presentations, fieldwork are also used. For both assignments and projects, students are encouraged to explore and research on topics beyond the curricula.

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

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

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

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

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

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

**2.10 Average percentage of attendance of students: 78.4%**

**2.11 Course/Programme wise distribution of pass percentage :**

**IIIrd Year**

<b>Title of the Programme</b>	<b>Total No of students who appeared</b>	<b>Ist%</b>	<b>IInd %</b>	<b>IIIrd %</b>	<b>Pass %</b>
B.A. PROG.	76	51	16	03	92.11
B.EL.ED	40	38	02	-	100
B.COM	73	69	03	01	100
ECONOMICS	108	97	03	-	92.59
ENGLISH	101	77	21	01	98.02
HINDI	33	26	07	-	100
HISTORY	86	53	27	02	95.85
JOURNALISM	28	18	08	-	92.85
MATHEMATICS	47	44	-	-	93.62
PHILOSOPHY	38	23	09	04	94.74
POLITICAL SCI.	101	87	12	-	98.02
PSYCHOLOGY	57	52	02	-	94.74
SANSKRIT	22	16	06	-	100
SOCIOLOGY	45	28	12	01	91.11
STATISTICS	30	24	04	-	93.33

**IInd Year**

<b>Title of the Programme</b>	<b>Total No of students who appeared</b>	<b>Ist%</b>	<b>IInd %</b>	<b>IIIrd %</b>	<b>Pass %</b>
B.A. PROG.	80	72	05	02	98.75
B.EL.ED	—	—	—	—	—
B.COM	68	66	02	-	100
ECONOMICS	96	78	12	05	98.95

ENGLISH	106	82	17	-	100
HINDI	33	31	02	-	100
HISTORY	92	56	31	05	100
JOURNALISM	22	18	04	-	100
MATHEMATICS	42	40	02	-	100
PHILOSOPHY	39	27	08	04	100
POLITICAL SCI.	96	82	14	-	100
PSYCHOLOGY	56	47	05	02	96.42
SANSKRIT	26	19	06	01	100
SOCIOLOGY	41	28	12	01	100
STATISTICS	28	25	03	-	100

**Ist Year**

<b>Title of the Programme</b>	<b>Total No of students who appeared</b>	<b>Ist%</b>	<b>IInd %</b>	<b>IIIrd %</b>	<b>Pass %</b>
B.A. PROG.	74	65	07	02	100
B.EL.ED	—	—	—	—	—
B.COM	104	98	04	02	100
ECONOMICS	98	87	08	02	98.97
ENGLISH	93	71	20	08	100
HINDI	30	25	03	02	100
HISTORY	104	86	15	03	100
JOURNALISM	26	24	02	-	100
MATHEMATICS	44	43	01	-	100
PHILOSOPHY	34	26	06	01	97.05
POLITICAL SCI.	106	98	04	04	100
PSYCHOLOGY	69	66	02	-	98.55
SANSKRIT	20	09	07	04	100
SOCIOLOGY	46	32	08	06	100
STATISTICS	30	27	01	02	100

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

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

## 2.13 Initiatives undertaken towards faculty development:

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	9
UGC – Faculty Improvement Programme	19
HRD programmes	10
Orientation programmes	8
Faculty exchange programme	--
Staff training conducted by the university	--
Staff training conducted by other institutions	1
Summer / Winter schools, Workshops, etc.	3
Others	

## 2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	65	33*	3	---
Technical Staff	7	NIL	2	---

\* Filled from outsource

### Criterion – III

#### 3. Research, Consultancy and Extension

##### 3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

Various initiatives were taken to promote research efforts by IQAC-LSR. Several departments including History, Political Science and Psychology held workshops for students covering the basics of conducting and writing research. Further, in college societies such as the Model United Nations (MUN) Society, a strong effort is made to inculcate a research culture among its members through the activities of a dedicated Research Team and the publication of a peer-reviewed annual academic journal-The Denouement. The society conducted a three day research methodology workshop covering the fundamentals of a research question, literature review, reference management and writing styles. Certain departments also produce annual journals and hold paper presentation competitions to provide students a platform to publish their research work

##### 3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number		3	2	
Outlay in Rs. Lakhs		22,4,50,000/-	5,90,000	

##### 3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number				1
Outlay in Rs. Lakhs				17,500

##### 3.4 Details on research publications

	International	National	Others
Peer Review Journals	32	12	
Non-Peer Review Journals	1	1	
e-Journals	29	11	
Conference proceedings	1	2	

##### 3.5 Details on Impact factor of publications:

Range: 0.12-7.2

Average: --

h-index: ---

Nos. in SCOPUS: 27



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

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned (Rupees in Lakhs)	Amount received during the year (Rupees in Lakhs)
Major projects 1. Dr Suman Sharma “Collaboration between Schools and Institutions of Higher Education: Benefits and Challenges”	Two years (January 2018- January 2020)	Indian Council of Social Science Research (ICSSR)	Rs. 5,50,000/-	Rs. 3,85,000/
2. Dr Shehnaz Cama Jiyu Parsi Phase 2	3	Ministry of Minority Affairs	12 Cr	
3 Dr Shenaz Cama. Hamari Dharohar	Not specified	Ministry of Minority Affairs	9.9 Cr	
4. Dr Vartika Nanda	One year (to be completed in 2020)	ICSSR	4,90,040/	
5. Dr Arvind Kumar	2 years	ICSSR , New Delhi	10,00,000	
<b>MINOR PROJECTS</b>				
1. Leki Wangmo Thungon	5-6 months	Zubaan-Sasakawa Peace Foundation	17,500/-	
Interdisciplinary Projects	-	-	-	-
Industry sponsored	-	-	-	-
Projects sponsored by the University/ College	-	-	-	-
Students research projects (other than compulsory by the University)	-	-	-	-
Any other(Specify)	-	-	-	-
Total			22 crores five lacs sixty seven thousand and five hundred	-

**3.7 No. of books published**

**i) With ISBN No. - 9**

**Chapters in Edited Books- 42**

**ii) Without ISBN No. 1**

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

UGC-SAP                      CAS                      DST-FIST

DPE                      DBT Scheme/funds

**3.9 For colleges: None**

Autonomy                      CPE                      DBT Star Scheme

INSPIRE                      CE                      Any Other (specify)

**3.10 Revenue generated through consultancy –None**

**3.11 No. of conferences organised by the institution**

Level	International	National	State	University	College
Number	---	16	---	---	---
Sponsoring agencies	---	---	---	---	---

**3.12 No. of faculty served as experts, chairpersons or resource persons: 32**

**3.13 No. of collaborations      International: 3                      National: Nil                      Any: 2**  
other

**3.14 No. of linkages created during this year: 14**

**3.15 Total budget for research for current year in lakhs : N.A (as per demand raised)**

**From Funding agency : ----      From Management of University/College :-----**

**Total: -----**

**3.16 No. of patents received this year**

Type of Patent		Number
National	Applied	0
	Granted	0
International	Applied	0
	Granted	0
Commercialised	Applied	0
	Granted	0

**3.17 No. of research awards/ recognitions received by faculty and research fellows  
Of the institute in the year**

Total	International	National	State	University	Dist	College
23	8	7	5	3		

**3.18 No. of faculty from the Institution:**

**Who are Ph. D. Guides -8**  
**and students registered under them- 18**

**3.19 No. of Ph.D. awarded by faculty from the Institution: Not Applicable****3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)**

**JRF:** Not Applicable

**SRF:** Not Applicable

**Project Fellows:** Not Applicable

**Any other:** Not Applicable

**3.21 No. of students Participated in NSS events:**

**University level:** 50

**State level :** Nil

**National level:** Nil

**International level:** Nil

**3.22 No. of students participated in NCC events:**

**University level-38**

**State level -10**

**National level -30**

**International level-01**

**3.23 No. of Awards won in NSS:**

**University level-Nil**

**State level –Nil**

**National level -Nil**

**International level-Nil**

**3.24 No. of Awards won in NCC:**

**University level-4**

**State level -6**

**National level -6**

**International level-Nil**

**3.25 No. of Extension activities organized**

**University forum -1**

**College forum -8**

**NCC -6**

**NSS -7**

**Any other -Nil**

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

- Organised by NCC- March for road safety.
- Organised by NCC-Talk on Swacchta.
- Organised by NCC-Talk on surgical strike.
- Organised by NCC-Paper making workshop.
- Organised by NCC- Escorted and gave guard of honour to Admiral Sunil Lanba

- Organised by NSS-Diwali Mela
- Organised by NSS-Annual Youth Convention
- Organised by NSS-Kala
- Organised by NSS-Surgical Strike Day Discussion
- Organised by NSS-Breast Cancer Awareness Month
- Organised by NSS-Ekta Diwas Celebration
- Organised by NSS-Pancreatic Cancer Awareness Month
- Organised by NSS-Tihar Jail Programme
- Organised by NSS-Martyr's Day
- Organised by NSS-Valentines for Voiceless
- Organised by NSS-Eminent alumni lectures series + Blood Donation

## Criterion – IV

### 4. Infrastructure and Learning Resources

#### 4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	14.5 Acre	----	----	14.5 Acre
Class rooms	90	----	----	90
Laboratories	12	----	----	12
Seminar Halls	04	----	----	04
No. of important equipments purchased ( $\geq$ 1-0 lakh) during the current year.	----	2	Fees	2
Value of the equipment purchased during the year (Rs. in Lakhs)	----	6.47 Lakhs	----	6.47 Lakhs
Others	-----	Sewer treatment plant and fire fighting system 140 Lakhs	UGC	140 Lakhs

#### 4.2 Computerization of administration and library- Computers with internet and NKN (National Knowledge Network) facilities

#### 4.3 Library services:

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books & Reference Books	111041	810337	932	848525	111973	
e-Books	Through DU Networks and N-LIST inflibnet					
Journals	98	745946	-	-	92	742470
e-Journals	Through DU Networks and N-LIST inflibnet					
Digital Database	“					
CD & Video	100 App					

Others (specify)							
------------------	--	--	--	--	--	--	--

**4.4 Technology up gradation (overall)**

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	120	03	Yes					
Added								
Total								

**4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.):** 120 computers with internet facilities

**4.6 Amount spent on maintenance in lakhs :**

i) ICT

ii) Campus Infrastructure and facilities

iii) Equipments

iv) Others

**Total :**

## Criterion – V

### 5.1 – Student Support

#### 5.1.1 – Scholarships and Financial Support

	Name and title of the scheme	Number of students	Amount in Rupees
Financial support from institution	FREE SHIPS	254	29,85,000
	Ward Welfare	03	42,465
Financial support from other sources	KPMG Scholarship:	2	32,470
National	G.L. Bansal Scholarship	2	26,000
	ELSA Scholarship	3	39,000
	Shri OnkarNathPandit Scholarship	1	13,000
	Shri HarDayalWalia Scholarship	2	26,000
	Tejaswi Rao Scholarship	1	22,415
	Neha Puri Scholarship	2	26,000
	Morada Scholarship	1	10,000
	Shri Manohar Shyam Joshi Scholarship	2	26,000
	Shikha Chhabra Scholarship	1	13,000
	Dr. Sheila Grover Scholarship	1	13,000
	Shri Chottu Ram Scholarship	1	13,000
	Smt. Tazeen Imam Merit Scholarship	1	70,000
	Tiara-LSR Special Opportunity Award	4	1,00,000
	Saroj Gupta Memorial Scholarship	3	36,000
	AnupamaDua Scholarship	6	24,000
	South Campus Endowment Scholarship	11	55,000



	Rotary Club Scholarship	4	20,000
	Marga Schulze Merit Scholarship for visually impaired girl students	1	25,000
	Help the Blind Foundation, Chennai	10	1,00,000
	INSPIRE Scholarship from the Ministry of Science & Technology	15	10,50,000
	Delhi Sanskrit Academy Scholarship	26	39,000
	Foundation for Academic Excellence & Access	1	24,000

**5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,**

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Spanish Language Course	September 2018	50	Mundo Latino
German Language Course	September 2018	55	Independent language expert
Facilities for personal counselling	August 2018	40	Qualified and trained mental health specialist
Peer Support Program	August 2018	25	LSR
Sessions for developing interview skills and CV writing	September 2018	75	LSR in collaboration with external experts

**5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year**

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counselling activities	Number of students who have passed in the comp. exam	Number of students placed
2018-19	--	--	150	--	122 (through the placement cell of college)

**5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year**

The internal complaints committee reported 1 grievance that was resolved within 28 days. The admissions committee reported 3 grievances which were resolved within a day. There was no grievance received from the SC/ST, North-east or Anti Ragging cell.

