SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

LADY SHRI RAM COLLEGE FOR WOMEN

LADY SHRI RAM COLLEGE FOR WOMEN LAJPAT NAGAR - IV
110024
www.lsr.edu.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sa vidya ya vimuktaya

- "That alone is knowledge which liberates"

LSR, recognized under Sections 2(f) and 12 (B) of the UGC Act, is considered a **premier Institute of Higher Education**. Established in 1956 by Sir Shri Ram, LSR had its modest beginnings at a school in Daryaganj, Delhi. The aim was to create access to advanced learning for women and overcome formidable gender inequities in education.

Today, the College is located on a **15-acre campus** in South Delhi with ICT-enabled classrooms, large seminar halls and laboratories. Sixteen vibrant courses of study are transacted, among which two are Professional courses (Elementary Education and Journalism). The **Residence Hall of LSR**, offering students a home away from home was established in 1959. Although currently closed due to COVID-19, it can accommodate almost 300 students. LSR houses sprawling gardens that often win the "University Green Cup" and embraces the eco-friendly principles of Reducing, Re-using, Recycling.

LSR has been innovative in the transition to on-line education and also to adaptations demanded by the pandemic. The **NEP 2020** has reinvigorated an emphasis on **interdisciplinarity, academic flexibility, holistic learning** and **Indian culture and history**. In line with NEP, LSR follows a student-centric inclusive pedagogy, placing equitable emphasis on curricular and co-curricular activities. The College's collaborations with **international HEIs** such as Science Po, Paris and National University of Singapore, are an added advantage to help in fostering preparedness for an increasingly globalised world.

A critical learning source in LSR is the **digitized Library** with 1,50,000 books and subscribes to several e-resources and over 300 print journals. It has remained accessible to students even during the pandemic, while duly following all COVID-related protocols.

Equity and **access** are primary values for the institution. LSR has a robust **Freeship- Scholarship programme**, which was further augmented during the pandemic. **REACH-LSR** acts as the **Equal Opportunity Cell of College** and supports the fulfilment of needs of students from disadvantaged communities. As the world has come to embrace digital technology, LSR pursues the goal of diminishing digital divide by providing all students access to the technology they need to pursue their academic goals.

Vision

Lady Shri Ram College for Women is an institution committed to nurturing young women who are equipped to achieve success in a **rapidly changing, deeply inter-connected world.** The college upholds the values of **social justice, diversity** and **inclusiveness,** and thus works to sensitise students to become creative citizens. These creative citizens understand the **power of knowledge** and the **responsibility** that comes with it, especially in the context of India.

LSR is an institution that inspires young minds to work with optimism, grit and resilience in the pursuit of their goals. The institution prepares students to recognise challenges as opportunities particularly during difficult times, such as the **Covid-19 pandemic**. LSR shall continue to prepare its students with the self-confidence, skills and competencies they need to enter the **world of employment** or **higher education.** It shall continue to motivate young women to remain ethical, goal-oriented, and self-reflective. These young women can then confidently adopt p**ositions of leadership, take healthy risks** and **shatter glass ceilings.**

The vision of the institution harbours the task of optimising young women's intellectual potential by providing them a f**ine balance of guidance and freedom** as well as opportunities to engage with novel learning experiences. The emphasis, as always, shall be on a liberating pedagogy that endows young women with the capacities needed to flourish in a **technology-based, evolving, multi-cultural India.** Providing egalitarian platforms, supporting students that come from disadvantaged backgrounds, focussing on students' needs, connecting students to the realities of the world they live in, while infusing the **traditional with the modern** and **professionalism with humanism**, are at the core of the institution's vision for the future. LSR continues to pursue this vision even in the **online mode** of classes. The institution remains alert to indications of what the future may bring, such as hybrid education and prepares to make the best of such possible scenarios.

Mission

The **stated mission** of Lady Shri Ram College for Women is to:

- Empower women to assume **leadership roles** in a globalised, rapidly changing, technology-based nation and world.
- Encourage **long-term, future-based, solution-oriented innovative** thinking.
- Emphasize the power of **collaboration, harmony** and **conflict resolution** in the attainment of goals.
- Promote **ethics, human values** and **compassion** in young minds.
- Develop **critical thinkers** and **responsive citizens** who engage with social, political, economic issues and seek to make a change for the better.
- Sustain **democratic spaces** for creative explorations of young women' skills, aptitudes and talents
- Contribute new perspectives to the **world of knowledge** in the pursuit of gender-based and other forms of **social justice.**
- Enhance **access and inclusivity** in higher education, including digital access.
- Provide a **wholistic context of learning** that encourages young women to aspire for success and to take setbacks as significant learning experiences.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- A critical strength of LSR is **foresight, planning and timely execution**. An academic calendar is created and adhered to through the course of a given academic year. Workloads as well as times-tables

are created well before the commencement of a semester. Information related to these matters is disseminated through e-mails, e-notices and the College website. The execution of the academic calendar is monitored through regular faculty meetings.

- The **participatory spirit** extends into the teaching-learning processes. Coverage of the curriculum is supplemented by peer learning and other opportunities (e.g., hands on workshops) that make learning experiential. LSR fosters a research-based culture with various departments having research clubs and publications of their own. Students' academic efforts are assessed continuously through each semester, while feedback on class performance is provided during tutorials. The College has excellent results in University examinations. Thus, pedagogical practises and educational outcomes constitute another aspect of the institutional strength.

- Further, **inclusivity and equitable access** are also important institutional strengths. The College ensures that language, disability or lack of finances do not become barriers to education. While inclusivity is emphasised in classroom practises and physical infrastructure (e.g., accessible café and ATM), another form of inclusivity that is now practised is digital inclusivity. Added to that, LSR incorporates green practises into the infrastructure such as rainwater harvesting, use of energy-efficient bulbs and a sewage treatment plant.

- The next strength manifests in the platforms that LSR provides students for **wholistic learning.** These platforms include the Office of International Programs, Placement Cell, and 25 student societies. Students hold important posts in societies and departments and are an intrinsic part of the College's functioning. Student mentoring and counselling programmes have been created along with strong grievance redressal systems. Students are encouraged to voice their opinions through General Body Meetings and feedback systems.

- Finally, an important strength of the institution is its **faculty,** valued for its academic expertise and professional competence. Faculty members are active in the University of Delhi's Research Councils, Syllabus Review Committees and examination bodies. Faculty publications are extensive and well-regarded. Such initiatives are whole-heartedly supported by the Principal and Governing Body.

Institutional Weakness

- LSR follows the curricula devised by the University of Delhi, allowing for **limited choice** when it comes to teaching courses. Nevertheless, College **offers flexibility wherever possible**, within the structure provided.

- Another aspect to be observed is that students' admission to LSR is entirely based on marks scored in the qualifying examination. College has **no means of assessing the specific aptitude** of students wishing to pursue a particular programme of study.

- In addition, the shift to the online educational mode and the threat of **Covid-19 has prevented face-to-face interactions** between faculty and students. This has meant less familiarity between the main stakeholders in the classroom. Sustained efforts are, therefore, required to ensure that students and teachers can remain connected even without meeting each other in-person.

- The number of students in each classroom has increased noticeably in the last few years. This is a positive sign, indicating that more female students are receiving tertiary education. However, given the increase in student intake, it is imperative to **increase the number of permanent teachers in College.** Increasing the sanctioned strength of teachers and subsequently, healthier student-teacher ratios shall allow teachers to give more individual attention to students, which is an important facet of inclusive learning spaces.

- The LSR **Residence Hall**, currently has limited capacity for student intake. Several students of College belonging to various parts of the country seek to live on-campus which is a safe and convenient option. However, the Residence Hall is only able to accommodate **up to 292 students**. Although the institution wishes to expand the premises, it is unable to do so as the Residence Hall is a Heritage structure and allows for no further construction upon it. Also, the Hall remains closed due to Covid-19 restrictions, thereby limiting its role in the College's functioning.
- It may be noted that the College would like to **begin additional courses** of study, for example, in the domain of Environmental sciences. However, the opportunity of doing so and the required funding has not materialised so far.
- The College also needs access to **more reliable internet facilities** through the University of Delhi network.

Institutional Opportunity

- The **increased diversity** of the student body has created a valuable opportunity for richer learning experiences in the classroom. This diversity can be an excellent platform for young women to learn about other languages and sub-cultures within India and thus encourage them to be interculturally empathetic and sensitive. **Cultural exchanges** among the youth can play a key role in creating cohesive and healthy societies. The faculty of LSR continuously looks for opportunities to use class diversity as a teaching tool.
- The growing emphasis on **interdisciplinarity through the NEP** opens many doors for collaborations between various departments in College and also between the College and other institutions of Higher Education. Such initiatives have already been placed in motion and the objective of IQAC-LSR is to further expand them through the **conduction of interdisciplinary workshops, seminars, short-term courses** and **collaborative research projects** with funding from recognised national and international bodies.
- The shift to the online mode has made interaction with international speakers, and our alumna easier. Physical distance and the cost of travelling are no longer obstacles to learning and intellectual development. This shift presents an excellent opportunity to have **academic dialogues and research-based collaborations with eminent scholars from reputed universities across the globe** that can be facilitated through the IQAC Cell. The time of technology-based learning also provides an impetus to the faculty to create a corpus of e-resources for students of the College and design **innovative online certificate courses** on themes of contemporary relevance. Courses can also be designed for purposes of skill development in the domains of Languages and Communication, Research, Job based and IT skills.
- As is clear, the pandemic has increased our reliance on technology manifold. This situation presents a considerable opportunity to augment our technology-based infrastructure and teaching tools. The shift to online education has raised many questions regarding equitable access to educational opportunities and to digital technology. As video conferencing, skype and virtual classrooms are transforming into the norm, this is a good time for the College to work even more resolutely towards **ensuring technological access** to each student in the pursuit of social justice.

Institutional Challenge

- A challenge that presents itself currently is to provide high quality education to students during a time of **elevated health risks** and the corresponding need for **social distancing.** While online education offers certain advantages, teachers now have an even higher responsibility to ensure that students are able to

pay attention and absorb classroom interactions mediated by technology.

- Losing the opportunity to learn with their peers and interact with faculty on the campus is a challenge for students as well. Many students express the desire to **attend college physically.** Not being able to do so creates motivational issues among students along with a sense of loss. The faculty tries their very best to provide emotional and academic support to students with respect to these matters.

- Some students have also reported experiencing '**digital fatigue'** and burnout due to long working hours. Digital fatigue is a state of mental exhaustion and disengagement that occurs with the extensive use of digital tools and apps. Teachers encourage students to take short breaks between classes along with ensuring timely meals, adequate water intake and stretching exercises. However more intensive solutions to the concern of digital fatigue are yet to be established.

- Due to the conditions created by the pandemic, the University's **academic calendars for different batches have been staggered.** Each batch begins and ends its semester at a different time as compared to others. Hence while one set of students may be joining college as freshers, their seniors may be writing examinations at the same time. Multiple, parallel academic calendars have created pressure for all stake-holders due to the extreme multi-tasking involved. Time-tables have to be made or adjusted several times. Examinations and internal assessment activities have to also be held many times within the year. The hope is that the academic calendars for students of all years will be unified soon.

- Lastly, since the outbreak of Covid-19, removal of the **minimum attendance requirement** and the **shift to Open Book Exams** has resulted in reduction of student presence in online classrooms. This may have an impact on students' learning and performance in the coming future.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

- The Curricula transacted at LSR is determined by the **University of Delhi**. The curricula has undergone several revisions in the last few years and College faculy members have been **active participants in Curriculum Review Bodies**.

- The University has currently adopted the **Learning Outcome-based Curriculum Framework (LOCF)** designed to provide an outcome-based syllabus. The syllabus for each programme, elaborates its nature and the outcomes that may be accomplished by studying the program's courses. While the curricula transacted in College is decided at the level of the University, LSR makes maximum use is made of the **choices available**. For example, first-year students are offered choices in terms of the **General Elective paper** they would like to study and most are awarded their first preference.

- Given the short duration of each semester, LSR emphasises **timely and comprehensive coverage of curricula**. To accomplish this, workloads and time-tables are readied by respective committees before the semester begins. Students are explained their curricular modules, time-tables and bibliographical materials at the start of the semester.

- Departments such as Elementary Education, Psychology and Statistics teach **practical courses** alongside theory papers. The curriculum for practical papers encourages the **application of theoretical concepts** in contexts imitative of the real world. Practicums are transacted among small groups of students. The departments of Sociology and Elementary Education conduct field work as part of their curricula, although this has been impacted by the pandemic. Students' efforts in the field are closely monitored and evaluated by the faculty.

- Teachers disseminate curriculum-based material to students in varied ways, including emails, uploading material into **Google drives** or using **Google Classrooms**. Binders containing prescribed readings are also shared with students. Previous question papers are discussed and students are provided tips on how

to prepare for University examinations**. Tutorials** are used to assist students in curricular comprehension. Student feedback is taken on these processes.

- **Teacher-in-charges** regularly meet faculty members to ensure that curricula for various courses are being transacted satisfactorily. **Assessments** are an important measure of students' comprehension of curricular content. Thus, each department fixes timelines for the conduction and evaluation of the same.