**5.2 – Student Progression**

**5.2.1 – Details of campus placement during the year**

**Number of students registered-** 360

**Number of students participated (individually)-** not available

**Number of students placed-**122

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
Amex	NA	5	AIG	NA	3
Bank of America Meryl Lynch	NA	1	Boston Consulting Group	NA	2

BCN	NA	9	Dalberg	NA	1
Bloomberg	NA	1	McKinsey & Co.	NA	1
Cogito Hub	NA	1	TresVista Financial Services	NA	1
DSV Air and Sea	NA	2	ZS Associates	NA	5
Educational Initiatives	NA	1			
Embibe	NA	1			
EY	NA	7			
Genpact	NA	1			
Google	NA	1			
Graper Digital	NA	1			
ICICI	NA	10			
ICRA	NA	1			
IMS	NA	1			
Indus Insights	NA	1			
Immobi	NA	5			
Jamboree	NA	2			
Josh Talks	NA	1			
JSW	NA	1			
Kepler Cannon	NA	1			
KPMG	NA	10			

LEK Consulting	NA	3			
Lepton	NA	2			
Positive Moves	NA	1			
Praxis	NA	4			
RSA Acturial Services	NA	1			
Schoogle	NA	14			
Study Pad	NA	2			
TalenTech Solutions Pvt Ltd	NA	1			
Times Internet Limited	NA	1			
United Airlines	NA	3			
Vidooli	NA	1			
Apeiron	NA	1			
Stashfin	NA	1			
Upgrad	NA	3			
Entrackr	NA	1			
Gyanshree	NA	2			
Peepul Tree	NA	1			
Happy Model School	NA	3			

### 5.2.2 – Student progression to higher education in percentage during the year

More than 70% of students have gone onto to pursuing higher education from reputed institutes of India as well as abroad. The Indian institutes include Delhi University, Tata Institute of Social Sciences, Delhi School of Economics, Ashoka University, JNU, Asian

College of Journalism, IIMs, TERI School of Advanced Studies, IIFT, Hyderabad University, IITs, IISC, Bangalore, JamiaMilliaIslamia, National Institute of Technology, SP Jain Institute of Management & Research, AMbedkar University, Azim Premji University, LokNayak Jai Prakash Narayan National Institute of Criminology and Ferguson College, Pune to name a few.

The institutes abroad include Nottingham University, Stanford, Oxford, LSE, University of Wisconsin, University of Edinburgh, University of Melbourne, Fekuoka Women's University, Japan, Columbia University, University of Sussex, University of Bristol, Imperial College Business School, UK, Boston University and Crdiff University to name a few.

**5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)**

Items	No. of students selected/ qualifying	Reg no/ Rollno for the examination
	-----	-----

**5.3 – Student Participation and Activities**

**5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)**

**Sports**

National: gold- 34, silver- 24, bronze- 24

State: gold- 42, silver- 42, bronze- 32

**Cultural**

Hindi creative writing- 37

Dance society- 21

Hindi Music Society- 32

Dramatics society- 15

English Debating- 36

English Creative writing- 6

Fine arts society- 19

Model United Nations- 6

Film & Photography society- 3

Quiz society- 36

Hindi debating- 9

Western music- 9

**5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)**

The student council and students are a part of both academic and administrative bodies. Headed by the student union, each college society has a student council of its own. Representing each society, conducting their activities within and across colleges; they find place in meetings with the staff advisors, conduct the annual fest Tarang; are a part of the

Internal Complaints committee; are also a part of the Anti Ragging Squad and Sexual Harassment Committee as well. The Hostel Union is also allowed free expression of their issues with the college.

#### **5.4 – Alumni Engagement**

##### **5.4.1 – Whether the institution has registered Alumni Association?**

Yes  No

##### **5.4.2 – No. of enrolled Alumni:**

84 alumni enrolled themselves in 2018-19. 623 alumni enrolled from 2014 till March 2019.

##### **5.4.3 – Alumni contribution during the year (in Rupees) :**

NIL

##### **5.4.4 – Meetings/activities organized by Alumni Association :**

- 5 alumna bazaars selling handicrafts, handbags, personalised stationary wallets, hand crafted jewellery, accessories
- Series of interviews organised with alumnae Ms. Tripti Agarwal (author); Pooja (social mobiliser); Ms. Sanjana Sanghi (actress); Ms. Nishitha Banerjee (advisor for khadi and village industries); Ms. Naila Grewal (actress); Ms. Nabila Jamshed (Sustainable Development Expert); Ms. Mridula Mukherjee (history professor); Ms. Radhika Abrol (Safdarjung Enclave Councillor); Ms. Laita Baghel (PhD Scholar); Ms. Shivangi Sharda (basketball player); Ms. Gunjan Handa (jewellery designer); Ms. Ratna Sudarshan (National Fellow, NUEPA)
- Friendly matches of table tennis, football, basketball, volleyball between alumna and current teams
- Interactive sessions with Ms. Ayushee Dixit (assistant commissioner, Commercial Tax, UP); Ms. Sahiba Chowdhary (independent photjournalist); Ms. Archana Varma (Additional Secretary, Central Vigilance Commission); Ms. Vasundhara Srivastava (Heading Xceednace); Ms. Pankhuri Garg (Digital Marketing Manager)

## Criterion VI

### **6. Governance, Leadership and Management**

#### **6.1 State the Vision and Mission of the institution**

Vision:

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

The stated mission of LSR is to:

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

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

**6.2 Does the Institution has a management Information System: Yes**

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

#### **6.3.1 Curriculum Development**

The faculty members of LSR participate in Curriculum Revision Committees as and when these are created by the University of Delhi. The most recent example of this was in 2018 itself wherein the University of Delhi proposed the revision of curricula of different undergraduate courses. The knowledge and expertise of the faculty are well-respected and well appreciated in this matter. In addition to the contributions made to the curriculum-related processes conducted at the University of Delhi, many faculty members of college are also invited to be on similar committees in other leading educational institutions of the country.

#### **6.3.2 Teaching and Learning**

Enhancing the quality of teaching-learning processes is a constant endeavour at LSR. There is recognition of the need for making learning as interactive, dialogic and hands-on as possible.

Teachers thus focus on providing avenues for students to express their opinions and views within the classroom. Teaching also involves the use of practical examples from everyday life, especially those that are reflective on contemporary Indian realities. Teachers are increasingly incorporating the use of audio-visual aids within the classroom to expedite learning of concepts. These include the use of TED talks, documentaries, films and power-point presentations. Students are also encouraged to use such mediums in their presentations. In order to provide hands-on training, classroom teaching is being complemented by experiential exercises and field trips. Students are encouraged to engage in research and publish high quality work. Research efforts are encouraged through lectures and workshops on research methodology. Learning is also supplemented by organising talks and lectures with subject experts.

### **6.3.3 Examination and Evaluation**

- During examinations, teachers and non-teaching staff remain vigilant to avoid any instances of cheating in the examination rooms.
- All spaces around the examination rooms are repeatedly checked to ensure that no papers or books have been hidden that may be used for cheating.
- In order to make examination rooms accessible to all students, those students who are in wheelchairs are designated to write their examinations in a large open room on the ground floor of the college building.
- Xeroxing facilities are available during examination hours in case materials such as question papers and statistical tables are required in greater numbers by the students.
- Visually challenged students are provided the option of using either writers or a laptop to complete their examination. The laptops are provided by college. Once the student's examination is complete, there is a facility of taking the print out of the exam script, which is subsequently sent to the evaluation centre of the University of Delhi.
- The medical room is open at all times during examinations. A nurse is always available to assist students with medical issues. In case students are unwell, they write their examination in the medical room, in close proximity to the nurse.
- Students are repeatedly encouraged by faculty members to take strong precautions against missing their examinations.
- Students who feel deeply anxious by their impending examination are provided emotional assistance by the teachers of the examination committee.
- Various personnel are stationed at different venues of the examination within college, especially at places where students keep their belongings. They remain vigilant so that there are no instances of theft.
- Duty lists of teachers are mailed in advance of the examination to prevent confusions about the availability of teachers on the day of the examination.
- All University of Delhi guidelines are followed for student evaluation during the course of a semester.
- Uploading of attendance records of students is done on a monthly basis by all teachers. Teachers are provided access to specific software for this.
- Required class and home assignments are taken. Regular feedback is provided to students on how to improve their performance.
- Assignment marks are uploaded by respective teachers on a software at the end of a given semester. Students are encouraged to check their internal assessment records



and get discrepancies, if any, corrected.

#### **6.3.4 Research and Development**

Faculty and students at LSR recognise the need to engage in research and constant development efforts. Faculty members are involved in major and minor projects funded by government bodies including ICSSR and UGC. Findings of such projects and independent research work are presented in different forums. They are also published in books, high-quality peer-reviewed journals, many of which are UGC recognised and conference proceedings. Students are also provided training to conduct research through workshops, talks and one-to-one interaction with teachers. With the goal of research training, the department of History organised a Research Methodology Workshop Series on 'Understanding Methodology' and 'Writing a Paper' in 2018. Further the Psychology department encouraged student research efforts by offering five students the opportunity to complete dissertations under the supervision of their faculty. Also the department's journal released annually which publishes peer-reviewed articles provides a platform to students to disseminate their research work. Students and faculty have on-line access to a large number of research journals through the University of Delhi, which helps them conduct through reviews of literature in their area of research. In terms of development efforts, teachers attend faculty development programs, MOOC courses and workshops to learn new concepts and pedagogies.

#### **6.3.5 Library, ICT and physical infrastructure / instrumentation**

All classrooms in the college are equipped with projectors. Regular maintenance of the projectors is carried out. There is a 24x7 Wi-Fi Facility available. In terms of accessibility, all the buildings are equipped with ramps for wheel chair access, hand rails and elevators. Wash rooms for differently-abled students are available both in the college and the Residence Hall. Important notices are put up in Braille. Computerization of administration and library is complete. LSR's well-equipped and efficiently maintained Library with a computerized user-friendly data filing system, functions as an invaluable aid to every aspiring scholar. The Library employs the LIBSYS computerized library management system and several terminals are provided for students and faculty members to search for books/research material online. The library has a stock of over one lakh books, including many written by LSR faculty members and alumna. New books have been added through the course of the academic year. It also subscribes to a range of more than 150 national and international journals, making it one of the largest selections in the University of Delhi. Internet access is provided free of cost to all students and faculty members at the Web Junction in the library. Several terminals have been added in the general and reference sections to provide Internet access and connect to the Delhi University network with access to the DU library database. The library offers audio and video facilities for visually challenged students as well.