Teaching-learning and Evaluation

- The pedagogical approach at LSR is **learner-centric**, aimed at sharpening students' critical understanding of concepts and real-world usage of the knowledge they acquire. Classes are kept **interactive** and dialogic. In the online mode, this is done through the use of Google Meet features like **'Raise Hand'** and **Chat Box**.
- Faculty members use **e-tools** and **well-designed PPTs** to keep their students engaged. Some faculty members also make curriculum-based videos that students may view at their own pace. **Documentaries, workshops, field visits** (if pandemic conditions allow) and **student presentations** are the other pedagogical tools used.
- To enrich their corpus of knowledge, students are encouraged to use **curriculum-based readings** while supplementing them with additional **academic e-resources** (for eg., online academic journals). Students also get the opportunity to interact with experts from varied fields such as Gita Gopinath (Chief Economist of IMF) and Justice Gita Mittal (Former Chief Justice of J&K High Court).
- Regular **tutorials support learners in small groups** and allow teachers to respond to student queries. Students can also mail queries to their teachers. Further, students are guided to take up research projects under the mentorship of the faculty. Accountability for teaching-learning processes is sought through student-feedback. The **feedback** is analysed and used for future planning.
- LSR follows protocols for **internal assessment** as set by the University of Delhi. Multiple assignments are taken per semester to help students prepare for examinations. In the online mode, assignments are mailed to teachers or submitted online. Teachers upload assignment marks and attendance of students on a software designated by the College (**SmartProf**). And students are able to check their records for any potential discrepancies.
- Examinations at LSR are also conducted as per procedures given by the University. The entire process is overseen by the **Examination Committee**. Currently, examinations occur in online mode. All the important notices and two **helpline numbers** are placed on the **website** to assist students with examination-related matters. Faculty members are available in College to provide help whenever required. All teachers participate in the evaluation of answer scripts. Presently, the evaluation process is conducted through a dedicated portal developed by the University.

Research, Innovations and Extension

- LSR maintains a consistent, strong focus on encouraging a **culture of research.** Student-based Research Clubs in departments such as Psychology and Economics have conducted numerous workshops on research-based topics (e.g., Use of SPSS, and Narrative Analysis). The Psychology Department **Research Circle** provides students a platform to conduct their own studies under the supervision of a faculty member. Departments of Psychology and Elementary Education also offer students the opportunity to complete dissertations under the supervision of their faculty. The Mathematics

Department organises the annual '**Anupama Dua Paper Presentation and Scholarship Function'** during which students explore areas of Mathematics beyond the curriculum. Some departments release annual journals wherein students publish their research, for instance, the peer-reviewed '**The Learning Curve' journal published by the Psychology Department** (ISSN 2321-7057).

- LSR also encourages research activities among faculty members. Teachers present their research work in **national and international conferences**. They publish their work in **SCOPUS-indexed and Web of Science-indexed journals** as well as with publishing houses like Sage and Oxford University Press. Many faculty members receive funding from National and International bodies for their researches. Faculty members are encouraged to attend FDPs, Refresher courses, and in-house sessions to promote research-based knowledge.

- Innovation and creativity are important features of progressive education. In recognition of this, the MHRD has created Innovation Councils in various HEIs with the purpose of encouraging an innovation-based educational climate. LSR had the honour of being selected for the constitution of an **Innovation Council** in 2018. Since then, the College's Innovation Council has been actively promoting the spirit of innovation and entrepreneurship among students through sessions on topics like Intellectual Property (IP) Management at Early Stage of Innovation and Frugal Innovations and Social Entrepreneurship.

- Alongside this, LSR promotes social-institutional responsibility in the form of extension activities conducted by bodies such as NSS, **NCC, ENACTUS-LSR, the Women's Development Cell** and **VAPP**. All students of LSR have participated in such efforts which have included **blood donation camps, community development projects, green initiatives** and **income-generating initiatives with economically disadvantaged women**. It may be noted that extension activities have continued **online** after the pandemic related lockdown.

Infrastructure and Learning Resources

- LSR's policy for infrastructure enhancement is guided by the dual principles of utility and accessibility. The campus **has ramps, railings, elevators** and a **washroom for persons with disability** to make it accessible. Classrooms are **ICT-enabled** with projectors to screen videos and PPTs. Four departments (Psychology, Statistics, Journalism, Elementary Education) have their own laboratories. There are four state-of-the-art seminar rooms with **audio-visual facilities** and **individual microphones.**

- LSR has several good sports facilities (e.g., tennis and volleyball courts) and a well-equipped gym. Other facilities include the **auditorium, staff rooms, medical room, amphitheatre, Residence Hall, bank, ATM, café** and **book-store**. NIRF and IQAC have designated rooms to conduct their work. Currently, the use of these facilities is done while **adhering to COVID-19 protocols**. With regard to safety, the campus has installed **fire extinguishers** and **water hydrants**, at different locations on the campus. Further, there are at least two entry and exit points in each corridor. In terms of digital infrastructure, LSR has over **200 well-functioning computers** which ease various online tasks including those related to admissions and examinations. The Accounts and Administrative offices of LSR are **fully digitized**. College has access to a paid Zoom account to host large-scale online events.

- A major learning resource in LSR is the **Library**. New titles are obtained in compliance with the specific requirements of students and faculty. The Library subscribes to various high-quality electronic databases. Additional data bases are accessible through **UGC-INFONET Digital Library Consortium**. Earlier in the pandemic, the Library issued guidelines for final-year students to access the library. Students who wished to visit the Library could book a time slot through a Google form uploaded on the College website. Students were then asked to come during their assigned slot while following COVID-19 safety measures.

- *Swavalamban* is LSR's resource centre for differently-abled students, providing access to assistive

technology such as **Screen Reading Software** and **Lex-Talk Scanner.** Other learning resources include **alumna interactions, short-term courses and skill development sessions.** Students also use trusted e-resources (e.g., websites of reputed national/ international organizations), policy documents (e.g., PwD Act of 2016) and Ted Talks as learning resources.

Student Support and Progression

- LSR attempts to provide students a variety of forums that they can use for their progression. Among such forums is the **Placement Cell** that brings several recruiters to campus each year. Around 165 companies visited the campus in 2020-21 to offer full time positions to students. 193 students were placed in roles that ranged from consultancy to banking and financial services. The highest package offered was INR 37.8 LPA and the average package offered was INR 7.5 LPA**.** Companies like Bank of America and Citibank have sought to recruit interns from LSR.

- To enhance students' probabilities of job attainment, the Placement Cell organizes **skill development** and **job-oriented programmes**. In addition, students often discuss their academic and professional plans with their faculty, who provide advice based on their expertise. A high proportion of students from LSR enter Masters and PhD programs in reputed national or international universities. Teachers provide **Letters of Recommendation** to deserving students to support their admission into various institutes for further education.

- Student support is ensured through LSR's **extensive student grievance mechanism system.** Grievances can be submitted through mail, over phone or in person. Each grievance committee is headed by a senior faculty member. Confidentiality in all necessary matters is maintained and every complaint is addressed in a timely manner.

- Student health care has been identified as an important form of support. **A doctor** and **two counsellors** are available to students for online consultation. Their details are available on **LSR's website**.

- The Psychology Department runs the **Peer Support program** which trains students to provide supervised socio-emotional support to their peers. To assist students from disadvantaged backgrounds, College offers scholarships and free-ships through the Scholarship Cell. During the recent shift to online education, it became known that some students did not possess laptops. At that time, the College's **Digital Inclusion Committee** raised funds with the support of the Alumna Association and bought laptops for the students.

- Extra classes and doubt clearing sessions are offered to students who require additional support with their academics. Readings are made available in **Hindi**, for students who prefer it as a medium of studies.

Governance, Leadership and Management

- Inspiring leadership and efficient governance are the foundations of a robust educational institution. The leadership of LSR including the **Governing Body** and **Principal** works with transparency and a sense of accountability. As per Ordinance XIII of the University of Delhi, two teachers are members of the Governing Body alongside the Principal. Through periodic meetings, the Governing Body reviews several important matters related to the institution including those of finance and administration. Decisions are taken after due deliberations with **the Bursar** and **Treasurer**. A central focus in such decision-making is the desire of the leadership to support the faculty and student's aspirations to grow and create their niche in society.

- **De-centralization** is an important feature of governance at LSR ensured through the office of the **Vice-**

Principal and the Department Teacher-in-charges. The Vice-principal looks into areas such as college digitization, finances and infrastructure maintenance. **Teacher-in-charges** play critical roles in ensuring efficient functioning of their respective departments and hold multiple responsibilities such as planning academic calendars, finalising workloads, analysing examination results, collecting student feedback and coordinating with student representatives.

- The **Staff Council** led by the Principal and assisted by the Secretary and Treasurer, works according to Ordinance VIII of the University of Delhi. Regular meetings are organised during which significant issues are democratically discussed to arrive upon decisions that best serve the College. The Staff Council **empowers various committees** to address matters like digital inclusion and scholarships. Further, committees formulate and execute plans related to the upgradation of academic and infrastructural facilities. The committees are headed by Conveners who in turn report all critical matters to the Principal.

- The leadership at LSR seeks to ensure quality and efficiency in the running of the institution, through periodic academic and administrative audits. **Financial matters** are dealt with prudently by the Principal, Vice-Principal, Treasurer, Bursar, and members of the Finance Committee. The systems at LSR entail innumerable checks regarding finances at all levels and external auditors are appointed to provide objective assessments of College's financial statements. Finally, the institution implements various **welfare schemes and programmes for the teaching and non-teaching staff,** in accordance with governmental rules.

Institutional Values and Best Practices

Inclusivity in Education:

- Over the years, affirmative action by the Indian Government has led to **increased diversity** within HEI classrooms. Students and teachers from very different walks of life come together to construct new learning spaces. LSR views this **diversity as a critical asset to the growth of the institution**.

- The College faculty seek to create safe classroom spaces that value and respect diversity. Emphasis is placed on enabling each student to feel confident in voicing their opinions and receiving the views of others.

- **Classrooms discussions** are designed for students to share their experiences and learn from peers who speak different mother-tongues and reside in different parts of India.

- In addition, respect for diversity is promoted by bodies such as the **SC-ST Cell** and **REACH** that remain focussed on addressing social divides, challenging stereotypes and providing equitable access to physical infrastructure and learning opportunities for all.

- This is coupled with an attempt to amplify the voices and experiences of students with socio-economic or other disadvantages through formal and **informal events, online campaigns** and **publications.**

At home in the World:

- An important goal of LSR is to foster enriching collaborations with reputed HEIs across the world. The **Office of International Programmes** (OIP) at LSR interacts with academic institutions abroad to build and strengthen partnerships.

- OIP has hosted eminent international academics and organized sessions with representatives of **prestigious foreign Universities**. These have resulted in the facilitation of several student exchanges from partner institutes abroad and from LSR to these institutions.

- In the last few years, LSR has hosted students from institutions such as **Middlebury College, USA and**

LaTrobe University, Australia.

- Similarly, many students from LSR have been nominated for programmes **in Fukuoka Women's University, Japan, Sciences Po, Paris** and the **National University of Singapore**, among others.
- Despite the travel difficulties created by COVID-19, LSR is committed to extending its international horizons. In June 2021, LSR-IQAC proudly hosted its first **ever Online International Students Conference** titled the **'Asian Undergraduate Summit'** in collaboration with the National University of Singapore. The OIP plans to conduct many more such events of international value in the future.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	LADY SHRI RAM COLLEGE FOR WOMEN
Address	Lady Shri Ram College for Women Lajpat Nagar - IV
City	New Delhi
State	Delhi
Pin	110024
Website	www.lsr.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Suman Sharma	9111-45494949	9810667695	-	principal@lsrcollege.org
IQAC / CIQA coordinator	Megha Dhillon	011-45494949	9818201606	011-2621659 1	meghadhillon@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	18-07-1956

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Delhi	University of Delhi	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	05-11-1956	View Document
12B of UGC	07-06-1972	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	View Document	15-05-1998	270	Validity Permanent

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Lady Shri Ram College for Women Lajpat Nagar - IV	Urban	15	26748.14

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	Senior Secondary (12th)	English	106	106
UG	BA,Economics	36	Senior Secondary (12th)	English,Hindi	106	106
UG	BA,History	36	Senior Secondary (12th)	English,Hindi	106	106
UG	BA,Hindi	36	Senior Secondary (12th)	Hindi	39	39
UG	BA,Journalism	36	Senior Secondary (12th)	English,Hindi	29	29
UG	BA,Philosophy	36	Senior Secondary (12th)	English,Hindi	49	43
UG	BA,Political Science	36	Senior Secondary (12th)	English,Hindi	106	106
UG	BA,Psychology	36	Senior Secondary (12th)	English,Hindi	61	61
UG	BA,Sociology	36	Senior Secondary (12th)	English,Hindi	39	39

UG	BSc,Statistics	36	Senior Secondary (12th)	English,Hindi	39	39
UG	BSc,Mathematics	36	Senior Secondary (12th)	English,Hindi	58	58
UG	BA,Beled	48	Senior Secondary (12th)	English,Hindi	63	63
UG	BA,Ba Programme	36	Senior Secondary (12th)	English,Hindi	15	15
UG	BA,Ba Programme	36	Senior Secondary (12th)	English,Hindi	9	9
UG	BA,Ba Programme	36	Senior Secondary (12th)	English,Hindi	8	4
UG	BA,Ba Programme	36	Senior Secondary (12th)	English,Hindi	9	9
UG	BA,Ba Programme	36	Senior Secondary (12th)	English,Hindi	8	8
UG	BA,Ba Programme	36	Senior Secondary (12th)	English,Hindi	9	9
UG	BA,Ba Programme	36	Senior Secondary (12th)	English,Hindi	8	8
UG	BA,Ba Programme	36	Senior Secondary (12th)	English,Hindi	9	9
UG	BA,Ba Programme	36	Senior Secondary (12th)	English,Hindi	8	8
UG	BA,Sanskrit	36	Senior Secondary (12th)	Hindi,Sanskrit	29	29