#### **6.3.6 Human Resource Management**

The institution does not have a separate department to oversee Human Resource Management. However the needs and well-being of every member of the LSR community including the student body, faculty, administration and support staff, is taken very seriously. Various committees have been constituted that look into matters pertaining to the community's well-being. These include the cafe committee, internal complaints committee, building committee, scholarship committee and so on. LSR firmly stands against any

discrimination in the name of caste, creed, gender, race, religion and so on. The spirit of egalitarianism is central to the functioning of this college. The North-East Cell and SC/ST cell ensure this spirit is always maintained.

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

### **6.3.8 Industry Interaction / Collaboration**

A significant part of the industry interaction occurs through the Placement Cell of Lady Shri Ram College for Women which serves as an interface between the students and the recruiters. In addition to bringing a varied list of recruiters to campus, the Placement Cell also organizes workshops, seminars and internship opportunities for the collective student body.

The Placement Cell is headed by five Coordinators, two Sub- Coordinators, a Research & Training Head and a Treasurer, who are in turn supported by an efficient team of 31 internship and placement Department Representatives, a dedicated team of 25 Members and 11 core team member who assist the Coordinators in logistical arrangements. The placement cell has successfully hosted a wide range of companies for placements and internships this year catering to the needs of all students. Over 100 companies such as McKinsey, BCG, Bloomberg, KPMG etc visited the LSR campus to offer full time positions and over 115 students have received offers till now. The average package offered stands at ₹7.5 LPA and has seen a leap from ₹7.3 LPA past year. Also, this year, one student has received the highest package in the entire Delhi University of ₹37.8 Lakhs from Bank of America. The Placement cell also had a very successful year for internships. Companies like Standard Chartered, Nomura, Citi Bank, JSW, Amnesty International etc have hired students for their coveted summer internship programmes. Apart from these, as many as 12 workshops were organized by the Placement Cell in collaboration with reputed organizations like T.I.M.E, Perspectico, Teachfor India and also by alumni of the college. The academic session of 2018-19 was an extremely eventful year with companies visiting the campus right from the start of July till the mid of April. The placement cell hosted a varied range of companies offering placements as well as internships throughout the year. LSR saw an increased number of first time recruiters at LSR such as Embibe, Inmobi, Mu Sigma etc. offering highly competitive positions and packages. A good number of start-ups such as Study Pad, Cogito Hub, Indus Insights, etc. picked up some of the best talent from the college. Educational organizations such as Teach for India and the Gandhi Fellowship also visited LSR to offer enriching fellowship programs to the students.

Soft-skills workshops such as workshops for Personal/Case Interviews and Group Discussions as well as sessions aimed at assisting students with CV-building were conducted to help make the Placement Cell more like a 'Career Services Unit' rather than just for Final Placements. Workshops on Stress Management by Interns India, How to crack cases by Shveta Raina, a Harvard alumna and Test preparation sessions by T.I.M.E. were organised throughout the year to make the students well versed with the interview process. Around 14

workshops and training sessions took place in the academic year 2018-19

Over 100 companies have visited the campus to offer full time positions till now and 115 students have been placed in the year so far. The highest package offered stands at INR 37.8 lakh and the average package offered this year witnessed a significant leap from last year with INR 7.5 Lakhs. The placements this year saw various students from different departments like English, History, Psychology, Journalism etc. being recruited by some of the top rated companies in the industry, and were not restricted only to Commerce and Economics departments. Special efforts were made to offer a plethora of opportunities to students pursuing media and literature.

In addition to bringing a varied list of recruiters to campus, the Placement Cell also organized internship opportunities for the collective student body. As of March 2018, about 320 companies successfully recruited interns through the Placement Cell of LSR during this year. Nearly 300 internship offers were rolled out with over 150 industry giants like Nestle, Dell, Bloomberg, AIG to name a few. Over 150 paid internships were offered to the students. The highest internship offer stands at INR 1,50,000 for 2 months. The average stipend for paid internships was nearly INR 9,750 per month. One of the very successful events conducted by the Cell was the EY Scholarship Program, an all India business case building competition, where after a rigorous process, one student was awarded a scholarship of INR 1 lakh and an internship opportunity at EY. The cell also partnered with prestigious firms to conduct competitions like the KPMG International Case Study Competition and EY Corporate Finance Woman of the year. The cell also hosted socially geared initiatives with organizations like Asmat, Yes Bank fellowship, Amnesty International, ED Times, Outlook Magazine and Feeding India. Internship opportunities in the fields of Photography, Videography, Designing and Event Management were also provided which were lesser gauged in the last few years.

A summary of the important data is presented below:

Number of Companies for Placements	100+
Number of Companies for Internships	320 (13 Dream Internships)
Number of Final Placement Offers	115
Highest Placement Offer	INR 37.8 LPA
Highest Internship Offer	INR 1,50,000 for two months
Average Placement Offer	INR 7.5 LPA

### **6.3.9 Admission of Students**

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

All time lines declared by the University are adhered to during the months in which admission is done. Cut-offs for each course are decided by members who are part of admission committee in meetings conducted before each list. These cut-offs are displayed on the college website in a timely manner. Information is sent to the University regularly.

In 2018-19, pre-admission counselling was organised over the period of an entire week. Conveners of the admission committee and faculty members from all departments were available to assist students in making choices with respect to colleges and courses. During the course of admission, a help-desk was set up to assist students and parents. Information about hostel admission was also provided to students who were seeking hostel accommodation. As per the requirements of the University of Delhi a Grievance Committee was set up to look into any complaints related to the admission process. The contact details of the Grievance Committee were widely publicized, including on the college website. Committees were also made for admissions under sports and ECA categories.

#### 6.4 Welfare schemes for

Teaching	No
Non teaching	Yes
Students	Yes

#### 6.5 Total corpus fund generated: 2.02 CR

#### 6.6 Whether annual financial audit has been done

Yes  No

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

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	University	Yes	College Administration
Administrative	Yes	University	yes	College Administration

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

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

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

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

Not Applicable

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

Not applicable

### **6.11 Activities and support from the Alumni Association**

The registered alumna association of LSR – ELSA- remains very active. It endeavours to provide a platform for LSR alumni within and outside India to connect, meet and interact. Like LSR, ELSA is driven by a strong sense of social responsibilities. It's focus has remained on empowerment and spread of education among women. In line with these goals, it has provided assistance and scholarships / bursaries to deserving students. ELSA Scholarships are given to students selected by a college committee on criteria such as assessment of merit and means, family annual income and keen interest and performance demonstrated in academics, sports, extra-curricular activities.

One initiative has been ELSA Talk Series. As a part of this an event titled “Navigating Adversity” on 17th June 2018 at The Oberoi, Bangalore. The panel included Jai Narayan - an author, speaker and consultant, Shukla Bose - founder, Parikrma Humanity Foundation, Gayathri Vasudevan - CEO and Co-founder of Labournet, and Akshay Nanavati - motivational speaker and author. There was also a workshop titled ‘Stories Sarees Tell’ on 19th June 2018 at Prestige Acropolis. Elsa Vinita Bali delivered an inspirational talk on Leadership in Mumbai on July 18, 2018. Jointly organised by FICCI FLO and ELSA Mumbai, the event was well received by the diverse crowd consisting of entrepreneurs, bankers and college students. Ms. Bali stressed on the importance of character in the context of leadership. She also spoke about gender and said in the context of work one needs to focus on capabilities and not gender.

This year the cell, of the college conducted five Alumna Bazaars – each of which was a huge success. In addition, the cell organised a series of interviews with various alumnae pursuing different professions including writing, social work and acting. The Alumna Cell in collaboration with NSO conducted friendly matches between the Alumnae and the current teams during Dr. Bharat Ram Sports Meet in table tennis, football, basketball and volleyball. Scholars of LSR is an online Alumna Cell's initiative highlighting the success stories of the many brilliant minds this institution has nurtured. The Editorial board uploads one article/one scholar per week.

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

### **6.13 Development programmes for support staff**

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

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

Prakriti, the environment society of LSR is a platform through which students enlighten themselves and others about the importance of environmental issues and sustainable

development. Prakriti seeks to foster every individual's natural love for nature and works to inspire their willingness to work for the environment. Several initiatives were taken to make the campus more eco-friendly by Prakriti. These included a tree plantation drive during which teachers and students planted trees in and around the college campus. A Prakriti week was organised involving a series of activities. One highlight was a guest lecture delivered by Dr. Vijeta Rattani, head of CSE's climate change division on the topic 'Demystifying Climate Change'. Further, a powerful short film by NatGeo titled 'Save the World' was screened which traces the impact that humans have had on this planet. A Fact of the Day initiative was taken wherein the student leaders of Prakriti circulated facts about environment on daily basis amongst the student's body through social media like WhatsApp, Facebook and Instagram. In another initiative, pens with refills were distributed to the student body. This was expected to inculcate the habit of using pen refills and reinforce the idea of plastic re-usage. Students were also encouraged to donate any kind of used paper, old newspapers, old books/notebooks or any other waste paper. This collection of paper was sent for recycling and ultimately converted into notebooks which were distributed to the children from NSS NGO's. In addition, Prakriti volunteers went around the campus asking students about eco-friendly solutions needed in college. It was a very enriching experience for all Prakriti volunteers as well as the student's body in general. Prakriti along with its volunteers executed the project of waste segregation at source during Diwali Mela. The volunteers were told to make sure that students visiting the Mela throw dry and wet waste separately. The segregated waste was then sent to DDSIL and further processed. Prakriti volunteers made 100 bottles of eco-friendly moisturizers named 'Verdura' which were sold at Tarang'19. The moisturizers included ingredients like coconut oil, almond oil, glycerin, lemon juice, rosewater, aloe vera gel, etc. The idea behind making these moisturizers was to sensitize people to reduce plastic usage and make natural handmade chemical free moisturizers at home.

## Criterion – VII

### **7. Innovations and Best Practices**

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

**Innovation Council established at LSR:** Lady Shri Ram College for Women was selected as a Higher Education Institution by MHRD Innovation Cell (MIC) for constitution of Innovation Council in the college to promote innovation among its students by encouraging, inspiring and nurturing them to work with new innovative ideas through periodic activities related to innovation and entrepreneurship. On 8 January 2019 the Innovation Council was formally inaugurated in the college auditorium in the presence of an audience of administrative staff, college faculty and the student body. On the same day did the council have its first Leadership Talk Series followed by a series of events. The India First Leadership Webinar organized with Mr. Anand Mahindra, Chairman, Mahindra Group, saw an overwhelming response. Further events included offline and online workshops on intellectual property rights, webinar with Mr Anand Deshpande and Mr. Ajit Doval. Delhi University Innovation Council invited innovative Ideas from students of different colleges/ departments/centres of University of Delhi to solve the problems related to at least two/all of following themes: Agriculture & Rural development, Health Care, Energy, Environment, Others. 6 teams from LSR got shortlisted for the further rounds of the competition.

**Social initiatives:** NSS-LSR organised the annual NSS Diwali Mela- Noor in the month of November 2018. The event was a celebration of the innovative skills of students and NGOs, showcasing a wide range of student entrepreneurs and NGO-made products. The Tihar Programme began on the 1st of January with a four day long Clutch and Folder Making Module with the women inmates of Tihar Jail. An Expressive Arts Intervention Module was also conducted. Gender sensitisation workshops were held at NSS-LSR affiliated NGO's including Kriti, Hope, Khusbhu, Shanti Sanyog, Vidya and Aarohan, in collaboration with the Women's Development Cell, LSR on themes such as Gender Identities, Idea of Consent & Safe and Unsafe Touch and Menstrual Health. NSS-LSR also organised its annual youth convention, Nexus 2019. The theme for the convention was 'Celebrating Women'

**Emphasis on Physical and Mental Health:** World University Service (WUS) is an international Non-Governmental Organization with a network of national committees in more than 60 countries. It has aimed to spread awareness on a variety of issues, focusing largely on the Physical as well as Psychological health. It also focuses on development and defence of human rights in the education sector. In 2018-19 various efforts were made:

- A stress relief workshop was conducted. The objective of the event was to emphasize the fact that mental health is as important as physical health through this event.
- This International Women's day, WUS initiated towards contributing to the cause of blood donation. It was organized in collaboration with Blood Connect .
- A panel discussion to talk about mental health issues and stigma was organized in collaboration with the Statistics Department of LSR. The panel included speakers from the field of Psychiatry, Psychology and Social Media.

**Enterpreneurship:** Enactus is a society that aims to solve the problems in society with entrepreneurial action. Under Enactus LSR, there are currently 2 projects- Utthaan and Auric. Utthaan aims at promoting and providing vertical gardening installations as solution to the

rising air; the beneficiaries of the project are a backward nursery based in Noida. Auric aims to improve the sanitation conditions by helping a community based in Mangar village near Gurugram manufacture dishwashing liquid; it also aims to make the women in the project financially independent. In an attempt to provide a solution to the ever increasing problem of air pollution, Enactus members reached out to architects and cafes and got vertical gardens installed at Organic Express café(Gurgaon) and a residence in New Friends Colony. All these installations were executed by the financially unstable nursery adopted by Enactus. Further, Enactus collaborated with East Delhi Municipal Corporation (EDMC) and installed vertical gardens in a municipal court in Yamuna Vihar and a chest clinic in Patparganj. Enactus members further painted two walls in East Delhi, as instructed by the EDMC, to send across a social message to the public to adopt ways to reduce pollution. Enactus also reached out to the government and received an order to install vertical gardens on two metro pillars under DurgabaiDeshmukh Metro Station. These vertical gardens significantly reduce the toxicity of the air around. To send across this message within college.. Enactus also organized a health camp in Mangar village, where another one of its communities reside, in collaboration with Paras hospitals to provide free health check up and distribute free medicines.

**Youth Power-Voluntary Agency Placement Programme (VAPP):** This is a dynamic society of LSR, based on community which provides a space to harness youth power as a creative force for social change. It allows students to engage with socio-economic issues and trains them for community development. The society also provides enthusiastic students engaging opportunities to volunteer with NGOs working at the grassroot level. The horizon of VAPP keeps expanding not only to build up an awareness about the world among the students but also to help them discover the hidden world within themselves. This self-exploration helps bring about social change because any initiative to transform the world begins with the individual – with you, us and me. Keeping this thought in mind, VAPP organized a series of events throughout the academic year 2018- '19. These included a workshop on the issue of 'Digital Safe Space in India' on 2nd August, 2018, in collaboration with the United Nations Development Programme (UNDP) and the Ministry of Youth Affairs. A Clothes Collection Drive in collaboration with the NGO, We Clothe Them. It was a small concerted effort by the team of VAPP to reach out to lesser privileged members of society.

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

Workshops and extension activities planned for faculty and students were carried out as per plans. Faculty Development Programs are being planned. workshops for non-teaching staff will be organized soon on themes such as Health and well-being and digitization of office spaces.

## **7.3 Give two Best Practices of the institution**

### **Title of the Practice: Inclusivity in Education**

#### **Goal**

The provision of equitable access to social opportunities within education is fundamental to the value system of LSR. Education at the institution is driven by a belief in equality, humanism and due respect for individual differences.



## **Context**

Affirmative action has led to increased diversity within HEIs. Classrooms are now an amalgamation of Indians from very different walks of life. The LSR community views this as a positive development for the teaching-learning process. Diversity brings with it enhanced opportunities to learn from each other. In order to translate these opportunities into reality it is important to create inclusive teaching-learning spaces. The LSR REACH (Reaffirming Access, Equity, Capacity and Humanism) programme plays a critical role in this endeavour.

## **The Practice**

REACH has been active throughout the year, working constantly towards making LSR a space of inclusivity. *Swavalamban* is a resource centre in college for differently-abled students, particularly for those with visual disabilities. It provides access to assistive technology and equipment including the Everest-D Braille Embosser, Screen Reading Software, Lex-Talk Scanner, Book Scanners, DAISY Recorders and Players and OCR software for English and Hindi. The resource centre also has ten computer systems that facilitate the work of both English and Hindi discipline students. REACH works with the Equal Opportunity Cell of DU, to ensure that students have access to reading material, laptops and other recording devices provided by the University.

## **Evidence of Success**

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

- A walk was organized by REACH on to help students get acquainted with the college campus. All 'buddies' were taken on a tour of the college to help familiarize them with the infrastructure and facilities. The walk enabled easier mobility for 'buddies' in the campus.
- Various talks and interactive sessions were held, for example on topics such as 'Evolution of Disability as a Human Right' (by Ms.Dorodi, United Nations Disability Rights specialist at UN Resident's Coordinator Office) and 'How can public policy aim for smart, sustainable and inclusive growth?' (by Mr. Nipun Malhotra, founder of Nipman foundation).
- Parwaaz, the annual cultural fest of REACH is organized every year since 2012. 'Parwaaz' stands for taking flight beyond the challenges of life. The theme of 2018-19's Parwaaz was the idea of inclusivity thereby, allowing participation of non-PwD with PwD students.

## **Title of the Practice: At Home in the World**

### **Goal**

The college is conscious of the need to facilitate partnerships and collaborations with institutions of higher learning across the world. Concerted efforts are made through the academic year in this regard. Each international collaboration is viewed as a rich learning opportunity for all parties involved.

### **Context**

Globalization, grounded in advances in technology has led to education undergoing a process of internationalisation. An increasing number of students are now receiving education in countries other than their country of origin. Classrooms with students of different

nationalities offer a number of advantages in a highly inter-connected world. LSR therefore seeks a greater number of global collaborations as part of its teaching-learning process.

### **The Practice**

Lady Shri Ram College perceives the real challenge to be that of infusing in students a sensibility that can think globally and act locally. To this end students need to be equipped with appropriate skill-sets and have exposure to the best practices from across the globe. The College has taken the lead in initiating international collaborations and creating opportunities for student mobility through short and long term student exchange programmes. In addition, the College has regularly organized summer and winter courses in collaboration with reputed Universities and has invited faculty from across the globe to interact with students. Students are encouraged to participate in international conferences and LSR has organized and hosted prestigious international seminars on the campus. The details have been presented below.

### **Evidence of Success**

- A group of students from the Faculty of Arts at Macquarie University, Australia along with Professor Andrew Alter visited Lady Shri Ram College for a short-term course which was conceptualized and transacted by LSR faculty members. This week long course, held in September 2018, provided an overview on diverse aspects of Indian History, Geopolitics, Sociology, Gandhi and his relevance and Sustainable Environmental Practices in India.
- Dr. Kirsten Davies from Macquarie's Department of Law visited LSR on October 03, 2018 to deliver a lecture titled "The Warming War: How Climate Change is Creating Threats to International Peace and Security". This lecture highlighted the impact of greenhouse emissions in accelerating climate change, insidiously threatening the security of human life on earth.
- On 4th October, 2018 Dr. Peter Postle, HOD of Economics at the University of Bath gave a lecture on "Global responsibilities from the market to the individual". This talk was an introduction to the theme of the Winter School that the University of Bath was planning to hold in LSR in December 2018.
- A delegation from Sciences Po visited the College in December 2018. It was led by Dr. Vanessa Scherrer, Vice-President, Sciences Po and included Mr. Enrico Letta, Dean of the Paris School of International Affairs and former Prime Minister of Italy and the representatives of Sciences Po in India, Ms. Sophie Collet and Ms. Neha Khanna.
- Mr. Enrico Letta gave an extremely thought provoking lecture on "Nation Building in Europe, a Comparison with Asia" which was followed by a stimulating discussion with students. The Sciences Po representatives engaged with the students on application processes, deadlines and post graduation prospects at Sciences Po, and cleared doubts regarding the same.
- Lady Shri Ram College for Women hosted an eight day long Winter School, organized by the University of Bath in December 2018. Titled 'Global Responsibilities from the Market to the Individual' the course was open to all undergraduate students and was inter-disciplinary in nature. Taught by faculty from the University of Bath, it included specialists from the disciplines of Economics, Philosophy, History and Political Science.
- Mr. Danny Pan, Associate Manager, Academic Partnerships, the Summer Institute at Oriel College, Oxford and the Cambridge Summer Institute visited the campus on 16th January, 2019 to inform students about summer courses at the universities of Oxford

and Cambridge. He explained about the enrolment process, scholarships and fee discounts offered at the Summer Institutes.

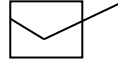
- Mr. Nilesh Gaikwad from the EDHEC Business School, Paris conducted a session in Lady Shri Ram College on 4th April, 2019. He explained about the process of admission to EDHEC, the fee concessions available to students from LSR and discussed possible help with accommodation for students from LSR who would like to study at the EDHEC Business School.
- It is a matter of great pride for the College, that two students from LSR, were selected as Schwarzman Scholars from India for 2019-20. This is a prestigious international global scholar's programme located at Beijing with faculty from all over the world.
- Monash University signed an MoU with LSR for a special scholarship called the "Meenakshi Gopinath and Ann Tickner Scholarship". This scholarship, is primarily meant for students from LSR wanting to do their Ph.D at Monash University, Faculty of Arts.
- Dr. Lia Roberts, Academic Director, Centre for Global Initiatives, Mount Saint Mary's University also discussed possible areas of collaboration.
- Ms. Amanda Stuart and Ms. Cindy Chen from the Summer Institutes of Oxford and Cambridge visited LSR to discuss the possibilities for students from LSR participating in summer courses at these Universities.
- A number of visitors from La Trobe and Macquarie visited campus. These included Dr. Jacqueline Millner, Deputy Head of School of Humanities and Social Sciences, Prof. Kerry Krause, Deputy Vice Chancellor, Academics and Mr. Kelly Smith Pro Vice Chancellor, International Relations from La Trobe and Prof. Martina Mollering, Executive Dean, Faculty of Arts, Prof. David Wilkinson, Deputy Vice- Chancellor and Ms. Nicole Brigg, Pro Vice- Chancellor, Macquarie University.
- LSR College hosted a number of exchange students in the academic year 2018-19. These included six students from Middlebury College, Maya Norbu, Stephanie Castaneda, Miyo McGinn, Abbey Knight, Gabriella Willingham and Lucy Weiss, Margaret Elizabeth Kyle from the Ontario in India Programme and two students from the National University of Singapore (NUS), Kaushalaya Vijayan Kumaran and Vandhana Jeyaran. While some of the exchange students came for one semester others came on a year-long exchange.
- A number of students from LSR have been nominated for collaborative programmes in Universities abroad.