UG	BA,Commerce	36	Senior Secondary (12th)	English,Hindi	68	68
PG	MA,English	24	Bachelors Degree	English	34	22
PG	MA,History	24	Bachelors Degree	English,Hindi	34	34
PG	MA,Hindi	24	Bachelors Degree	Hindi	17	12
PG	MA,Philosophy	24	Bachelors Degree	English,Hindi	17	17
PG	MA,Political Science	24	Bachelors Degree	English,Hindi	34	29
PG	MSc,Statistics	24	Bachelors Degree	English,Hindi	17	16
PG	MSc,Mathematics	24	Bachelors Degree	English,Hindi	17	14
PG	MA,Sanskrit	24	Bachelors Degree	Hindi,Sanskrit	34	25

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				31				132
Recruited	0	0	0	0	0	2	29	31	8	38	0	46
Yet to Recruit				0				0				86
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				102
Recruited	77	9	0	86
Yet to Recruit				16
Sanctioned by the Management/Society or Other Authorized Bodies				9
Recruited	0	0	0	0
Yet to Recruit				9

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				2
Recruited	2	0	0	2
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	23	0	6	25	0	56
M.Phil.	0	0	0	0	4	0	2	11	0	17
PG	0	0	0	0	1	0	0	2	0	3

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	5	0	6
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	2	0	2

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	10	22	0	32
M.Phil.	0	0	0	0	0	0	4	11	0	15
PG	0	0	0	0	0	0	5	19	0	24

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	273	1120	0	21	1414
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	45	109	0	0	154
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	0	0	0	0
	Female	126	124	146	154
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	62	49	95	66
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	245	266	317	309
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	548	512	601	468
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	75	115	158	268
	Others	0	0	0	0
Total		1056	1066	1317	1265

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	• SCOPE FOR COLLABORATIVE WORK: A multidisciplinary approach has been embraced by LSR in the past and shall continue to be embraced in the future, especially with the impetus provided by the NEP 2020. Interdisciplinary research is known to foster critical thinking and the ability to synthesize multiple disciplines. Incorporating perspectives from different disciplines allows students to construct a more comprehensive understanding of the problem being addressed. LSR has 15 different departments, creating tremendous scope for collaborative work that cuts across disciplines. • TALKS: Departments have in the past and present invited guest speakers from a variety of disciplines apart from their own. The

purpose of such talks is to encourage students to look at the same issue from diverse perspectives. These talks are open to students across college, so that students of different departments may share their views with each other. For example, the Research Circle of the Department of Psychology invited Mr. Anubhav Sinha from the Department of Sociology, LSR in 2020 to deliver a lecture on Ethnography which is a research method used by scholars in both the disciplines. More such talks, seminars and Academic Meets are planned for the future, particularly those that focus on how inter-disciplinary work may be used to foster positive social change in a rapidly changing society. Interesting collaborations are envisioned between departments such as Hindi and History, Environmental Studies and Sanskrit as well as Philosophy and Political Science. • RESEARCH: The College seeks to have a continued emphasis on inter-disciplinary research. In the past, departments like Psychology and Elementary Education have worked together on school projects that target self-esteem issues among the youth. We hope to seek funding in the future from bodies like UGC and ICSSR for more such work. Faculty members of disciplines as diverse as History and Sanskrit also collaborate to publish work together. IQAC-LSR shall encourage further efforts in this regard through a formal research platform for teachers with common interests to write and publish together. Students shall also be encouraged to choose topics for research and projects that reflect themes from their parent discipline as well as the General Elective paper chosen by them. • SHORT TERM COURSES All short -term courses in LSR bring together students from diverse disciplines. The online course conducted by the department of Psychology titled "COVID 19: The Psychology of Human Behaviour" in July 2020 was disseminated to not only the department's own students but also to students from other departments including Sociology and Elementary Education. In the forthcoming times, an interdisciplinary short-term course has been planned by the Departments of Hindi and Sanskrit. •ROLE OF IQAC: IQAC shall provide resources to various departments to engage which each other. Further, it shall support establishing lines of connection between multiple disciplines, mutual trust and respect between collaborators and equal sharing

	of insights from the different disciplines with the singular aim of the flourishing of knowledge. It shall support the departments in selecting themes, creating itineraries, identifying speakers and designing course content (in case of short-term courses).
2. Academic bank of credits (ABC):	LSR is a constituent college of the University of Delhi. In the regard to the Academic Bank of Credits, the College shall follow the protocol set by the University.
3. Skill development:	• Skill Development is an area prioritized by the College based on the philosophy that in order for young women to be able to pursue successful careers, HEIs have to equip them with relevant career-based skills. LSR recognizes that skill development increases employability and can contribute to more inclusive national growth, particularly if offered to students from disadvantaged backgrounds. • The College has addressed several kinds of skills in the past through sessions, talks and workshops. These have ranged from soft skills (like communication) to interview giving skills and CV Preparation Skills. Departments and societies are being encouraged to augment this focus by providing their students opportunities for skill learning, practice and implementation. The areas in which the College seeks to continue skill development efforts are: ? Languages and Communication Skills (through a Language Laboratory in LSR) ? Research Skills (through student participation in Research Clubs and research projects under the supervision of their faculty) ? Job based and IT skills (practice in making presentations, writing reports, using software for data analysis, and other forms of technology). • Skill development efforts are planned to take place through activities within and outside the classroom. Within the classroom, activities conducted by faculty that encourage skill development may include the use of real-life examples, role plays (in the case of soft skills such as communication and counseling skills) and demonstration/practice sessions on technology use. • Activities outside of the classroom include short term skill-based courses, field work under faculty supervision and internships. Students shall also be encouraged to learn the skills of good academic writing by submitting their research papers to College publications such as the College Magazine. Several sessions on research writing have been conducted for

	students in college, with more in the pipeline. • The Placement Cell of the College plays a critical role in skill development and seeks to conduct workshops on skills such as teamwork, leadership, problem solving, initiative and enterprise, planning and organizing. The Innovation Council of the College is planning more sessions and workshops that encourage innovation among students (in the form of creating prototypes and models that can be pilot-tested) given that creativity is a critical skill to possess in the competitive world of work. The approach shall be to make innovations that are sustainable, affordable, effective and allow measurement of their efficacy. • IQAC-LSR shall foster equitable access to skill development opportunities for students from vulnerable backgrounds and students with disabilities. The College seeks to provide more impetus to language diversity through the LSR Language Laboratory and increasing the outreach of the SC-ST Cell, OBC Cell, Minority Cell, North-East Cell. Each Cell seeks to plan a series of events and workshops focusing on themes of inclusion and accessibility. • An integral part of the continued emphasis on skill development is going to be an ongoing dialogue between students and faculty, wherein the former can receive feedback on their skill levels and work to further improve their performance.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	• Indian culture, languages and values are appreciated and celebrated at LSR through curricular and extra-curricular activities. These include values such as respect for diversity, integrity, closeness with nature, and considering the whole world as one family (Vasudheva Kutumbakham). The College is fortunate to have two dynamic departments of Indian languages- Hindi and Sanskrit. The departments seek to conduct many activities that will keep these languages at the forefront of the institution. The Hindi department conducts 'Hindi Diwas' each year and publishes a Hindi language magazine called "Dhroova". The Department of Sanskrit also publishes an academic inter-disciplinary journal called "Tejas." IQAC-LSR seeks to propel these efforts further and increase the reach of these publications, especially in the online mode. • Further, the LSR College magazine includes articles from several Indian languages. 15 such languages have been covered which include (1) Assamese (2)

	Bengali (3) Hindi (4) Kashmiri (5) Ladakhi (6) Maithali (7) Malayalam (8) Marathi (9) Marwari (10) Mizo (11) Punjabi (12) Sanskrit (13) Tamil (14) Telegu (15) Urdu. The magazine shall seek to further increase its engagement with other Indian languages as well, in appreciation of the linguistic diversity of India. Once again, IQAC-LSR seeks to increase the reach of the College Magazine through the online mode. • Recently, the Department of Sanskrit, in collaboration with IQAC, conducted an online talk on 'The Indian Value System' (18.11.21) by Prof. Santosh K. Shukla, Dean, School of Sanskrit and Indic Studies, JNU. Further, the Department of Sanskrit again, in collaboration with IQAC-LSR, organised an online Panel Discussion on the 'Indian Knowledge Tradition'. The speakers were Dr. Ramnath Jha (Professor, School of Sanskrit and Indic Studies, JNU), Dr. Ashutosh Mathur (HOD, Department of Sanskrit, St. Stephens College, University of Delhi) and Dr. Omnath Bimli (Department of Sanskrit, University of Delhi). More such events on the Indian value and knowledge systems are planned in the future. • The College has several societies devoted to Indian art forms including the Indian Music Society and Indian Dance society. These societies participate in all major functions of College, showcasing a multitude of regional music and dance forms (including Kathak, Odissi and Bihu). The College will continue its support to such societies and create roles for them even in academic conferences and seminars. One of LSR's important societies is Dhyana. Dhy?na' is derived from the Sanskrit word 'dhy?i', which means to think of. In the Yogic parlance, the word means to concentrate on one point so as to know the truth behind it. Dhy?na, as a society for consciousness attempts to create an ethos of collective reflection, by bringing out one's analytical self. In coming times, Dhayana plans to hold a series of sessions on Indian mythology and epics or Itihasa. Some of the previously conducted sessions by Dhyana have focused on themes such as Buddhism, meditation, and Feminism from an Indian standpoint. • Short term courses shall also be organized on topics related to the Indian value system, Indian Literature and indigenous philosophical schools of thought.
5. Focus on Outcome based education (OBE):	• Education at LSR is outcome based. In this HEI,

outcome-based education, is defined as a student-centred approach to education that focuses on achieving specific learning outcomes resulting from dialogic instruction. The main outcomes envisioned from the teaching-learning process at LSR are (i) achieving conceptual clarity among students (ii) increasing confidence and interest in the subject of study (iii) fostering students' motivation to learn and progress (4) developing good academic performance in assignments and exams. • The thrust of College efforts shall remain on enacting the curriculum in such a manner that the teaching, learning and assessment formats allow for these outcomes to be achieved and demonstrated. Interactive classrooms, space to clear doubts, remedial classes, use of IT tools like PowerPoint presentations, timely dissemination of readings, guidance on how to prepare for examinations are some of the techniques to ensure outcome-based education. Other forms of support that students may need to reach their goals such as grievance platforms and mental health services are also available, and shall be further augmented whenever the need arises. • In terms of assessing the above stated outcomes, the College has built robust mechanisms. To assess conceptual clarity, interest and confidence in the subject, faculty takes feedback from students. Student inputs are also taken regarding the kind of activities that should take place in the class. In terms of student performance, there are various parameters to assess the success of the teaching-learning process in college. One parameter that the College tracks closely is the performance of students in their internal assignments, throughout the semester. Students who require feedback on their assignments are explained how they may perform better in the future. They may also be offered another assignment to improve their score. • Another aspect that the College tracks each semester is the performance of the students in the end-of-semester examinations. Departments study the results of the students and compare them with other colleges in the University. University position holders are identified in this process. • The third and important aspect of a focus on outcomes is tracking the institutes of higher education into which the students of LSR enter, the internships that they do and the companies with which they get employed after graduation. The College seeks to create a

	committee devoted specifically to this task. The augmentation of the College portal to collect detailed data and a formal structured system through which student performance can be tracked for at least 5 years after graduation is being designed for implementation. The Placement Cell provides rich data on students' placements as well. So far, the College's performance on these parameters has been good, which provides the institution the motivation to strive for better processes leading to better outcomes. • Maintaining a strong system of feedback from other major stakeholders - alumna, parents, institutes of collaboration and the communities we work with- is also a way to foster outcome-based education. This feedback shall be taken regularly, either online or through group meetings and then analysed to devise action plans.
6. Distance education/online education:	. • LSR is preparing for a future which is at least partly based on online education. Teachers of the College are now well versed in the use of online platforms such as Google Meet for the conduction of classes. Where required teachers also use features such as White board. Academic events which involve large gathering are conducted through the Zoom application. Faculty members are increasing their reliance on the use of ICT mediums for teaching (such as Power Point presentations and E-books). Teachers are able to show E-books in classes through the 'share screening' option available in the online teaching platforms. • Teachers at LSR has developed systems of conducting practical courses online (data collection as well as data assessment). Practical examinations for departments such as Psychology and Statistics are also currently occurring online. New forms of on-line assessments have also been devised, for examples students recording their presentations and submitting them to the teacher in a Google folder. • IQAC-LSR has been conducting sessions on the apt use of online resources. Mostly recently an online session was conducted on 'Information Skills for 21st Century' by Dr. Rajesh Singh, University Librarian, Delhi University Library System which highlighted the techniques through which students and faculty can find credible information on the internet. The issue of Plagiarism was also addressed. • Another online session was conducted by Dr. Pavitra Bhardwaj on 'Open

Educational Resources for Teaching and Learning' which informed faculty members about the E-resources that they can easily access for teaching-learning purposes. College has arranged through its Digital Inclusion Committee and Alumna Association to provide laptops for students in need. Further LSR has provided data packs to students where required. Students are being provided online access to the LSR library through N-list passwords. • There have been mediums devised for the submission of assignments online, as well as sharing of reading materials (in English and Hindi language) online. Previous question papers are available on the College Website for students to access. The College thus feels well-prepared for the task of online education, especially in the context of a hybrid model. • Future plans include creating e-book/e-reading banks for students and further strengthening the digital infrastructure in College. Plans also include augmenting platforms of guidance and mentoring for students who face difficulty in using online platforms for education. Sessions are being planned on topics such as Tackling Digital Fatigue among Students, which can be a common phenomenon due to the over-use of technology.