#### **7.4 Contribution to environmental awareness / protection**

- Waste segregation (dry and wet)
- Collection drives for waste paper for purposes of re-cycling
- Increasing awareness around climate change and sustainable development through guest lectures and documentary screenings
- Nature Walk
- Social media initiatives to spread knowledge about facts related to the environment
- Reducing plastic usage by encouraging the use of re-filled pens and markers
- Development of environmentally friendly products
- Keeping the campus green and clean
- Tree plantation drive

- Re-use of one-side used papers for administrative work
- Use of rain water harvesting
- Nest making workshop in collaboration with Eco Roots Foundation

**7.5 Whether environmental audit was conducted?**



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

- Scholarships and freeships for students:** The college believes that education must be inclusive for all characterised by an equitable access. 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. The scholarships given to students include the Ward Welfare scholarship, KPMG Scholarship, G.L. Bansal Scholarship, ELSA Scholarship, Shri Onkar Nath Pandit Scholarship and Shri Manohar Shyam Joshi Scholarship among several others. The remaining students are awarded freeships.
- Accessible infrastructure:** The campus has been provisioned with ramps, elevators and railings to ensure that it is accessible for everyone. Braille notice boards and classroom labels have also been put up to increase mobility. The role of *Swavalamban* in increasing accessibility to academic material is critical and has been discussed
- Strong academic rigour:** High quality learning experiences, both inside and outside the classrooms, is given the highest priority at LSR. Dedicated and experienced faculty engage the students in learning experiences that enrich students' minds, promote critical thinking and move far beyond prescribed textbooks.
- Vibrant student community:** LSR is home to a heterogenous group of students belonging to different parts of the country, contributing to the vibrancy in the classrooms. Students from different cultures are able to learn about new ways of life and develop sensitivity to different communities in the county.
- Strong social ethic:** Education imparted in LSR seeks to create a strong sense of social responsibility in students, encouraging them to take up initiatives that promote the well-being of society. Several projects such as those conducted by NSS in neighbouring communities, efforts of Enactus and Basta have already been mentioned.
- Audio-visual facilities and ICT:** The college has classrooms equipped with LCD projectors and sound systems. This allows students and teachers to make use of different audio-visual teaching aids. ICT is used for administrative, accounting and record keeping purposes. The campus also offers facilities such as cafeteria, restrooms, medical room etc. There is a separate common room for students in college.
- Eco-friendly approach:** LSR is highly focused on the creation of an environmentally friendly campus. The need to adopt practises that save the environment is well-recognised. Efforts have been made to as clean and green as possible. Cleanliness campaigns have been conducted in college. LSR also celebrated the Environment week on a large scale this year.

8. **Well stocked library:** The LSR library has a huge collection of books, bound journals, periodicals, magazines and e-resources. The library is fully digitised and is open even after class hours. The library presently boasts of an impressive stock of over one lakh books, including many written by LSR faculty members and alumna. New books are added to the library through the course of each academic year. It also subscribes to a range of more than 150 national and international journals, making it one of the largest selections in the University of Delhi. Internet access is provided free of cost to all students and faculty members at the Web Junction in the library. Several terminals have been added in the general and reference sections to provide Internet access and connect to the Delhi University network.
9. **Foreign collaborations:** The College has a vibrant exchange programme with a range of institutions across the world. The institutions with whom LSR has an ongoing exchange programme are La Trobe University, Australia, NUS, Singapore and more recently, Middlebury College, U.S.A., Fukuoka University, Japan, Sciences Po, Paris, American Graduate School, Paris, Trinity College, Dublin, Ireland, Macquarie University, Australia, the Ontario in India Programme, Canada and King's College, London among others.
10. **Holistic development:** Sports and extra-curricular activities are important priorities at LSR. This year students have won many prizes in arenas Indian and western dance, dramatics, sports, dramatics, Indian and western music, fine arts. Sports students have also brought great laurels to college. LSR proudly recognises the diverse achievements of its student's body.
11. **Hostel facilities: The LSR hostel aims to be a home away from home for students:** Some facilities provided include 24\*7 access to college wifi, A students' kitchen in the inner quadrilateral equipped with a gas and a stove, along with electric kettles and microwave oven on the ground and first floor and a refrigerator, fully stocked Infirmary with a wheelchair, an oxygen cylinder, blood pressure monitor, blood sugar monitor and basic medicines, along with visits by the college nurse, counsellor twice a week, photocopy and printing facilities, 24x7 security with guards at the main door at all times and CCTVs installed at four places, 24x7 solar geyser, ensuring hot water supply at all times and 24x7 electricity, with standby diesel generators in case of power cuts.

## **WEAKNESSES**

1. Limited sanctioned strength of teachers due to second trench of teachers not being yet approved by University
2. Limited infrastructure: Although the college has a number of facilities for students, there is a need to develop the infrastructure further to cope with expanding student numbers.
3. Weak or erratic Wi-fi connections
4. Lack of funds for expanding hostel accommodation

## **OPPORTUNITIES**

LSR believes that there are many opportunities of growth to be explored even within the challenges faced by the institution.

- With 15 departments in college there is great scope for inter-disciplinary research. LSR has undertaken various inter-disciplinary projects in the past and hopes to engage in more, in the future.
- LSR is also well-placed to promote Language and skills based courses for students including those of Spanish, Russian and German.
- There is a tremendous scope for college-school collaboration, which LSR hopes to pursue with great zest.
- Community out-reach programs related to health and entrepreneurship are also significant areas of explore.
- Further and most interestingly great opportunities for innovation lie ahead with the establishment of the MHRD's Innovation council at LSR.

## **THREATS**

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

### **8. Plans of institution for next year**

- Emphasis on innovation and creation
- Increasing national and international collaborations
- Working with women's colleges on gender-related issues
- Working with Delhi based schools on pedagogy and mental health
- Self-development workshops for non-teaching staff
- Research methodology workshops for faculty members
- Capacity building workshops for students
- Certificate and add-on courses for students
- Efforts to enhance physical well-being of LSR community through Yoga and meditation practises
- Community based social initiatives
- Expansion of infrastructure
- Increased interaction with alumna

## **Annexure I**

### **Student feedback**

An annual student satisfaction survey is conducted by every department. The department wise details for the year 2018-19 are as follows:

#### **Department of English**

The students of all three years of the undergraduate programme were asked for their feedback on the following three segments:

1. Course content for Core papers and papers like MIL, AECC, SEC.
2. Transaction of Courses
3. Infrastructure.

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

In the first feedback on Course Content: Core Courses, it was found that about 50% students in third year, 69% in second year and 66% in first year considered it good. 44% in third year, 40% in second year and 47% in first year thought the length of the syllabus to be average. The relevance of the course as per 47% third year students, 44% second year students and 66% first year students was good. However in the feedback on Content: MIL AECC, SEC papers, it was found that 50% of third year students thought it to be poor, 47% of second year students and 49% of first year students considered it to be average. The length of the syllabus was graded as overall average by about 32% of third year, 44% of second year and 46% of first year students. About 41% students in third year and 38% of students in second year considered the relevance of the courses as average while 58% of first year students thought it to be good.

In the second feedback on Course Transaction, students constituted the feedback on regularity of classes, Completion of syllabus, Availability of teachers outside class, Teachers' effectiveness in transacting syllabus and Bibliography and References provided for courses. Regularity of classes was graded as very good by 44% of third year students and about 47% of second year students, however 30.5% first year students considered it good. Completion of syllabus was considered good by 44% in third year, 62% in second year and 41% in first year. Also the remaining 41% in first year considered it as average. Availability of teachers outside class was graded as good by 50% in third year, 47% in second year and 44% in first year. Teachers' effectiveness in transacting syllabus was considered good by about 41% in third year, 56% in second year and 44% in first year. Bibliography and references provided for courses had 44% students in third year, 53% in second year and 66% in first year grading it as good.

In the third feedback on Infrastructure, the parameters considered were – Classroom size, Fans and Coolers, Cleanliness, Internet Availability, Library Resources, Online Material Accessibility and Photocopy and Printouts. For the classroom size, the feedback of 56% in third year, 55% in second year and 51% in first year was good, for Fans and Coolers the feedback of 32% third year, 42% second year and 37% first year was average. For

Cleanliness, 56% in third year, 62% in second year and 42% in first year graded it as good, while for Internet availability about 65% in third year, 51% in second year and 56% in first year considered it as poor. For Library Resources, 41% third year and 64% in second year graded it as good and 63% in first year rated it as average. Both Online Material Accessibility as well as Photocopy and Printouts, was graded between good and very good by most students across the three years.

### **Department of Psychology**

A feedback form was administered to all the three years to assess students' sense of fulfillment in terms of their intellectual, emotional and social needs by the department. This included their expectations at the time of joining the department, how well were the expectations met, the quality of the teaching-learning process (including the applicability of the content learnt, research skills developed in the process, learning beyond the class room), availability of support system in the department, strengths of the department, and their suggestions for further strengthening the department.

Most of the students felt satisfied in terms of their expectations being met by the Department. They specifically mentioned strengths of the Department being faculty ("approachable", "helpful", "hard working", and interactive"). Use of audio visual aids in teaching, giving original readings and applications of each topic discussed in the class has been recognized and appreciated by the students. Sincerity, punctuality, regularity, motivation, sensitivity and willingness to discuss topics beyond the class room setting by the faculties have been considered as the major strengths of the department. One student said, "I feel our teachers push boundaries in sending us articles, bringing in studies and using everyday examples". Another said, "I really admire the passion our professors share for psychology. It is extremely inspiring. I really appreciate our faculty for not only sticking to the books." Students also appreciated beyond the classroom activities such as the varied workshops and seminars. They also felt that the teachers encourage reading beyond the text. Some felt that their stay at LSR had resulted in their all-round personality development, while some felt that a subject like psychology had aided personal growth. One student remarked, "the subject has taught me to be empathetic, understanding and not be judgmental". Another said, "my three years have made me more sensitive to the subtle feelings of people. It has widened my view about different theories and theorists". Some students specifically spoke highly about activities of Books & Documentary Reading (BDR) club and the Peer Support Program. Many students emphasized that they had gained practical knowledge of psychology through practicals and illustrations given by teachers in class. One student said, "I have learnt what it means to be a psychologist. ..How psychology is relevant in the world today".

While some students were appreciative of the research orientation in the department, several others felt that it can be enhanced. Keeping this feedback in mind, we have introduced a Research Club this year to mentor students to undertake original researches under the supervision of some faculty members. They will also be encouraged to publish and present their research findings in various forums. Students expressed their desire for more frequent GBMs and meaningful interaction between the three years. Among other limitations mentioned are exhaustive schedules, not having enough choice in selection of DSE courses,



and not having air conditioners in labs. Students also felt that in order to provide hands-on experience, internships should be encouraged. We are now seeking to create a support system for students who look for internships by developing a liaison with the college internship cell. They also desired greater interaction with alumnae of psychology to guide them in their respective careers. In order to meet these expectations, the Department planned a week-long orientation with the first years this time where two alumnae from diverse fields were invited everyday, who along with one teacher, interacted with the students and gave them practical tips of understanding and applying psychology in the field. This was highly valued by the students.

### **Department of Elementary Education**

The department of Elementary Education, LSR, collected student feedback from the final year (4th year) students using an online survey. 36 out of 40 final year students responded to the survey over the months of June and July 2019. The following segment analyses the main trends and suggestions in the responses obtained.

Suggestions for improvement in the following areas: Infrastructure, pedagogy, assessment and department's climate and personal and professional utility of B.EL.ED programme.

**Infrastructure:** Students expressed their dissatisfaction about the functioning of resource room. It was not very much accessible to them as it was found locked most of the time.

Students suggested that regular checks should be made for the infrastructure. They expressed that desks are not comfortable, not even stable and occupy more space than required and classrooms are either too small or too large. Bigger classrooms needed. Some students also suggested that desks and chairs should be dusted and washrooms should be kept clean regularly as they stink sometimes. Students also suggested to increase the availability and accessibility of audio-visual aids. Apart from this most of the students have suggested to have proper drinking water facility like functional water coolers throughout the year. Students suggested that there should be wi-fi system in the new building as their lot of work requires internet usage.

**Pedagogy:** Faculty needs to be more systematic and student friendly. Should use more audio-visual aids and understand about the interests of learners to involve them in class. Some facilitators should adopt a more interactive approach while teaching. More Hindi readings should be provided to the Hindi medium students.

**Assessment:** Students have expressed the burden of assignments as they think that fourth year is itself very hectic due to internship and project students suggested to make the assignments less burdensome as they find themselves unable to cope up with the pace of work at which they are expected to work. Feedback sessions should be regular. Students have also suggested that there should be regular counselling for bridging the gap between the idealist text and real life.

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

**Personal and professional utility of B.EL.ED programme at LSR:** The program offers a very dynamic sets of papers and practicums which helped the students to understand the society and education system extensively as it provides a lot of opportunities to practice and evaluate one's own skills . Students critically examine and practically apply their theoretical understandings in the field. Internship in fourth year, slum visits, inclusive school visits and other school visits really helped to know more about children and adapt innovative teaching styles. Storytelling, psychology and pedagogy of language were very useful. The areas covered during the course of four years were vast and solved the purpose of overall development of students as not only to become future teachers but as individuals too. B.El.Ed provides an opportunity to students to discover themselves which is important for professional as well as personal development.

### **Department of Mathematics**

A Questionnaire was circulated by the Department of Mathematics among 2<sup>nd</sup> and 3<sup>rd</sup> year students to know the views and level of satisfaction among students under various heads. They were asked to rank the various heads (with '5' being the highest and '1' the lowest). For simplicity and better understanding of the responses we have categorized the heads into 5 fields.

- i. Regularity of lecture and practical classes.
- ii. Inclusivity/participation of the department in various department academic and non academic activities.
- iii. Usefulness of Internal assessments in the assessment of our knowledge and learning trajectory.
- iv. Availability of Infrastructure e.g., facilities in the labs, books/ other reading material in the library, facilities in the lecture rooms.
- v. Quality and Content of Department Newsletter- Quantum and other publications

The summary of the responses is as follows:-

- i. The level of satisfaction of students was found to be highest in regard to the regular conduction of classes, tutorials, internal assessments and practicals with the numerical value standing at 87%.
- ii. We subdivided the head – Inclusivity in department into three different fields. Among them the only field which showed the lowest degree of satisfaction is the level of interaction among the three batches ( standing at 60%), apart from this the students were generally satisfied with the cohesiveness and inclusiveness in the Department activities with the numerical value being 80%
- iii. We categorized the degree of usefulness in the conduction of internal assessments as a separate field and it was found out that the students are highly satisfied with the way internal assessments are conducted and their usefulness in the preparation for the final examinations with the numerical value being 86%
- iv. The only point of consideration in this survey is the response of the student body towards the availability of good infrastructure which stood the lowest at approximately 70%. This points out that the student body as a whole is only moderately satisfied with the level of infrastructure.

- v. The final head was the quality and content of the department newsletter-Quantum. It was reported that the students liked and appreciated the content of the newsletter with the numerical value being 87%.

### **Department of History**

The department of history of Lady Shri Ram College for women, undertook a general feedback from the students at the close of the academic year 2018-19. The feedback spread across three main area of concern – issues pertaining to the department and the teaching pedagogy; the broader academic context in the college, with questions of the library facilities and on satisfaction with course curriculum and internal assessment mechanisms; and finally on the basic infrastructural and student support structures in the college. The survey was conducted across the three years, and we received feedback from 47 students overall.

#### **Students' feedback related to the department:**

- On the experience with the classroom teaching, about 80% of respondents have expressed general to high degree of satisfaction (38/47). Similarly, in tutorial classes, the positive response has been provided by about 76% of respondents (36/47).
- On the issue of freedom to debate and discuss in classroom and tutorials, the response has been overwhelmingly positive with 100% of respondents expressing a general to very high degree of satisfaction.
- On the general experience from academic and co-curricular activities conducted by the department, about 80% (38/47) of respondents have found them useful to very useful for their academic growth. At the same time 59% (29/47) of respondents found avenues of direct involvement in co-curricular activities outside classroom spaces fruitful.

#### **Students' feedback related to academic content:**

- On the question of the ideal strength of the tutorial group, about 16 students have suggested the ideal strength to be between 10 to 15 per tutorial class. Whereas 23 students have suggested the strength to be between 6 to 8 per class.
- On the usefulness of library facilities in the college 89% (42/47) respondents have expressed satisfaction. However, the level of satisfaction drops significantly when asked about the internet facilities in the college, with only about 40% (19/47) of respondents expressing satisfaction.
- On the question of internal assessment and the design of various methods and components therein, about 63% (30/47) students have expressed satisfaction.

#### **Learning at LSR:**

- A large majority of respondents [(72%) 34/47] have high opinion about the general infrastructure of the college.
- About 65% (31/47) respondents have expressed a general positive opinion about the functioning of college administration. Similarly, 72% (34/47) respondents have

expressed positive feedback on the grievance redressal mechanisms available within the college.

These are the general questions which were asked of the students across the three years of History (Hons) course.

### **Department of Economics**

The Department of Economics conducted a student survey to collect feed-back of students in the Department using a questionnaire involving all areas & dimensions e.g ;

- a. Teaching & learning
- b. Infrastructural facilities
- c. Use of library & other facilities
- d. Availability of reading materials
- e. Regularity & timely delivery of Lectures ,Tutorials
- f. Periodic & structured Internal Assessment
- g. Course-content.

In response to the above questions, it was found that students are greatly satisfied. Students were highly appreciative about the pedagogical practices used in the Department such as use of ICT, group discussion, Paper Presentation, Debate, Quiz, screening of Documentary movies. In addition to the conventional lectures, tutorials visit to eminent institutes in Public & Private domain provided students early exposure to practical application of classroom learning. The Annual International Economics Symposium was organized by the Department which began with an inaugural lecture by Dr. Yasmin Ali Haque, UNICEF Representative India. The Department also invited distinguished speakers, Dr. Jean Dreze, Ms. Nabila Jamshed, Dr. Shagun Sabrawal and Ms. Bhuvana Anand.

There are many Clubs & Societies in the Department which students find immensely useful in applying classroom learning of Economic Theories in Real Time situations which make the students aware about Economic issues.

Students from the Batch of 2019 got admitted to various universities abroad like Yale University, Columbia University, Cambridge University, London School of Economics, Boston University, Sciences Po, University of Finland etc.

**Placements:** Over 30 students from the Batch of 2019 got placed at various multinational corporations like Bank of America, Google, BCG, McKinsey and co., Bain Capability Centre, EY, KPMG, L.E.K. Consulting, Dalberg, etc.

The Student Satisfaction Survey has provided the students a platform to voice their concern & it is immensely helpful to understand the issues that students face in the Department & provides us much needed inputs to constantly improve our efficiency, competence & delivery system

### **Department of Sanskrit**

The Department of Sanskrit at Lady Shri Ram College has conducted a students' feedback survey in the month of April–May 2019. A total of 43 students (16 students from IInd

semester, 18 students from IVth semester, and 9 students from VIth semester) participated in the survey to indicate their satisfaction level about the academic and co-curricular related statements given in the form. The students were asked to indicate their level of satisfaction to the given statements by choosing a score between 1 and 5. Overall, the students are seen highly satisfied with the statements given in the form and it would help the department to improve the teaching methodology and meet with the expectations of students.

According to this survey, majority of the students are completely satisfied with the approach, guidance and behaviour of the teachers, seniors, classmates and other staffs associated with department and college in helping the students irrespective of diverse cultural and academic background. 95% of the students have indicated their stronger agreement with the statements, 4% of the students have also indicated their satisfaction on this. Along with this, it is also noted that the students are highly satisfied with the teachers that they were fair and unbiased in teaching-learning process.

According to this feedback survey, students are highly satisfied with the periodical assessments through projects and assignments which were conducted as per schedule and syllabus covered within given time was another segment that got high level of satisfaction with high percentage of 87%. According to the feedback of another important statement, as many as 85% of the students agreed that the participation and discussion mode in the class was encouraged. Hence, the survey depicts that in this participatory method of teaching-learning process students are more enthusiastic in participation and discussion and as a result their research aptitude has increased. The department tends to make the teaching process more participatory and research oriented. Students have expressed satisfactory indicator in their feedback regarding various teaching aids for effective learning process (65%). The department will take necessary steps to improve in this regard by using Modern teaching aids/gadgets/handouts/lectures by Scholars from different specialised fields. The feedback survey reflects that students are satisfied with the counselling in academic and non-academic matters (89%).

Few students have suggested that Inter-disciplinary courses may be started; more Sanskrit books in English medium to cover CBCS syllabus may be included in the library and some Infra-structural modifications of lecture rooms may be done. Further, Students indicated that Sanskrit texts and other parts of syllabus may be taught with scientific research aptitude. The department is determined to look after these issues which are directly related to overall development and welfare of students. These suggestions will be conveyed to concerned authorities by the department.

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

### **Department of Political Science**

The Department of Political Science of LSR sent out a Google Form to the outgoing batch of 2019 with the purpose of getting their feedback on the syllabus of their BA (Hons.) & GE Courses, Teaching-Learning process and their overall experience in LSR. The following are the results -

- On the course content of BA (Hons.) courses, 28% of students found it Engaging, 59% found it Adequate and the remaining 13% found it Inadequate

- On the question of their satisfaction with their GE courses, 60% of students expressed Satisfaction, 24% were Somewhat Satisfied and the remaining 16% were Dissatisfied.
- On the Teaching-Learning process in LSR, 49% of students expressed High Satisfaction, 41% expressed Satisfaction and the remaining 10% were Dissatisfied.
- On the infrastructure of LSR, 29% of students expressed High Satisfaction, 46% expressed Satisfaction and the remaining 25% were Dissatisfied.
- On the question of their satisfaction with the overall experience in LSR, 48% of students expressed High Satisfaction, 36% expressed Satisfaction and only 16% were Dissatisfied.
- Students also gave some constructive suggestions, which included workshops on career guidance, research methodology and mental health.

To summarize, it may be said that most students are satisfied with their experience in LSR. The Department will work to improve the percentage of highly satisfied students and reducing the percentage of dissatisfied students. The Department has made plans this year to fulfill the constructive suggestions of our students.