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
842	842	842	842	842

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
23	23	23	23	23

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3626	3418	3183	3129	3087

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
824	578	489	489	489

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1034	972	1015	952	977

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
154	146	146	151	144

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
163	163	140	140	140

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 58

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
231.82	310.12	417	194.99	222.59

4.3

Number of Computers

Response: 979

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

- As LSR is a constituent college of the University of Delhi, the curricula transacted are determined at the level of the University. Faculty members are however active participants in **Curriculum Review processes**.
- In addressing the curricula, the College offers students **flexibility** wherever available. General Elective (GE) and Discipline Specific Elective papers (DSEs) provide students choices in the courses that they can study. The GE committee of LSR organises orientations for each General Elective paper at the beginning of Semester 1, so that new students can make informed choices about the GE they wish to study.
- The current syllabi of the University imbibe a **Learning Outcome-based Curriculum Framework (LOCF)** designed to structure teaching-learning experiences in student-centric manners. There is a dual focus on preparing students for academia and employability. These features of the curricula are strongly emphasised in the teaching-learning practises of LSR.
- LSR strives to ensure effective and **timely delivery of curricula** across all programs. Thus, all necessary procedures including the preparation of workloads and time-tables are completed before a new semester commences. These are documented by the **Workload** and **Time-table committees**. Teachers assemble reading materials in advance to confirm timely availability to students. Detailed reading lists for each course are documented in the University curricula. At the very start, teachers articulate the rubrics of the curriculum and provide students a road-map of their future learning experiences.
- Classes are taken regularly and diligently. As the semester progresses, students are provided the required readings. Since the shift to the online mode, novel practices have been adopted to facilitate access to reading material. Teachers use **online platforms** (Google drives, Google classrooms, E-mails) to share learning materials. Binders containing readings are also prepared and shared with students. If students reside outside the Delhi-NCR region, the binders are couriered to them. To foster access to journals needed for curriculum coverage, the Library provides **N-List passwords** to each student.
- Certain departments teach practical courses alongside theory papers. The curriculum for **practical papers** encourages the application of theoretical concepts in real-world contexts. Practicums are transacted among small groups of students. The departments of Sociology and Elementary Education conduct **field work** as part of their curricula and students' efforts in the field are closely monitored by teachers. However, the field trips have been impacted currently by the pandemic.
- Added to that, **tutorials** are regularly held with small groups of students. These provide students opportunities to discuss their questions regarding the curricula covered in lectures. **Webinars** and **interactions with experts**, held according to department calendars, offer novel forums to connect students more deeply with the curricula of their programme.
- Teacher-in-charges regularly meet faculty members to assess if the curricula for various courses are being transacted satisfactorily. **Assessments** are an important measure of students' comprehension

of curricular content. Thus, each department fixes timelines for the conduction of the same.

- Finally, departments prepare reports of **their academic and co-curricular activities** each year, which are then collated for the College Annual Report. This practise helps in the documentation of important curricula-based activities.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

- As a constituent college, LSR diligently follows the **academic calendar** released each year by the **University of Delhi**. Admissions, commencement of classes, internal assessments, and examinations are scheduled as per this calendar. Given LSR's emphasis on co-curricular and extension activities, each department and society also create their **calendar of events**. These calendars pertain to activities such as guest lectures, academic meets, field trips and skill development workshops. The timetable designates three periods for the conduction of such events.
- The Principal encourages **adherence to these calendars** through regular meetings with the staff. Since the transition to the online mode in 2020, LSR has taken several initiatives to facilitate online teaching and ensure that classes take place regularly. All the teachers use their official college email ids to generate links for classes through Google meet. The conduction of these classes is monitored by the Principal's office.
- For the purpose of **Continuous Internal Evaluation**, assessments are conducted in the form of home assignments, class tests, projects and student-presentations. Assignments are designed to train students in academic writing and help students prepare material for the end-of-semester examinations. The teachers schedule these assessments on regular intervals through the course of a semester. Submission dates for assessments are decided in tandem with the students. It is ensured that students are given the time they need, to produce well-written and adequately researched assignments. Further, faculty members inform the students about their expectations from the assignment and the criteria they will use for grading it.
- The **tutorial periods** play a critical role in enhancing students' performance on assignments. Teachers thus ensure that tutorials take place as per scheduled during which they provide students tips on how to attempt good assignments. All necessary accommodations are made for students with disability, in the completion and submission of assignments related to CIE.
- Departments that teach practical courses also conduct CIE for these. **Criteria for evaluation** include participation in class, initiative-taking, quality of review of literature, timely submission of reports and quality of report submitted. These are communicated to students at the start of a semester so that they may adhere to the same in their academic endeavours.
- Teachers use **Google calendar** and **Google Classroom** features to schedule assignments. Students submit their assignments (and in some cases their practical files as well) according to the prescribed

date on the online platform. Once submitted, the assignments are accessed by teachers, graded and returned to students. Teachers remain very mindful of evaluating assignments in a timely manner. Students are provided **feedback** on their performance and also offered opportunities to improve their scores in case they wish to. Students who initially missed their assignments due to health reasons or other mitigating factors are provided additional time to submit their work by the teachers.

- Faculty members upload students' **internal assessment marks** onto a portal (SmartProf) according to the date suggested by the Internal Assessment committee. Students check their marks online and report to their teachers in case of any discrepancy. The discrepancies are swiftly rectified.

File Description	Document
Upload Additional information	[View Document](#)
Link for Additional information	[View Document](#)

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

1. **Academic council/BoS of Affiliating university**
2. **Setting of question papers for UG/PG programs**
3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
4. **Assessment /evaluation process of the affiliating University**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of participation of teachers in various bodies/activities provided as a response to the metric	[View Document](#)
Any additional information	[View Document](#)
Link for Additional information	[View Document](#)

1.2 Academic Flexibility

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

Response: 60.87

1.2.1.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 14

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	
Institutional data in prescribed format	
Any additional information	
Link for Additional information	

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 16

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
6	4	4	1	1

File Description	Document
List of Add on /Certificate programs	
Brochure or any other document relating to Add on /Certificate programs	
Link for Additional information	

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 4.55

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
266	150	202	69	77

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

In its endeavour to impart education to young minds, LSR recognises the absolute importance of infusing dialogues on ethics, gender dynamics, human values and environmental conservation into curricular as well as co-curricular activities.

- The curricula of the programmes transacted in College teach students about the need to create healthy societies that respect **human rights** and seek **ethical, sustainable solutions to regional, national and global problems.** For instance, the Department of Psychology transacts courses such as 'Community Psychology' and 'Psychology of Disability'. These courses allow for engagement with themes such as **social justice, empowerment of marginalised communities, community development, citizen participation** and **accessibility.** Teachers invite students to reflect on these topics, understand intersections (between caste, gender, class, religion, disability) and present viable solutions to persisting challenges. Students are encouraged to select projects and presentations that allow them to learn more about government and non-government initiatives taking place in India in sectors such as child and **maternal health, children's education** and the **well-being of geriatric populations.**

- **Gender** dynamics are given specific importance at LSR. Dialogues on existing gender inequalities, developing a **critical consciousness about patriarchy** and addressing problems unique to women and their children, occur as a part of programs as diverse as Sociology, Economics and English. The History department offers several courses that acquaint students with the historical trajectories of gender issues. For example, **'Gender in Indian History c.1500-1950'** delineates gendered constructs in Mughal and Modern India. It contextualizes the participation and contribution of women in imperial spaces, political and legal processes. The course tries to historicize and analyse institutions of harem, household and norms of masculinity, through cultural expressions in music, literature and paintings.Women's roles in the growth of the nation and academia all over the world are strongly emphasized in teaching-learning processes. As a part of their course work, students read about several **women scholars** who contributed significantly to theories and research in their respective fields. These include **Sociologist Iravati Karve, Psychoanalyst Karen Horney, Historian Romila Thapar** and **Economist Bina Agarwal.**

- **Protecting the environment** is a core value of the institution reflected in its eco-friendly practises and green spaces. In terms of the curriculum, the **Environmental Studies** course transacted with first year students provides them knowledge on the natural resources that sustain life, the

consequences of human actions on the web of life and the strategies needed for environmental protection, conservation of biodiversity and environmental equity. As a part of this course, students have undertaken Nature Walks within the LSR campus and transacted field-trips to Bio-diversity parks.

- **Professional ethics** are addressed in a large number of courses as well. Courses such as **'Counselling Psychology'** (Psychology Hons.), **'Self-Management in the Gita'** (Sanskrit Hons.) and 'Ethics in the Public Domain and Bio-Ethics' (Philosophy Hons.) discuss **ethical practises** that should be followed across work and other domains of life. Discussions on ancient texts like the Arthashastra, Dharamashashtra, Mahabharat and Ramayana and their lessons for today's work life encourage students to imbibe values such as honesty, integrity and courage.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)
Any additional information	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 3.4

1.3.2.1 **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
32	29	27	32	23

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year

Response: 24.63

1.3.3.1 **Number of students undertaking project work/field work / internships**

Response: 893

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: C. Any 2 of the above

File Description	Document
Any additional information (Upload)	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

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

1.Feedback collected, analysed and action taken and feedback available on website

2.Feedback collected, analysed and action has been taken
3.Feedback collected and analysed
4.Feedback collected
5. Feedback not collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 110.21

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1265	1295	1066	1057	1060

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1180	1067	987	987	987

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 97.03

2.1.2.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
714	625	492	436	492

File Description	Document
Average percentage of seats filled against seats reserved	[View Document](#)

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

- The spirit of **inclusive education** demands teaching styles to be adapted to students' differential abilities. A consistent effort is made at LSR to gauge students' learning levels, with respect to the content covered in classes. Teachers take **feedback** on the material they teach and invite questions from students. In case teachers feel the need to revise certain concepts, they do so without hesitation. **Timely assessments** also allow for teachers to assess the learning levels of students.

- Teachers at LSR transact their courses in **heterogenous classrooms**. Hence the pace adopted to cover the curricula is flexible and adjusted according to students' needs. Teachers create systems of offering **additional support** to students who may be struggling to comprehend academic materials due to various reasons. In such situations, teachers offer slots for **extra classes and doubt-clearing sessions**. Cogent and helpful **guidelines** on attempting assignments and preparing for examinations and **structured reading lists** are provided to the students during tutorials. Suggestions on how to improve learning and writing skills are also given.

- Special importance is placed on **peer and teacher mentoring** to make learning inclusive, especially for online classes. Students share class notes with those who are unable to attend online classes due to poor connectivity in remote locations. Lectures at LSR are mostly transacted in English language, but measures such as **bilingual lectures** and the provision of **reading material in Hindi**, have been put into place. In the final year of undergraduate study, students who show marked progress due to such processes, are awarded certificates for their endeavours by their respective departments.

- Ample opportunities are provided to high-achieving students at LSR to broaden their horizons. Students with scholarly aptitude are given opportunities to conduct **research**, present research papers at conferences and publish their work in **credible journals** under faculty supervision. Teachers prescribe additional readings that more advanced students can engage with. For advanced learners seeking to increase their range of skills, LSR offers several **add-on courses**. Four **language courses** have been offered at LSR in the last few years-Spanish, German, French and Russian. Learning these popular foreign languages can increase students' chances of **obtaining employment in international settings**.

- Another example of an add-on course is the **Diploma programme in Conflict Transformation and Peacebuilding**. This 1- year long course seeks to address a growing need for education on paradigms that can assist societies to transform conflicts non-violently. Selection to the course is based on the details students provide in their application forms and the results of an interview.

- Gifted students also get the opportunity to be **post-holders** in their departments or College societies (for e.g., being editors for their department journals or being coordinators of important bodies such as the Placement Cell). Many gifted students get selected for **exchange programs** in prestigious foreign Universities through LSR's **Office of International Programs.**

- Talented students are provided with forums for participation in **cultural and sporting events** as well as **public speaking debates**. During the Annual College Day, LSR honours high-achievers with awards in recognition of their accomplishments.