### **Department of Philosophy**

The Department of Philosophy at Lady Shri Ram College has conducted a students' feedback survey in the month of April–May 2019. A total of 68 students (23 students from IInd semester, 23 students IVth semester, and 22 students from VIth semester) participated in the survey to indicate their satisfaction about the statements given in the form. The students were suggested to indicate their level of agreement to the statements by choosing a score between 1 and 5. Overall, the students are quite satisfied with the statements given in the form and it will help the department to improve the teaching methodology.

#### **IInd semester**

According to this survey, majority of the students are completely satisfied with the approach of the teachers in helping the students irrespective of ethnicity and culture/background. While 91% of the students have indicated their stronger agreement with the statement, 9% of the students have also indicated their satisfaction on this. Along with this, it is also noted that the students are highly satisfied with the teachers that they were fair and unbiased in the evaluation process. As high as 91% of the students have fully agreed with the statement and nearly 4% of the students are satisfied with the evaluation process.

According to this feedback survey, 61% of the students are well satisfied with the teachers that they had the skill of addressing inappropriate behaviour of the students whereas 30% registered their satisfaction on this. It is also a notable feedback that students are highly satisfied with the periodical assessments that were conducted as per schedule. Around 26% of the students are happy with this in which 57% of the students are fully satisfied with this statement. The statement that the attitude of the teachers was friendly and helpful has been well accepted by the students with a good score of satisfaction (83%). According to the feedback of another important statement, majority of the students agreed with the participation and discussion in class was encouraged (61%). At the same time the survey depicts that students are more enthusiastic in participation and discussion. The department will prepare a plan to make it more participatory and discussion oriented. It is also important that 65% of the students are highly satisfied with the statement that the entire syllabus was covered and 30% students have registered their satisfaction. As high as 26% of the students have expressed a high satisfactory indicator in their feedback regarding various teaching aids for effective learning process and 13% of the students have indicated a satisfactory. The

feedback survey reflects that 13% of the students are highly satisfied with the counselling in academic and non-academic matters, and 47% of the students are also satisfied with this statement.

#### IVth semester

According to this survey, majority of the students are completely satisfied with the approach of the teachers in helping the students irrespective of ethnicity and culture/background. While 47% of the students have indicated their stronger agreement with the statement, 17% of the students have also indicated their satisfaction on this. Along with this, it is also noted that the students are highly satisfied with the teachers that they were fair and unbiased in the evaluation process. As high as 26% of the students have fully agreed with the statement and nearly 43% of the students are satisfied with the evaluation process.

According to this feedback survey, 35% of the students are well satisfied with the teachers that they had the skill of addressing inappropriate behaviour of the students, whereas 22% registered their satisfaction on this. Around 26% of the students are happy with the periodical assessments that were conducted as per schedule and 26% of the students are fully satisfied with this statement. While 26% of the students have indicated their stronger agreement with the statement that the attitude of the teachers was friendly and helpful, 22% of the students have indicated their satisfaction on this. According to the feedback of another important statement, 39% of the students agreed with the participation and discussion in class was encouraged and 26% of the students have indicated their satisfaction on this. The survey depicts that 78% of the students are highly satisfied with the statement that the entire syllabus was covered and 4% students have registered their satisfaction. As high as 30% of the students have expressed a high satisfactory indicator in their feedback regarding various teaching aids for effective learning process and 4% of the students have indicated it satisfactory, whereas 56% of the students have expressed less agreement to the statement. The feedback survey reflects that 22% of the students are highly satisfied with the counselling in academic and non-academic matters and 22% of the students are also satisfied with this statement, whereas 43% of the students have expressed less agreement to the statement.

#### Vth semester

According to this survey, majority of the students are completely satisfied with the approach of the teachers in helping the students irrespective of ethnicity and culture/background. While 39% of the students have indicated their stronger agreement with the statement, 22% of the students have also indicated their satisfaction on this. Along with this, it is also noted that the students are satisfied with the teachers that they were fair and unbiased in the evaluation process. As high as 35% of the students are highly satisfied with the statement and nearly 47% of the students are satisfied with the evaluation process.

According to this feedback survey, 27% of the students are well satisfied with the teachers that they had the skill of addressing inappropriate behaviour of the students, whereas 37% registered their satisfaction on this. It is also a notable feedback that students are highly satisfied with the periodical assessments that were conducted as per schedule. Around 35% of the students are happy with this statement, whereas 39% of the students are highly satisfied with this statement. While 26% of the students have indicated their stronger agreement with the statement that the attitude of the teachers was friendly and helpful, 43% of the students have indicated their satisfaction on this. According to the feedback of another important statement, majority of the students agreed with the participation and discussion in class was encouraged (48%), whereas 30% of the students have indicated their satisfaction on this. It is also important that 43% of the students are highly satisfied with the statement that the entire

syllabus was covered and 26% students have registered their satisfaction. As high as 9% of the students have expressed a high satisfactory indicator in their feedback regarding various teaching aids for effective learning process and 35% of the students have indicated a satisfactory, whereas 43% of the students have expressed less agreement to the statement. The feedback survey reflects that 22% of the students are highly satisfied with the counseling in academic and non-academic matters and 40% of the students are also satisfied with this statement.

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

### **Department of Statistics**

The students of 2018 - 2019 batch were asked to give their feedback on various aspects of the B.Sc.(Hons.) Statistics discipline. They were asked to rate the discipline in terms of course content, pedagogy, quality of teaching, faculty mentoring and facilities offered by the department on a 6-point Likert scaling ranging from "Excellent" to "Below Average" with one more option "Attended too few classes to comment". Majority of students gave "Very Good" response to questions pertaining to the course offering them good help in their future trajectory, sincerity/commitment of teachers, their communication skills, relating subject to real life situations, helping students irrespective of their ethnicity/background, approach towards developing professional skills, accessibility of faculty, depth of preparation and degree of knowledge, availability of computer, calculators etc and engaging students in exploring the theoretical concepts involved in experiments. Students marked "Average" when asked about whether Invited Talks/Computer Workshops have strengthened the application oriented nature of Statistics. Availability of Teachers in Lab for whole duration of lab hours, helping students in conducting experiments, regular checking of practical files, availability of computers, calculators, statistical tables etc., were the questions which students rated as "Excellent". All the students gave their feedback that the internal assessments were taken regularly by all the Department teachers. Department opinion: Statistics is a discipline with far-ranging applications in almost every sphere. However, in order to understand the practical aspects, the students need to be aware of a certain level of theory. It is with this objective that Seminars/Lectures are conducted wherein speakers revisit some theoretical concepts before dwelling on practical applications. Unfortunately, with the long hours (8:45AM to 5:30PM) that students of our discipline spend in their classrooms, they are fatigued and somehow fail to identify the importance of theoretical concepts given in workshops and hence fail/ignore the subsequent illustrations. That is perhaps the reason why the students gave a lackluster "Average" response to question pertaining to Seminars/workshops.

### **Department of Hindi**

The students of Department of Hindi were asked to fill the feedback form on various parameters like lecture preparedness, delivery style, timely coverage of syllabus, punctuality and approachability. The scale for rating was ranged from 1 to 5 in which 1 was very poor to 5 being very good. Most students were satisfied and the average rating was between 3.5 and 4.5. Their expectations were met which they had when they had joined the department. The students were satisfied with the various 'beyond the classroom activities and inter-disciplinary talks that take place from time to time. Various students were active in these events. On the basis of the feedback, most students stated that they found themselves prepared for their futures. However the students made a few suggestions:



- More career counseling sessions to be organized
- The topics for interdisciplinary talks are made to be more interesting.
- The competitions should be made more inclusive in terms of participation.
- Classes should be made continuous by removing the gaps between two classes.

### Department of Sociology

The Department of Sociology Lady Shri Ram College for Women administered feedback forms for *all the students of the department* for the academic year 2018-19 as per the directive of the staff council. Nearly eighty percent of the students enrolled in the department participated in this process.

S. No	Year	Class Strength	Number of Respondents	%
1	First Year Batch of 2018-21	46	36	78.26
2	Second Year Batch of 2017-20	42	33	78.57
3	Third Year Batch of 2016-19	48	39	81.25

The feedback forms sought responses from students under six heads that allowed them to grade their experience quantitatively and record their responses qualitatively. The design offered students enough opportunity to express themselves candidly. The feedback was anonymous. Following are the broad patterns of responses.

#### Academic Experience:

Over 90% of the students feel that the courses were intellectually stimulating and 88% agree or strongly agree that the courses were adequately covered in class.

The deep dissatisfaction with the syllabus remains. Only 55% of the students found them to be well structured and adequately rigorous. This is a pattern across the board with all the three years. The department has attempted to intervene and correct some of these issues at the university level during the ongoing syllabus revision.

75% of the students said they have received adequate academic support.

#### Teaching:

Overwhelming majority of students are hugely satisfied with teaching at the department. More than 90% of them reported that teaching stimulated interest in the subject, teachers are knowledgeable about the course content, possess good communication skills and treat students with respect and dignity.

Nearly 80% of students feel teachers effectively directed and stimulated class discussions, class time was used effectively and teaching inspired them to engage with the discipline beyond the curriculum. The department is delving into it to figure out possible reasons for the ten percent gap between the former four and latter three parameters in the feedback on teaching process.

All the teachers of the department are rated at 3.5 or above on a scale of 5.

#### Tutorials and Internal Evaluation

Department considers tutorials to be a vital institution. At the moment they are rated at 3 on a scale of 5. While the first year rated them at 3.4 and final year at 3. The second year students rated them at 2.7. The tutorial and assessment are doing well on the three key parameters of

participatory opportunities, timely feedback on writing assignments by faculty, faculty help in improving the learning abilities. It also indicates that there is room for improvement in deploying internal evaluation as a method to enable learning and overall efficacy of the systems.

### **Department Specific Activities:**

The department did exceedingly well in terms of department specific activity once again. On a scale of 5 sociology notice board is rated at 3.5, Special lectures at 3.7, film screenings at 3, Kula, the annual academic festival at 3.9 and departmental publications at 3.7, department as a social space is rated at 4.2. The annual field trip that the department has institutionalized is rated at a near perfect of 4.9. The overall rating for the Department specific activities is pegged at 3.7.

### **College Resources and Activities:**

In terms of college resources, the outgoing batch rated library facilities and extracurricular activities high at 3.8 and 3.2 respectively on a scale of 5. Cafeteria is rated at 3.2. There are quite a few aspects of college life that are rated below 3 which is a cause for concern. The feedback rates administrative staff at 2.6, medical room at 2.7, website at 2.7, Computer facilities 2.5 and Student hand book at 2.6. Very low ratings are received for Wi-Fi Connectivity at 1.8 and college counselling at 1.8. The students seem to express great dissatisfaction with the existing facilities for counselling. Department requests the college to act in this area with requisite urgency.

### **Outcomes:**

We are happy to report that as always the students of outgoing batch of the department are doing exceedingly well and we are currently in the process of gathering the data on their various pursuits after graduation. We will make the data for the same available for the IQAC as soon as we conclude the exercise.

## **Department of B.A. Programme**

The batch of 2018 was asked to share their reviews on various aspects of the department/college. They were required to rate various aspects on a scale of 1 to 5, 5 being the best.