File Description	Document
Upload any additional information	[View Document](#)
Past link for additional Information	[View Document](#)	

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 24:1

File Description	Document
Any additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

- Teaching-learning processes at LSR are designed to be **interactive, participatory** and **experiential**. Pedagogical methods are oriented to make learning a **dialogical process** by involving **students as active participants.** Lectures are interwoven with debates and discussions on various course related themes and issues of contemporary significance. Now that classes are taking place online, teachers use several features of online applications to keep their classes interactive. Some of these features in Google Meet are **'Chat Box', 'Raise Hand'** and **'Share Screen'**. Research work in the laboratory, data collection in naturalistic settings, book readings, movie analyses, streaming documentaries, hands-on workshops and interaction with experts create exciting spaces for students to learn about different issues.
- **Peer learning** and **collaborative** work on practical papers, research projects and class presentations are an important aspect of education at LSR. Students take charge of designing their presentations and work together in groups, thereby learning the skills of teamwork, collaboration and collective problem-solving. **Field trips** have also been an important part of the pedagogy. As an instance, students studying the Environmental Studies course have undertaken field trips to the Yamuna and Aravalli Biodiversity Parks, which are biologically rich wetlands with migratory birds, plant communities, butterflies, and an abundance of medicinal herbs. The Department of History has organised **Heritage Walks** to locations such as the fort of Tughlaqabad, the tomb of Ghiyas-ud Din Tughlaq and trips to destination such as 'Shikhwa 'Mehrabon ki Haveli', Katha, Bagpath, a medieval haveli belonging to Qazis from the thirteenth century. As a part of their course work, students of the Elementary Education department visit schools to obtain a **first-hand experience of teaching**. This kind of exposure equips future teachers with the pedagogical, professional and intellectual skills they need through experiential learning.
- Various Departments organise a large number of sessions each year inviting **experts and scholars for guest lectures** from reputed universities in India and abroad. Since 2020, these interactions have been organised in the form of **Webinars**. For example, the Department of Mathematics under the aegis of the IQAC organised a National Webinar on "Financial Mathematics: Pedagogy and

Career Perspectives" from 27th July 2020 to 31st July 2020. The webinar was conducted by **Prof. Siddhartha Pratim Chakrabarty**, Department of Mathematics, IIT Guwahati. The Department of Elementary Education held a webinar titled "Behind the screen warriors: Indian Scientists & COVID-19 Pandemic" on 23 May 2020, facilitated by Dr **TV Venkateswaran**, a scientist in Vigyan Prasar, Department of Science and Technology, Government of India. The session focused on the spread of coronavirus and how it can be tackled, while also talking about the role of scientists, doctors and common persons in the fight against the virus.

- **Academic Meets** on topics such as 'The Philosophy of Emotions', 'Ethics of Life in Sanskrit Literature' and more recently on 'A Year in Question, Pandemic Narratives' also contribute to students' learning about their disciplines.
- **Journals, Newsletters** and **Magazines** published by various Departments provide students an early experience of academic writing and publication.

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

- In this **era of digitization**, the teachers of LSR have embraced the use of ICT tools to enhance the quality of the teaching-learning process. Since the beginning of the pandemic, teachers have taken classes through the **Google Meet platform**. Class links are generated by teachers through their official E-mail ids and mailed to the students, who log into class as per their time-tables. Google Meet allows teachers to set up an unlimited number of classes. The application is compatible across many devices making it a **convenient platform** for teachers and students. The settings of the application allow for students to unmute themselves in order to share their views or ask questions. Depending on the need, teachers and students can put their videos on or off, use live captioning and adjust screen layouts. The application allows teachers to deny unidentified individuals entry into their virtual classrooms, thus increasing **online security**.
- Teachers usually take their classes through **desktops, laptops** or **tablets**. There has been an increased use of **visual presentations** to cover the curriculum in the online mode. These are prepared by the faculty through programs like **Microsoft Power Point, Google Slides** and **Canva**. Several **videos** are also used to supplement teaching. One source of such videos is Youtube which offers free content on innumerable topics.
- Students are recommended different electronic data bases for academic work. For example, to conduct a Review of Literature, students are guided to use forums like **Google Scholar** that can locate articles through searches by keyword, author and title. Students are encouraged to use the e-resources available through **N-List,** which allows students to download articles directly from the publisher's website once they are duly authenticated. N-List also provides access to **E-books** from leading publishers such as Springer, Sage and Cambridge.
- In preparing their lectures, teachers gather information from **reliable websites of international organizations** such as the United Nations and the World Health Organization. Frequent use is also

made of websites belonging to Government bodies (e.g., The Ministry of Health and Family Welfare), their initiatives (e.g., National Health Mission) and their schemes (e.g., Rashtriya Swasthya Bima Yojna). Websites of government agencies like the NCRB are often used to collect statistics on national trends.

- Since the outbreak of COVID-19, data collection for **research-based practicums has shifted online.** For example, students of the Psychology Department now collect data from participants through **Google forms** and **Skype interviews**. They also use IT tools like **Excel** and **SPSS** to organise and analyse data and infer conclusions pertaining to the research question.
- Students also use emails to clarify their queries and share information with their professors. In terms of the ICT tools on the campus, it may be noted that along with a **24x7 wi-fi facility**, the classrooms in LSR have **projectors** and **speakers** to show films and documentaries. The College has well equipped **Computer Labs** for the conduction of practical classes in offline mode. The labs are updated with software like **Tally, R, Matlab, Microsoft Office.**

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	[View Document](#)

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 24:1

2.3.3.1 Number of mentors

Response: 154

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)
Circulars pertaining to assigning mentors to mentees	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 99.81

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 60.47

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
92	91	88	91	86

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 11.64

2.4.3.1 **Total experience of full-time teachers**

Response: 1793

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

- As a constituent college of the University of Delhi, LSR follows the **University rules and norms** on Internal Assessment. Till the outbreak of the pandemic, the University prescribed an evaluation formula under which 25% of each paper in UG was assigned for Internal Assessment and the remaining 75% for the University Examination. Within the 25% assigned for internal assessment, 10 % was to be based on Class Test, 10% on Assignment/Project/Presentations and 5% on Attendance.

- This formula has been modified since the shift to online classes. Attendance is no longer an aspect of internal assessment. Further, internal assessment is currently based on **one test/assignment/project/presentatio**n. Given this, at least one assignment must be taken for each course that the students study. However **more than one assignment** is usually taken per course and the highest marks received across various assignments are considered as the final internal assessment for that course.

- Faculty members design a variety of assignments, the formats of which range from **MCQs, student presentations, group projects** to **book reviews** and **essays**. Students are given adequate time to complete and submit these assignments. Teachers explain the **parameters** by which they will grade the assignments, Students are requested to inform their teachers in case they are unable to submit their assignment on the scheduled date. In case required, the teacher determines a fresh date for the submission.

- The College constitutes an **Internal Assessment Committee** to oversee all matters related to student assessment. Further, teachers are encouraged to space their assignments well through the course of the semester and complete the grading of assignments in a timely manner. The evaluation criteria are **objective** and devoid of any bias. Teachers then upload the marks for each student on the **Internal Assessment portal** provided by College. Each teacher can access their portal through **LSR website**, with their username and password. Wherever needed, faculty or the Internal assessment committee members moderate the marks obtained by students.

- Students are informed about checking their marks on the portal. Discrepancies can be reported to the concerned teacher directly or department internal assessment in-charge and rectified. Students may also contact their class representatives and send a list of such grievances to the teacher. The teacher **checks the reported grievance** and corrects it on the portal or notifies the administration office. If the student is dissatisfied with the redressal they can reach out to the Internal Assessment committee with their grievance.

- Although attendance is not currently a component of internal assessment, teachers **upload attendance** on the portal, each month.

- In the offline mode the College would assign one day at the end of the semester for students to come to the Campus and check their internal assessment. Each department was assigned a specific room for this task and faculty members would monitor the entire process. In case of any discrepancy, students filled a form highlighting the error, got it countersigned by the concerned teacher and submitted it to the administration office for rectification.

File Description	Document
Any additional information	**View Document**
Link for additional information	**View Document**

2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient

Response:

- Internal examinations at LSR take the form of end-of-the-semester, practical examinations conducted in some departments such as Statistics and Psychology. In the pre-pandemic phase practical examinations were largely based on **viva-voice** with an **internal and external examiner**. Students were also given problems to solve. In case of any grievances related to these processes, students could contact their **internal examiners, examination superintendent** or **teacher-in-charge**. Students' performance in both components (viva-voice and answers to problems given) was counted and combined with their internal assessment marks to determine the final score.
- In the post-pandemic phase, departments require their students to submit their practical files and answer scripts **online on the day of the examination**, and within a stipulated period of time. If a student faces any issues, for example inability to upload/mail their answer script due to network issues then they are requested to inform their practicum teacher immediately. If required, other modes of submission (e.g., WhatsApp) are identified or the time for submission is extended for the student.
- In the pre-pandemic phase, external examinations would require students to come to the college Campus and attempt the question paper. Grievances at that time with respect to the question paper received, or extra-writing time for students with disability could be share with the **Examination Committee** and the **Vice-Principal**. Immediate action on the same would be taken so that students could focus on the examination whole-heartedly.
- Currently, all examinations are held online in **OBE format**, as per the date sheet released by the University of Delhi. As was the case before, teachers are assigned examination duties on specific days. This **list is mailed to the faculty** and also displayed on the **College website**.
- Students with disability are provided **additional time** to complete the examination. For grievances related to examination forms or roll numbers, students can telephonically or through email contact the **Nodal Officer** for examinations in College. The Nodal Officer coordinates with a designated person in the administrative office and requests him/her to pursue the matter with the University of Delhi.
- In order to attempt the OBE, students are required to download question papers from the Delhi University examination portal, write the answers and then upload it back. In case there is an issue with uploading the answer script, students can mail the same to the **University Nodal Officers**. However, if problems persist, students can contact the LSR Nodal Officer. Two **staff members of the IT department** of the College support the LSR Nodal Officer in resolving the issue, to ensure that the student's answer script gets submitted to the university.
- The contact numbers of the LSR Nodal officer and the **designated email id** to which students may sent their grievances is placed on the **College website home page**, when examinations are on-going.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

- The Program Outcomes and Course Outcomes adopted for all programs offered by LSR are in accordance with the curricula issued by the **University of Delhi**. These have been put on the **Home Page of the official website of LSR**. Along with the outcomes for each program and course, other associated information has also been displayed on the website. This includes aims of the **programs taught, qualification descriptors of graduates in the Program** and the **semester-wise Distribution of Courses**.
- As per the University, the current **Learning Outcomes-based Curriculum Framework** (LOCF) is envisioned to provide a focused, outcome-based syllabus. It is designed with the view of making teaching-learning experiences more **student-centric**. The framework is expected to provide a student with knowledge and skills in the Program they study, along with **transferable skills** that will help in higher education, employment and personal development.
- Given that the syllabus is outcome-based, the description of each programme in the curricula, vividly elaborates its nature and associated outcomes. For example, the curriculum of the course titled '**History of India- II**' transacted by the Department of History states the course objective to be about conducting an exploration of the transition from the proto-historical to the early medieval phase, highlighting major changes that shaped the character of the Indian civilization. It also describes the potential learning outcomes of the course which include understanding changes in the fields of agriculture, technology, trade, and society during the entire period and assessing the processes of urbanization and de-urbanization, monetization and monetary crisis in early India.
- The programmes also state the attributes and values that it offers to students. These values include **well-being, emotional stability, critical thinking** and **social justice**. LSR committedly supports the development of these attributes in the students.
- Learning outcomes are communicated to students by the teachers who are well-versed with them. Teachers actively participate in workshops for the **revision of syllabus** as and when organized by the University of Delhi. Many teachers are also the members of syllabus sub -committees, thus increasing their familiarity with Program and Course outcomes.
- In general, teachers study these outcomes closely in order to incorporate them into the teaching-learning process. Students are made aware of the program and course specific outcomes through orientation programmes conducted for first year students when they join classes, during the **General Elective Demonstration** classes and through classroom discussions, particularly at the beginning of each semester.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)
Past link for Additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

LSR regularly evaluates the performance of students through various methods and seeks to understand the degree to which students attain program outcomes and course outcomes.

- The first way of assessing outcomes is through students' responses to discussions and questions generated by teachers in their classrooms. The spontaneity and accuracy of students' answers are an effective and swift way to gauge whether they are absorbing the course well and in line with suggested outcomes. Class discussions inform teachers about students' attainment of outcomes such as the ability to connect theory with personal experiences, competencies to articulate and communicate ideas, capacity to tolerate ambiguity and to critically analyse conflicting theories.
- The conduct of students in classes and observations of their **work ethic**, indicates to teachers whether they are imbibing the learning outcome of avoiding unethical behaviours such as data fabrication and plagiarism. Another away of assessing these outcomes is by analysing the quality of students' **performance in the assignments and practical files** submitted by them and the grades they receive. The **content of the assignments** helps the teacher once again, to understand if the comprehension demonstrated by students is in accordance with the program and course outcomes. Gaps in the students' knowledge are then addressed in the classroom by the concerned teacher.
- A potent way of gauging outcomes is the **end-of-semester examination results**. Given that students performance in these exams is based on grades given by teachers from colleges others than the one in which they study, the results are also indicative of whether neutral assessors can sense the substance and credibility of the student's work. Knowing that many program and course outcomes have to do with knowledge about research methods, students' participation and performance on the research platforms offered by LSR serves as an important indicator of the attainment of these outcomes.
- Another way to measure attainment of outcomes is through **students' trajectories towards higher studies**. Departments therefore keep track of the students clearing competitive exams and also obtaining admission into Masters, M. Phil and PhD programs and institutions within and outside of India. LSR's students tend to demonstrate upward trajectories by entering premier colleges/universities for further education like Tata Institute for Social Sciences, London School of Economics and Teachers College and Columbia University.
- A critical way of assessing the attainment of outcomes is the **number of students successfully placed** in jobs in each academic year. The Placement Cell closely documents the job offers and internship opportunities offered to students and accepted by them. Pay packages and job roles offered to each student are also documented.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional information	[View Document](#)

2.6.3 Average pass percentage of Students during last five years

Response: 94.06

2.6.3.1 **Number of final year students who passed the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1010	896	938	882	925

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1027	992	1006	945	973

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	[View Document](#)
Paste link for the annual report	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students (Data Template)	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)

Response: 2252.09

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.00	10.00	5.07540	2195.5	41.514

File Description	Document
List of endowments / projects with details of grants	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 9.09

3.1.2.1 **Number of teachers recognized as research guides**

Response: 14

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 9.33

3.1.3.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	3	2	1

3.1.3.2 Number of departments offering academic programes

2020-21	2019-20	2018-19	2017-18	2016-17
15	15	15	15	15

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)
Paste link to funding agency website	[View Document](#)

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

- The academic ethos of LSR encourages **innovation** and **originality** among its students and faculty. Teachers strive to innovate in the context of their **pedagogy**. Thus, they regularly attend **FDPs, Refresher courses** and **workshops**. They also encourage students to be innovative in the way they approach problems, plan tasks and execute solutions. Students are encouraged to think **out-of-the box, brainstorm, test hypotheses** and **explore novel areas** of study. This effort is based on the belief that innovation is our key to a better future.
- In 2018, LSR was chosen for the constitution of an **Innovation Council** by the MHRD, the purpose of which is to encourage students to work with new ideas and transform them into prototypes. One of the initiatives undertaken by the members of the Council was the development of a mental health **phone app titled 'Mann'zar: Body Positivity'**. In order to make the app accessible to all, there were no costs involved in downloading or using it. The app was specially geared towards Indian youth of all genders. It could be be used with ease in Hindi and English.
- LSR sees **knowledge transfer** as the process of academicians engaging in activities to pass their knowledge to different audiences. Knowledge transfer requires two-way exchanges for attaining success. Also, it works best when people actively seek out opportunities to collaborate, a philosophy embraced by LSR. Knowledge transfer can take various forms such as channelling knowledge that exists in the mind (as an idea) into the creation of a research project or a publication.
- There are many examples of how the institution endorses the transfer of knowledge. Firstly, the

College strongly encourages **research initiatives** among students and faculty. Department and society publications are duly supported. Another form of knowledge transfer that is strongly supported takes the form of **school-college collaborations** and **community-based projects**. In 2016-17 teachers and students of the Departments of Psychology and Elementary Education conducted school-based, cost-effective, time-limited interventions directed at enhancing the self-esteem of adolescent females in four governments schools of Delhi. The effectiveness of the intervention was assessed qualitatively and quantitively, indicating it to have successfully met its objectives.

- The efforts of bodies such as **Enactus, NSS** And **NCC** are noteworthy as well. A well-known project of **Enactus-LSR is 'Basta: Waste to Worth'**. The project was focussed on recycling waste products and imparting entrepreneurial and livelihood skills to women of rural areas. **Project Auric** under Enactus, sought to uphold the standard of living of women residing in the isolated village of Mangar, Haryana through a sustainable model of income generation via production of innovative dish washing liquid.
- Both these projects allowed for the students and faculty to channelize what they have learnt about gender dynamics, entrepreneurship and income generation into tangible results. Students of LSR also transfer their knowledge by **educating children from disadvantaged backgrounds** through NSS projects. Some other projects conducted in College such as **"Prayas se Pragati"** and **"Myra: Ek Phal"** have similar aims, i.e., of providing unprivileged students basic financial and entrepreneurial knowledge.

File Description	Document
Upload any additional information	[View Document]()
Paste link for additional information	[View Document]()

3.2.2 Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship during the last five years

Response: 528

3.2.2.1 **Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
103	121	113	108	83

File Description	Document
Report of the event	[View Document]()
List of workshops/seminars during last 5 years	[View Document]()
Any additional information	[View Document]()

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 2.57

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

Response: 36

3.3.1.2 **Number of teachers recognized as guides during the last five years**

Response: 14

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
Any additional information	[View Document](#)
URL to the research page on HEI website	[View Document](#)

3.3.2 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.5

3.3.2.1 **Number of research papers in the Journals notified on UGC website during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
58	46	40	39	40

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

3.3.3 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 1.24

3.3.3.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
42	36	43	30	33

File Description	Document
List books and chapters edited volumes/ books published	[View Document](#)
Any additional information	[View Document](#)

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

- LSR endeavours to promote the ideal of '**Leadership with Social Responsibility'**. Students of the institution are aware of their privilege of receiving higher education and encouraged to think about how they may use it for societal development. Extension activities are inherent to the functioning of the institution with dedicated forums to ensure the fulfilment of our responsibility towards society. For the last several years, **NSS-LSR** has been engaged in community outreach programmes that address issues such as **animal welfare, child rights** and **public health**. NSS-LSR has built successful associations with over 25 NGOs and has over 700 volunteers conducting socially beneficial projects.
- One feather in the cap of NSS has been LSR's in-house project - the **Zamrudpur Development Program**. This urban village is located in the vicinity of the College. NSS volunteers have contributed their efforts to creating community outreach and interventions for the residents of Zamrudpur. Before the pandemic, NSS student volunteers conducted workshops with women on issues such as **menstrual hygiene**, and **financial literacy** etc, in order to spread awareness. Not surprisingly Zamrudpur has come to be known as NSS LSR's **adopted village**. Another notable program has been the Tihar Programme that took place in January 2018 involving the conduction of a four-day long cutch and folder-making module with the women inmates of Tihar Jail.
- **The Voluntary Agency Placement** Programme (VAPP) at LSR, encourages students to engage with socio-economic issues and trains them for community development. It provides a platform for students to volunteer with NGOs who work at grassroot levels. One of their initiatives was a certified workshop **#Weallfitin** conducted in collaboration with Amrit India Foundation, that works for the development of children with intellectual disabilities. The #weallfitin campaign sensitises young persons in schools, colleges and corporates to become impassioned advocates for a diverse society. VAPP also partnered with an NGO called We Clothe Them for a clothes collection drive.
- With respect to **gender-based extension activities**, the contributions of LSR's **Women's**

Development Cell are noteworthy. Established in 1985 this Cell represents a group of passionate young women who organise gender sensitisation workshops, collaborate with NGOs and conduct sessions that enable young people to question outdated notions of gender.

- Extremely significant extension work is conducted by the **NCC** and **NSO** at LSR. For example, NCC-LSR in collaboration YKA, organised a workshop for its new campaign **"#JetSetVote"** launched with the aim of inculcating voting habits among young millennials. The NCC cadets also carry out Plantation Drives every year.
- Till the outbreak of the pandemic, NSO-LSR organises the **Annual Cross Country Run** annually for a social cause. The theme for the year 2019 Annual Run was **Climate Change and Sustainable Development.** Over 900 participants ran for the cause of environment protection. The Chief Guest for the run was the then Honourable Minister of State for Youth Affairs and Sports Shri Kiren Rijiju.
- Extension activities are carried out at **departmental levels** too. Seminars, workshops, and donation drives are conducted annually to instil the among students, the ideals of social consciousness.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

Response: 0

3.4.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 547

3.4.3.1 **Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-**

wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
95	170	97	99	86

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 100

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3626	3418	3183	3129	3087

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 817

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
264	176	127	131	119

File Description	Document
e-copies of related Document	[View Document](#)
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	[View Document](#)

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 40

3.5.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
7	8	9	8	8

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	[View Document](#)
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	[View Document](#)
Any additional information	[View Document](#)

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

LSR takes pride in its **well-maintained, accessible infrastructure** that provides a conducive environment for learning activities. The main features regarding infrastructure are presented below.

• LSR has **well ventilated, bright classrooms** which are **ICT enabled** and equipped with **projectors** to aid teaching.

• There is a separate block for **tutorial classes**.

• There are **four seminar halls** used for events and conferences. They have **audio-visual** facilities and three of them have **individual microphones** along with **circular sitting arrangements**. They also have **projector screens, white/ black boards** and a **podium.** All the halls provide views of LSR's lush gardens. Each seminar hall accommodates **70 to 100 people.**

• The **Aung San Suu Kyi Centre for Peace** is an integral aspect of the infrastructure, inaugurated by His Holiness Dalai Lama in 2013. It dedicated to the transaction of the **Conflict Transformation and Peace Building Diploma** course at LSR.

• The **LSR Residence Hall** equipped with several modern facilities offers a safe home away-from-home to nearly 300 students from diverse backgrounds of various parts of the country. To encourage a larger number of outstation students, the Residence Hall accommodation since 2019, is offered only to first year students.

• The **LSR Library** employs **the LIBSYS computerised management system** and several terminals have been created for students and teachers to search for books/research material online. The library offers audio and video facilities for **visually challenged students** as well. Since the beginning of the pandemic, students have been able to continue online access to the Library through the **N-List data base**. They have also been able to physically access the Library by booking slots for visits through a **Google form** placed on the College website.

• College offers **24x7 Wi-Fi Facility** through the University of Delhi network.

• There are over **200 computers at College** used for administrative, accounting, record keeping, admission and teaching purposes. Currently, 100 computers are operationalised in labs, 30 computers in browsing centres, 50 computers for the administration office and 20 computers for Departments.

• There are **three well-equipped computer labs, four labs within the Psychology department, one lab for the Department of Elementary Education** and **one mass media lab for the Department of Journalism**. The Psychology department also has a separate **library, room for storing experimental apparatus** and **cabinets** for storing psychological tests.

• In addition, LSR provides students access to **software packages such as R** and **Tally**.

• The College has a **Book Shop** and **Photocopy unit** providing services for students at **subsidized rates.**

• All the buildings are equipped with **ramps for wheelchair access, hand rails** and **elevators**. **Washrooms** for **students with disabilities** are available both in the main college buildings and the Residence Hall.

• There is a reserved **parking spot for teachers with disability** in the College parking lot.

• For fire safety there are **67 fire extinguishers** and **28 fire hydrants**. Emergency exit gates have been installed with fire alarms. There is a separate generator for the fire hydrants.

• **Security personnel** are located at the front and back gates of College and at the Residence Hall gates.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

LSR recognises the importance of extra-curricular activities in enhancing the **physical, mental and social development** of students. The College is committed towards providing adequate support to facilitate the organisation of various **cultural activities** and **indoor and outdoor sports** events. The main facilities for sports and cultural activities are presented below:

Cultural events-

- The **LSR Auditorium** is used for all major cultural celebrations and can seat about 700 people. It has a **very advanced light and sound system** that is managed by specially designated staff. It is equipped with a **large stage, two green rooms, comfortable seating, carpeting, wall panelling for acoustic effects, air-conditioners, wash-rooms, locker** and **podium.**
- Spaces such as the **Open amphitheatre** and **Exhibition Hall** are accessible to students to organise various kinds of activities. The Amphitheatre has been extensively used for **music competitions, street plays, talks, art** and **photography competitions.**
- Before the pandemic, the Exhibition hall served as a venue for rehearsals for the Dance Societies.
- A **spacious café** caters to the gastronomical needs of the LSR community and guests during cultural events.
- The large and lush back **lawns of the College** have been used to host the NSS Diwali Mela and the Annual festival of LSR called 'Tarang,'
- The **open space outside the Psychology Department**, the **Lower Foyer of LSR**, the **spacious Room 8** and the **Students' Common Room** also provide space for co-curricular and extra-curricular activities.

Sporting events-

- The College has 14 sports teams and the campus has **various facilities for Sports**. It has a good athletics track, a tennis court, a badminton court, volleyball and basketball courts, table-tennis facilities, chess tables, gymnastics mattresses and other apparatus.
- LSR takes pride in being one of the few colleges which can boast of its own **shooting range**. We are proud of our student, Ms. Manu Bhaker who was awarded the Arjuna Award in 2020 for her prowess in the sport of Shooting.
- Facilities have been provided for **para-athletes**. LSR proudly acknowledges the accomplishments of its para-athletes in University level and National Level competitions in sports such as Javelin throw, Shot put, Long Jump and Discus throw.
- The college has a **well-equipped gym** to cater to the needs of students looking for cardio-vascular

workouts.

- **Coaches** from various sports like **Yoga, Judo** and **Table Tennis** are available to train students.
- The **LSR grounds** are spacious enough to organise yoga, self-defence and aerobics classes.
- Since the inception of the **International Yoga Day**, the LSR community has enthusiastically participated in its celebrations. Before the pandemic, students and teachers would gather in the **Exhibition Hall** and practise Yoga Asananas with reputed *Yogacharyas*. Since 2020, these celebrations have continued in online format.
- The College has **outdoor exercise equipment** including bars for workouts.
- The Sports facilities of College are maintained diligently and new sporting equipment is purchased as and when the need arises.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 58

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	[View Document](#)
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 62.92

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
20.11	136.09	258.69	194.99	222.59

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	[View Document](#)
Upload audited utilization statements	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

- The LSR Library seeks to nurture budding scholars and instill confidence in dealing with an increasing amount of information in an ever- changing array of formats. The LSR library is one of the largest in terms of space and collection in Delhi University. It is air-conditioned, wi-fi enabled and has a seating capacity of **300 users**. There is **an E-resource Centre** in the Library which has **15 nodes** to enable students to access e- information. Further there are 5 computers installed for the faculty.