Following can be deduced on thorough analysis of their ratings:

- On an average, students have rated classroom teaching 3.82 and experience in tutorial classes a 2.94.
- With a rating of 4.06, students believe that they have the freedom to ask questions and debate in classrooms.
- Usefulness of academic and co-curricular activities has been rated a solid 4.24.
- Avenues for direct involvement in activities outside regular classrooms has been rated 3.47.
- With a rating of 4.24, recent graduates would recommend BA Programme of LSR to school leaving students.
- Students believe that the ideal strength of a tutorial group should be 9-10.
- Students have rated the usefulness of the college library a 4.12.
- The experience of using the library reading room has been rated 3.82.
- Students didn't find internet facilities in the college highly satisfactory and have rated it 2.56.

- The design of various components of internal assessment by the university has been rated a 3.18.
- Students seem satisfied with the general infrastructure of the college and have rated it a decent 4.
- Student-friendliness of the administration has been rated a 3.12.
- Grievance redressal mechanism in college has been rated a 3.35.
- Students seem satisfied with the Food, Cleanliness and Services in college café which has been rated an adequate 4.

When asked to what extent has B.A Programme deepened their critical/analytical abilities, factual knowledge, understanding of concepts, creativity, communication skills and ability to pursue further studies and work, most students gave a positive response. The diversity in terms of the subject choices that programme has to offer was applauded, and was also cited as a reason by most for expanding their horizon of knowledge. It has also helped students to develop a holistic problem solving approach and they have learnt to analyse topics from various lenses.

The major criticism was regarding the lack of flexibility and options provided while choosing the GE and SEC courses. A number of students had to settle for GE and SEC courses which weren't of their liking. In terms of opportunities after college, it was a general response that the course is well designed for students interested in taking competitive exams like UPSC. However, if a student wants to pursue higher studies after college, they will have to put in extra efforts and plan way in advance on an individual level.

The general feedback for the department was mostly positive. However, some issues were raised. A few students felt that the modules for the course are well designed, but the faculty allotted to the department could be better. A certain bias towards their own respective departments on the faculty's behalf was observed, thus putting the Department of B.A programme on the back burner a lot of times. Concerns regarding the lack of choice and flexibility while choosing SEC and GE courses were raised. Low participation of students in department events was also a matter of concern. A student felt that the faculty of the department was biased towards certain students and should be changed. A suggestion was put up to do away with the CR system as it impedes other students from approaching the teachers.

### **Department of Journalism**

The students were satisfied with their syllabus completed on time and prepared for exams. About 30 percentage of students would prefer a reader oriented course structure over readings following lectures. In papers that are practical oriented they suggested more workshops that are oriented towards an output helping them create a portfolio for themselves: more than what the syllabus demands. There were also suggestions for field work and frequent lecture events

## Annexure II

### Academic calendar 2018-19 (Selected Highlights)

July 2018	<ul style="list-style-type: none"><li>• On-going Students Admissions as per rules and regulations of the University of Delhi</li><li>• College and department orientations for first year students</li></ul>
August 2018	<ul style="list-style-type: none"><li>• Workshop on ‘Digital Safe Space in India in collaboration with UNDP and Ministry of Youth Affairs on 2<sup>nd</sup> August.</li><li>• Clothes Collection Drive in association with NGO ‘We Clothe Them’.</li><li>• Ms. Mridula Garg invited to deliver 4<sup>th</sup> Manohar Shyam Joshi Memorial lecture on 9<sup>th</sup> August 2018.</li><li>• Talk on Cyber-security Awareness-‘Digital Shakti’ by Ms. Janice Verghese on 14<sup>th</sup> August .</li><li>• Talk on ‘Why do we study Literature?’ by Prof. Udaya Kumar, JNU on 16<sup>th</sup> August.</li><li>• Lecture by Dr. S.Y. Quaraishi , Former Cheif Election Commissioner of India on 25<sup>th</sup> August on the topic ‘NOTA- An instrument for protest.’</li><li>• Talk on ‘An Ecologically Sustainable Growth Strategy for India’ by Amb. Shyam Sharam, Former Foreign Secretary to the Government of India.</li><li>• Waste paper collection drive (August-November)</li></ul>
September 2018	<ul style="list-style-type: none"><li>• Talk on urban poverty ‘Overcoming poverty is not a gesture of charity- its is an act of Justice’ by Mr. Subhrajeeet Gautam, founder of NGO, Umeed.</li><li>• Nature Walk, 12<sup>th</sup> September</li><li>• ACP Ms. Sunita Sharma’s talk on sexual harassmt and ways to address it on 13<sup>th</sup> September 2018.</li><li>• Workshop on the basics of writing a research paper by Ms. Nikita, Ladda on 13<sup>th</sup> September.</li><li>• Discussion on the Role of Media in the solidification of Stereotyps on 14<sup>th</sup> September</li><li>• Prakriti week (14<sup>th</sup>- 20<sup>th</sup> September) to create awareness about envtionmental issues</li><li>• A three week long certified workshop on ‘Machine Learning and Python’ from 15<sup>th</sup> September to 6<sup>th</sup> October.</li><li>• Short term course organised at LSR for students from the Faculty of Arts at Macquarie University, Australia.</li><li>• JUXTAPOSE- The Annual Academic Meet of the Department of Journalism was held (27<sup>th</sup> and 28<sup>th</sup> of September).</li><li>• Organization of Mental Health Awareness Week</li></ul>

<p>October 2018</p>	<ul style="list-style-type: none"> <li>• Dr. Kirsten Davies from Macquarie' Department of Law visited LSR on October 3, 2018 to deliver a lecture on 'The Warming Climate: How climate change is creating threats to international peace and security.'</li> <li>• Dr. Peter Postle, HOD of Economics at the University of Bath gave a lecture on 'global responsibilities from the market to the individual.'</li> <li>• Comquest - The Annual Academic Meet of the Department of Commerce was held (4<sup>th</sup> and 5<sup>th</sup> of October)</li> <li>• Research workshops for students on 4<sup>th</sup> and 5<sup>th</sup> October focusing on methodology, citation and plagiarism.</li> <li>• Session on Exploring intersections of gender, region, ethnicity and identity – A look at the North East.</li> <li>• Three day python workshop (25<sup>th</sup> &amp; 31<sup>st</sup> October, 1<sup>st</sup> November)</li> </ul>
<p>November 2018</p>	<ul style="list-style-type: none"> <li>• Workshop on 'Data Analysis and Fact checking' by Dr. Anubhuti Yadav, IIMC on 1<sup>st</sup> November</li> <li>• Waste segregation during LSR Diwali Mela on 3<sup>rd</sup> November</li> <li>• Talk by Ms. Maya Rao on Gender and theatre titled 'Making Theatre: Gender and Politics' on 6<sup>th</sup> November</li> <li>• End of Semester Examinations</li> </ul>
<p>December 2018</p>	<ul style="list-style-type: none"> <li>• End of Semester Examinations</li> <li>• An 8 days winter school organised by the University of Bath titled 'global responsibilities from the market to the individual' was held in December.</li> <li>• NSS-LSR and Basta-LSR conducted two modules (Paper recycling and Clutch making) with women inmates of Tihar Jail.</li> <li>• A delegation from Sciences Po visited LSR in December 2018 including Mr. Enrico Letta, Former Prime minister of Italy.</li> <li>• Winter vacations for students</li> </ul>
<p>January 2019</p>	<ul style="list-style-type: none"> <li>• The Innovation Council, an initiative of MHRD was formally inaugurated at LSR on 8<sup>th</sup> January 2019.</li> <li>• Discussion on Transgender Persons Protection of Rights Bill on 11<sup>th</sup> January</li> <li>• Enigma - The Annual Academic Meet of the Department of Mathematics was held 11<sup>h</sup> and 12<sup>th</sup> of January).</li> <li>• A talk was organised on 16<sup>th</sup> January 2019 to inform</li> </ul>

	<p>students about summer course at universities of Oxford and Cambridge.</p> <ul style="list-style-type: none"> <li>• Econovista - The Annual Academic Meet of the Department of Economics was held 17<sup>th</sup> and 18<sup>th</sup> of January.</li> <li>• Talk on Fight Against Sexual Abuse by Ms. Mariam Rauf, alumna of LSR on 18<sup>th</sup> January</li> <li>• Talk by Prof. Chike F. Edozien, Journalism Department, New York University on ‘the Challenges, Issues and Ideas in Covering the World.’</li> <li>• The Annual Academic conference of the Department of English was held 28<sup>th</sup> and 29<sup>th</sup> on January.</li> </ul>
February 2019	<ul style="list-style-type: none"> <li>• Performance by Shri Abdul Hamid Bhat was held in February 2019 in collaboration with Indira Gandhi National Center for the Arts</li> <li>• Short term certificate course was organised from 5<sup>th</sup> February to 26<sup>th</sup> March 2019 on Women and Law.</li> <li>• Aletheia: The Annual Academic Meet of the Department of Philosophy was held on 11 February.</li> <li>• Paper recycling workshop on 14<sup>th</sup> February</li> <li>• Moments: The Annual Academic Meet of the Department of Statistics was held on 15<sup>th</sup> February</li> <li>• Workshop on ‘Techniques and forms of storytelling for young learners’ by Ms. Rituparna Ghosh on 15<sup>th</sup> February.</li> <li>• Session on National Health Policy of India in collaboration with Global Youth on 28<sup>th</sup> February.</li> </ul>
March 2019	<ul style="list-style-type: none"> <li>• The Annual Academic Meet of the Department of Psychology was held on 1<sup>st</sup> and 2<sup>nd</sup> March.</li> <li>• Sangam- the Annual Academic Meet of the Department of BA Programme was held on 1<sup>st</sup> and 2<sup>nd</sup> March.</li> <li>• Field trip in collaboration with Right Up Foundation to Sanjay Camp, Chankya Puri focussed on the need to rapctise emotional intellgender in low income communities and classrooms</li> <li>• Talk by Ms. Caroline Casagrande, Deputy Assistant Secreatry for Academic Programs, US Department of State’s Bureau of Education and Cultural Affairs on bilateral relations between India and the US, and opportunities of higher education funding in the US</li> <li>• Maazi-O-Mustaqbil: The Annual Academic Meet of the Department of History was held on 8<sup>th</sup> and 9<sup>th</sup> March.</li> <li>• Parwaaz: Annual Festival of REACH-LSR focusing on providing a platform for students with disabilities to showcase their talent.</li> <li>• Sehar: The Annual Academic Meet of the Department of</li> </ul>

	<p>Elementary Education was held on 15<sup>th</sup> March.</p> <ul style="list-style-type: none"> <li>• Polpourri: The Annual Academic Meet of the Department of Political Science was held on 15<sup>th</sup> March.</li> <li>• Vagarth: The Annual Academic Meet of the Department of Hindi was held on 15<sup>th</sup> March.</li> <li>• Samskriti: The Annual Academic Meet of the Department of Sanskrit was held in March.</li> <li>• Kula : The Annual Academic Meet of the Department of Sociology was held in March.</li> <li>• Blak page collection drive for re-use</li> </ul>
April 2019	<ul style="list-style-type: none"> <li>• End of the semester examinations</li> </ul>
May 2019	<ul style="list-style-type: none"> <li>• End of the semester examinations</li> <li>• Summer Vacations for students</li> </ul>
June 2019	<ul style="list-style-type: none"> <li>• Pre-admission Counselling for impending admissions</li> </ul>