- The Library is connected with the Delhi University wide area campus networking system and provides access to electronic resources from the Delhi University Library System (**DULS**) and **UGC-INFONET Consortium**. The Library also subscribes to **NLIST** (National Library and Information Services Infrastructure for Scholarly Content) which provides access to e-resources. Faculty members and students of all departments have been provided the user id and password of the INFLIBNET (NLIST services). LSR Library has become member of the DELNET. To ensure original writing among students and teachers, the Library has access to fully automated software, URKUND which checks text for **plagiarism**.

- The Library uses **Libsys software**, version 4, which was fully automated in 2008. Some of the key features of the software are that it is has an easy to use- Graphical User Interface, Unicode support with Multilingual Search and export facility for most reports. The **Online Public Access Catalogue** (OPAC) module of the software allows library database searching by entering preferred terms and is mainly used for information retrieval. It is extremely user-friendly and enables searches to be conducted with ease and speed. The OPAC allows search by author, title, subject, call number, keywords, and Boolean search. The Call Number indicates the location of the book on the self. It also gives the availability status of documents, whether a particular document is available or on loan. The **Circulation module** of the software covers all the operations of circulation right from creating member records to printing of reminders for outstanding books. The key features of the module are single screen Issue, Return and Renewal with total details of members, membership records with photo and statistical reports on membership. The **Database Maintenance** module covers all operations of database creation and maintenance. It takes records from the acquisition module for the books recently acquired. The key features of the module are duplicate checks with on-screen record comparison, provision of Article Indexing and Accession register printing and good Support and Updates system.

- The Library provides **audio services for persons with visual disability**. LSR Library has around **1000 braille books** and **150 audio cassettes**. Library is using **NV Access software** (nvaccess.org) to help visually challenged students, This software uses a computer- a screen reader reads the text on the screen in a synthetic voice or with a braille display. Library has headphones for students

with disability. LSR library also has a communication channel with the **Delhi University braille library** to provide more extensive braille services.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

  1. **e-journals**
  2. **e-ShodhSindhu**
  3. **Shodhganga Membership**
  4. **e-books**
  5. **Databases**
  6. **Remote access to e-resources**

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 16.52

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
17	17.06	16.78	17.02	14.72

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 54.63

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 2065

File Description	Document
Details of library usage by teachers and students	[View Document](#)
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

- The College relies extensively on IT facilities and wi-fi for the conduction of academic and administrative activities. LSR currently has **713 laptops**(695 are for student use, 18 are used by administrative) and **266 desktops** (177 are for student use, 89 are used by administration and accounts sections). Two senior technical assistants have been recruited for IT support on Campus.
- A **Wireless network** has recently been added in the **New Academic Block** of LSR. LAN and network connections are duly monitored by the senior technical assistants. In case of any difficulties with the **University of Delhi's Wi-fi system**, the issue is resolved through co-ordination with the **University's Computer Centre**. In addition to the University of Delhi domain, LSR has purchased another domain (**lsr.edu.in**) for official work.
- LSR now has two high configuration servers to allow fast transmission of data to various computers. College is equipped with **Windows Based Active Directory, Quick Heal antivirus**, and **Library OPAC**. All the computers are supported by a **100mpbs LAN and a 2500-user capacity Wi-fi system**, provided by the University of Delhi.
- The desktops are running on **Windows 7, Windows 7 Pro, Windows 10 and Windows 10 pro-operating systems** while the laptops operate on **Ubuntu.** Most of the desktops have office 2010 pro installed and some are running on Office 365 and Office 2016 pro. Laptops are functioning in an Open Office. Office automation packages like Open Office, MS Office and Antivirus are purchased and updated regularly.
- LSR has obtained standard **Econometrics, Statistical, computational and scientific typesetting**

packages such as **Python, R, SPSS, MATLAB, Wolfram Mathematica, Tally ERP9, Taxman for education, Miktex, Java, Maxima**. These are either open access software or available through Delhi University.

- In the online mode, all important events are held virtually. Links for such events are generated through the **Google Meet application.** Up to 100 people can be admitted into these events. To accommodate larger audiences, LSR purchased a **Zoom connection** in 2020, that allows for 500 people to be admitted. If the need arises, audience capacity can be increased to 1000. There is also a Google meet connection that has been procured through University of Delhi (**lsrmeet@lsr.edu.in**) which allows for audience sizes to exceed 100.

- The LSR library is connected with the Delhi University wide area campus networking system and provides access to electronic resources. The College has also had access to the **plagiarism software, URKUND** through the University of Delhi since 2020.

- The portal for uploading of internal assessment and attendance records (**SmartProf**), which is accessible through the LSR website, was revamped in 2020. Now it also allows students and faculty to upload information related to their achievements, which is needed for NAAC and NIRF surveys. Further, faculty members can access their **salary slips** and **Form-16** from this online portal.

- The **LSR Website** is updated regularly by the Website Committee with support from IQAC. The website was re-designed in 2019 and has over **300 pages**. Some important links on the website include **Admission, Question papers, Syllabus** and **Placement Cell.**

File Description	Document
Upload any additional information	[View Document]
Paste link for additional information	[View Document]

4.3.2 Student - Computer ratio (Data for the latest completed academic year)

Response: 4:1

File Description	Document
Student – computer ratio	[View Document]

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	[View Document]
Details of available bandwidth of internet connection in the Institution	[View Document]

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 70.61

4.4.1.1 **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
72.31	310.12	417	194.99	48.66

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View Document]()
Audited statements of accounts	[View Document]()

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

LSR ensures regular maintenance and upkeep of physical, academic and support facilities. Repair work, painting of College buildings and servicing of projectors are undertaken regularly. The College Caretaker supervises all the maintenance work on campus.

Campus Cleanliness: The waste management (solid, liquid and drain waste) is done through the Municipal Corporation of Delhi. LSR has a contract with Dakshin Dilli Swachh Initiative Ltd to mange its waste. In order to maintain cleanliness of the campus, LSR has a contract with MIRAZ services. Water tanks and water coolers are cleaned by the LSR staff on a regular basis. The Annual maintenance service for the College's sewage treatment plant has been awarded to North Star Company who visit LSR regularly to check the plant.

Laboratories: LSR has an area earmarked for the Psychology Department. Psychological tests, dissertations, practical files, experimental apparatus and books are stored here. This facility is maintained by two laboratory assistants and one laboratory attendant. The B.El.Ed Lab is also maintained by a designated lab attendant. Stock taking is conducted by faculty members annually, with the support of their lab staff. All the laboratory material is stored carefully and provided to students only upon the provision of their identity card.

Building and IT maintenance: For any maintenance work, a request is generated by the concerned staff members and forwarded to the Principal's office for consideration. If the cost involved for maintenance work exceeds a particular amount then a tender is floated and the work is given to a company based on the

cost-efficiency proposed by them. New equipment is generally procured from the GeM portal after approval from the Purchase committee.

Library: The entire Library staff under the supervision of the Librarian conducts stock verification involving counting of books and matching the numbers with official records every year. Books that are lost/damaged upon being borrowed must be replaced by the defaulter. Books which tear due to extensive usage or being old are weeded out or sent for re-binding.

Cafe: A Café committee ensures that the College café provides good-quality, hygienic food. The Cafe is cleaned daily, and pest control is conducted thrice a month. The Cafe committee has attempted to substitute use of plastic cutlery with stainless steel cutlery to reduce plastic usage. Any processed/pre-packaged foodstuff is purchased from reliable vendors.

College Lawns: The Garden committee works closely with 5 Gardeners in College and addresses all matters related to the maintenance of the gardens (e.g., organic manure, designing of lawn layouts, introducing new plants).

Sports: The faculty who is the sports-in-charge of College regularly inspects the sporting facilities. New equipment is purchased when needed and a diligent record of the expenditures is maintained.

Security: Security is managed by MIRAZ services. Male and female guards monitor all main entrances and exits to College and maintain a register to track all visitors.

Elevators: These are maintained through the office of the caretaker. A contractor has been employed for repair services and regular checks of the elevator, to ensure proper functioning.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 5.8

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
170	234	223	182	143

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 9.28

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
357	193	343	322	304

File Description	Document
Upload any additional information	[View Document](#)
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

> 1.**Soft skills**
> 2.**Language and communication skills**
> 3.**Life skills (Yoga, physical fitness, health and hygiene**)
> 4.**ICT/computing skills**

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	[View Document](#)
Any additional information	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 64.53

5.1.4.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2730	1853	1949	2909	1202

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

> 1. **Implementation of guidelines of statutory/regulatory bodies**
> 2. **Organisation wide awareness and undertakings on policies with zero tolerance**
> 3. **Mechanisms for submission of online/offline students' grievances**
> 4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 13.88

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
196	110	133	131	120

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 84.82

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 877

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 56.38

5.2.3.1 **Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations,** *etc.***)) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
11	23	31	21	21

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
26	36	46	42	36

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 788

5.3.1.1 **Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
83	93	149	251	212

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	[View Document](#)
e-copies of award letters and certificates	[View Document](#)
Any additional information	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)

Response:

- At LSR, students are viewed as an integral part of the College's academic, administrative and extra-curricular activities. In line with its democratic heritage, **students elect their Union** through a fair and supervised voting process. Candidates who stand for elections, present their agendas and campaigns for votes. This process is carried out strictly **as per the rules created by the Student Welfare Office** with guidance from the Principal. Voting whether online or in-person is closely monitored by faculty members. Each student is allowed to vote only once. There is **zero tolerance for negative campaigning**. Once the voting process has been completed, four posts constituting the Union are filled- **President, Cultural Secretary, General Secretary** and **Treasurer.**
- The persons chosen for these posts carry out specific responsibilities while remaining a cohesive unit. In the past, the Unions have played integral roles during **admissions**, in the **organization of college events** (such as Independence Day and Teachers Day) and in putting together LSR's annual festival *Tarang*. The Union would raise sponsorships, plan the Tarang itinerary and invite performers for cultural shows. The Union also acts as an important bridge between the students and staff of LSR.
- Apart from this, most societies have student co-ordinators who play key roles in organizing events. Students are also an intrinsic part of the College's **grievance redressal mechanism** by being active members of Internal Complaints committee, SC-ST Cell and North-East Cell.
- A separate union (with the posts of President, Vice-president and Secretary) is elected with due diligence for the **Residence hall**. Department associations are also headed by unions, which are

democratically elected by the students of the Department through elections, meticulously overseen by faculty members. These **department unions** are in-charge of co-curricular activities that include the organization of academic meets, workshops, skill-based sessions, orientation sessions for first year students and farewells for graduating batches. They also organise **General Body Meetings** during which the student body can voice their concerns.

* Students (that are duly selected and trained by faculty) are the backbone of the Psychology Department's **Peer support system** and **Peer Mentoring system**. As a part of these initiatives, students provide their peers or new students, the support they need to deal with adjustment issues, academic pressures and other matters. The first ever **online conference** hosted by LSR in June 2021, for the **National University of Singapore** (NUS) was spearheaded by a team of 10 students from LSR from the Departments of Psychology, Elementary Education and Political Science. The students played a critical role in designing and executing the conference and in maintaining correspondence with students from NUS.

* Apart from being engaged in important academic and administrative decisions, students contribute tremendously to the **sports and cultural activities of the College**. LSR's students win accolades for College by winning sporting events as well as competitions in debating, MUNs, dance and music. Students are an active part of the running of the Placement Cell, REACH, Hindi Creative Writing Society and Innovation Council, among others.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 294.4

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
216	314	300	330	312

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

5.4.1 There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

- The registered alumni association of **LSR- ELSA**, with its vision to 'Drive Social Change through Empowerment of Women', provides a forum for all Alumni to connect, interact, and support each other. The mission of the association is to build a community that continues to nurture the '**LSR spirit of liberation through knowledge'** and transform lives through sustainable support and action.
- The Office of ELSA is located within the College campus where the association members meet from time to time. The Alumna has continued to **engage with current students** and **participate in major events** such as the **Annual College Day**. They have also supported the organisation of a **short-term course at LSR** on the **Legal Rights of Women.**
- ELSA has engaged with several social projects over the years. The patrons of ELSA Mumbai did a collection drive for the **victims of the Kerala floods** in partnership with Goonj. The Association also raised funds for relief work in the aftermath of the Bengal cyclone in 2020. The money collected was used for the second phase of rehabilitation and rebuilding work in **Jhakhali.**
- The focus of ELSA has always been to encourage the spread of education, and to provide scholarships and bursaries to deserving students. ELSA Scholarships are given to students selected by a committee on criteria such as merit and means, family annual income and keen interest and performance demonstrated in academics, sports, extra-curricular activities.
- The sudden shift to online classes due to the pandemic created challenges for many students of LSR, especially those belonging to disadvantaged communities. Students were facing severe problems in their attempts to cope with online education, due to lack of computers and poor availability of network. At this point, LSR set up the **Digital Inclusion Committee** to address these concerns. In November 2020, the Committee began the task of identifying students who needed devices to be able to attend online classes. The task was carried out with sensitivity and confidentiality.
- The committee contacted many alumna groups who readily extended their support in **providing laptops** and worked closely with the Digital Inclusion Group of the Alumna and ELSA, Delhi Chapter. As a result of this over **200 laptops** have been provided to the students at their doorsteps across villages and cities from Manipur to Kerala. The DI Group of Alumna provided 160 laptops by raising funds and coordinating with organizations like Sampark, Sohum Global Foundation, FICCI and Sriram Foundation. The ELSA Delhi chapter provided 49 laptops for students. All these

laptops have been provided to students on non-returnable basis.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: A. ? 5 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

- **Women empowerment** is an important aspect of the vision and mission of LSR. In this regard, the governance of the College provides impetus to **collaborations with foreign universities** that can provide the students of LSR a chance to learn more about the world. The College prepares its students to work hard, with the confidence that comes from **quality education, practise**, and **positive role models**. Students get opportunities to use technology as a part of their academics at LSR and also hold important positions that enable them to understand qualities needed for good leadership.
- The Vision and Mission of College also emphasizes the need to teach young minds about the **power of collaboration** and **conflict resolution** in the attainment of goals. In this regard the governance has taken important steps such as running the **Conflict Transformation and Peacebuilding** (CTPB) supporting the **Peer Support Program** and calling for Collaborative research and projects among students and faculty. The CTPB programme seeks to familiarize students with the fields of Conflict Transformation, Conflict Prevention, Conflict Management, Conflict Resolution and Peacebuilding.
- The Peer Support Program at LSR is akin to the "**buddy system**" that provides psychological support to students facing day to day adjustment problems, relationship difficulties, academic concerns and other issues. By having a program called "**Spaces**", an informal setting is provided where participants share their experiences or difficulties with the group members.
- The collaborative research among students encourages students to work in collaborative projects.
- As its mission, LSR looks to sustain **democratic spaces** for creative explorations and provide a wholistic context of learning. LSR has 25 student societies. Students are strongly encouraged to participate in the societies of their choice. Students are elected/nominated as office bearers of each society and work under the guidance of staff advisors. Regular events are organised by societies to ensure that students have ample opportunities to participate.
- Student contributions in areas such as choreography, dance, dramatics, environmental consciousness, sports, excellence in **NCC** and **NSS** are recognised through awards given on College Day. LSR offers complete co-operation to any student pursuing **extra-curricular activities** at the college, university, national or international level. Such students are provided extra time so that they can compensate for the classes they miss due to ECA commitments. They are also provided additional time to submit assignments and given concessions in attendance.
- In line with its mission to contribute new perspectives to the world of knowledge in the pursuit of gender-based and other forms of social justice, LSR attempts to infuse in students the values of **courage, civic engagement** and the notion of **giving back to society**. With 25 NGOs under its umbrella, a student body of about 700 volunteers, members of the NSS are involved in **community outreach programmes**, **clothes collection drives, blood donation camps**, and **campaigns against drug abuse**.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

Institutional practises of LSR support decentralization and participative management as important aspects of its own functioning. Considering the views of all stake-holders and promoting democratic functioning is seen as the most ideal way of achieving the mission of the College.

CASE STUDY: ANNUAL ADMISSIONS AND WELCOMING NEW STUDENTS

The annual Admissions are conducted on a massive scale each year. The long duration of the process and the rigour needed to follow the University's admissions protocols, make this an ideal forum for the participation of several individuals.

- The Principal and Staff Council select a **Core Admissions Committee** consisting of a convener, co-convenr and other faculty members.
- 6-7 faculty members are asked to support the Core committee in important tasks (E.g., category certificate verification).
- **Two teachers** and the **department teacher-in-charge** are assigned to be responsible for each department's admissions.
- Separate faculty members are designated **responsibility for Sports and ECA admissions.**
- The Core Admissions committee meets each department's admission in-charges on a **weekly basis** to discuss rules, important notices, and other matters. While each department collectively determines their cut-offs, these are shared with Principal and Core committee and finalised only after discussions.
- All teachers follow the **advised procedures**, as listed by the University. The Core Committee provides support to any teacher who requires it.
- Prior to the admissions, the Core Committee organises **Pre-admissions counselling**. In the offline mode, teachers from each department along with the Students Union and student volunteers would be present for this. Currently pre-admission counselling has shifted in the online mode.
- The **non-teaching staff** play a significant part in the admissions process. Printing and sorting applications and and storing admission related documents are responsibilities assigned to the administrative office.
- The **IT staff members** handle all the uploading of data on the Delhi University Admissions Portal.
- The **Accounts Office** handles matters related to College fee.
- **IQAC-LSR** ensures that all important notices are punctually placed on the LSR website.
- The **Hostel Warden** takes the responsibility of admissions for the Residence Hall.
- When admissions happened off-line, the **Students' Union** and their volunteers would help potential candidates in navigating around the campus and fill admissions forms. Currently the Student Union continues to be very active by collecting student queries for the Admissions team members and acting as a bridge between newly admitted students and faculty.

- A separate committee is constituted for **admission-related grievances** that can be contacted though telephone or email.
- Welcoming new students into LSR also involves several committees. The **Principal** welcomes new students with an **elaborate orientation to the LSR's ethos** and functioning. Each **department's faculty and union** also organise orientations for their students. Further student volunteers from every **LSR society** and **Library staff** conduct their respective orientations.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institutional plan is effectively deployed to bring quality improvements in all areas. One broad area in which the institution's plan is effectively deployed has been the **holistic development of students**, irrespective of their station in life.

Sub-domain	Deployment of Plan
Student centric teaching and learning	- Holding discussions, debates and dialogues in class - Encouraging student led presentations - Emphasis on peer learning - Use of multiple pedagogical strategies (Films, PPTs, Ted talks, field with experts) - Regular tutorial classes - Strong feedback system
Increasing co-curricular and extra-curricular engagement of students	- Emphasis on curricular and co-curricular activities through 15 depa and 25 student societies - Sessions on soft skills and IT skills
Focussing on Health and Well-being	- Emphasis on health through the availability of doctor and mental he - Sports facilities - Focus on self-growth through sessions on socio-emotional themes (critical thinking)
International Collaborations	- Visits by foreign delegates - Interactive events with International students - Exchange programs with foreign universities

Increasing student employability	• Active and robust Placement Cell that liaisons with several leading corporates • Sessions on topics such as cracking Interviews and developing one' • Guidance from alumna and faculty on charting a successful career p • Hands-on learning experiences (e.g. School visits by students of the Education Department)
Research oriented culture	• Research clubs in various departments • Sessions on research methodologies and tools of data analysis • Access to national and international books and journals through Col • Interactions with adept research scholars from leading institutions • Research presentation forums e.g., The Anupama Dua paper presen function, held annually in the memory of late alumna Ms. Anupama Department of Mathematics, LSR • College publications such as College Magazine, Tejas (Academic J Department of Sanskrit), Jabberwock, (Academic Journal of the De
Imbibing values and responsibilities.	• Opportunities to participate in community projects e.g., Zamrudpur Programme (ZDP) of NSS, LSR. • Holding talks on citizen responsibilities such embracing gender equ environment, promoting the cause of children's education, behaving personal and professional life • Peer Mentoring Program (Department of Psychology) • Taking care of animals on the LSR campus (Campus Care Project,
Celebrating Indian Culture and History	• Commemorating important historical events (E.g. Ambedkar Jayant • Incorporating Indian cultural elements (dance forms, music forms) performances • Conducting talks and seminars on themes such as Hindustani Music the National Freedom Struggle • Events with Spic Macay focussing on celebrating Indian artists in th dance. • Painting murals of Indian Art forms (e.g., Madhu Bani) on College
Addressing Socio-economic Disadvantages and increasing Access	• Availability of laptops for students from disadvantaged economic b • Accessible infrastructure • Inclusive classroom teaching • Cells such as the ST-SC Cell, OBC Cell, North East Cell • Robust Scholarship and Freeship program • Respecting linguistic diversity

File Description	Document
Upload any additional information	[View Document](#)
strategic Plan and deployment documents on the website	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

- The College has a well-defined **organisational structure** to coordinate academic and administrative tasks. The **Principal, Faculty** and **Administrative Staff**, participate in the daily functioning of the institution in an inclusive manner.
- The **Governing Body**, of which the Principal and two teachers are members (as per the Ordinance XIII, University of Delhi), takes decisions related to infrastructure, finances and administration after due deliberations with the Bursar, Treasurer, Finance Committee and Purchase Committee.
- The **Principal** is the head of the institution providing leadership in all activities. Departments and societies are periodically invited by the Principal to review their functioning. Keeping the Governing Body abreast of events in LSR is also a role fulfilled by the Principal. In addition, the Principal coordinates with external agencies (e.g., University of Delhi, UGC, and oversees all appointments in College by adhering to the rules as stated by the University. The Principal played a critical role in the completion of faculty promotions in 2020-21 as well as in liaising with Alumna for the provision of digital devices /data packs to students in need, during COVID-19 surges.
- The **Staff Council** is an important body in the decentralised functioning of LSR. The Principal, Staff Council Secretary and Treasurer (as per Ordinance VIII, University of Delhi) work to oversee the smooth functioning of the Staff Council. All faculty members are constituent members of the Staff Council and participate in it through meetings held at least once every semester. Minutes are recorded efficiently and shared with all members. It is during the Staff Council meetings that College committees are formulated and conveners to supervise the functioning of the committees are selected.
- **Teacher-in-charges**, also key figures in participative management, oversee their department's functioning. They keep in touch with teachers and students to assess academic progress and pedagogical practises. Each Department's Students Union communicates with the teacher- in-charge regarding creative initiatives and grievances. The **IQAC of LSR** works to support the institution in its efforts to maintain standards of excellence, evolve teaching-learning processes and optimise resource-use.
- At LSR, members of the administration and support staff are seen as multifaceted individuals with distinct expertise and management skills. The administrative set-up is designed to function efficiently under the guidance of the Principal. The **Administration and the Accounts Section** take care of key tasks related to admissions, examinations, fee payment, provision of salary slips, and tax computations. Both sections have embraced technology which has made the completion of tasks more viable during the pandemic. The staff is technology savvy and well-versed in using E-mails, Excel and Word. The Accounts office handles financial matters prudently with minimal time taken for disbursement of funds, reimbursements, distribution of salaries and tax computation. There is a strong emphasis on timely completion of tasks and documentation of meetings, expenditures, student records and faculty records. The documentation process is carefully monitored by the Principal and Bursar.
- The organisational structure of the **library** comprises librarian, professional assistants, semi-professional assistants and library attendants.
- Two qualified persons look after all **IT-related matters**.
- **GE committee** organises demonstration classes by each department, so that new students can make informed choices about the GE they want to study.
- **Student's Welfare Office** are available to assist the new students in every way.

File Description	Document
Upload any additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)
Paste link for additional information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)
Details of implementation of e-governance in areas of operation, Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

- LSR offers its teaching and non-teaching staff numerous and effective welfare measures. Benefits in the form of **leave, retirement, medical facilities** and **loans** are provided as per the guidelines and rules of the Government and University of Delhi.
- The LSR Staff can avail **casual leaves, child care leaves** (both maternal and paternal) and **pay leaves** as per the provisions of University of Delhi. Procedural support is extended to teachers in the form of **study leave, duty leave** and **post-doctoral leave** as per the regulations of the University. **Extraordinary leave**, as per the guidelines of the University, is also granted whenever applicable for academic activities of faculty members. Teachers may apply for **special casual leave** to participate in conferences, seminars, workshops. They may avail **sabbatical leave** for 2 years subject to certain conditions.
- The teaching and non-teaching staff may also use benefits such as **child care allowance**, advance for the purchase of car/scooter/computer facilities and loan facilities as per the rules and regulations of the University.

- Health cards are provided to the faculty, non-teaching staff and contractual staff that enable the **availability of health facilities** and **reimbursement/reduction of medical bills.** Several employees availed medical re-imbursements during the period 2016-2020.
- Within LSR, there is **medical room** with a qualified nurse and facilities like first aid kit, and a blood pressure machine. In the case of medical emergencies, LSR has arrangements with **neighbouring hospitals** for the provision of immediate care.
- The Gardeners of College are offered tea/chaach and a **healthy snack once a day** for their nourishment.
- Since the outbreak of COVID-19 the LSR community has looked out for each other. During the COVID surge in April- May 2021, the community arranged for food and medicines for those who were unwell. The College ensured that **none of the contractual employees lost their jobs**. This was done by creating work for them or re-assigning them to other duties, in case there was lack of work for them to do.
- **Two vaccination camps** have been organised on the LSR campus to ensure protection from COVID-19 for all employees.
- With respect to retirement benefits, faculty members and non-teaching staff who joined their service before 01.01.2004 are entitled to **General Provident Fund** (which provides pension to employees after Superannuation) and **Contributory Provident Fund** (whereby college/trust contributes its share equal to the share of the employee every month) in accordance to the guidelines issued by the University. Those who joined service after 01.01.2004 are entitled for benefits under **New Pension Scheme** (NPS). There is also a provision of a quick Provident Fund loan facility available to employees.
- The **IQAC Cell** of the College has also conducted programs for the teaching and non-teaching staff on topics such as **digitization of education, cybersecurity, use of Google meet, Use of Microsoft Excel software, health and well-being**.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 0.82

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	2	2

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 3.2

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	6	4	3	2

File Description	Document
Upload any additional information	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 16.29

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
56	36	16	8	6

File Description	Document
Upload any additional information	[View Document](#)
Details of teachers attending professional development programmes during the last five years	[View Document](#)

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

The College has in place Performance Appraisal Systems for teaching and non-teaching staff:

Teachers' Appraisal

- The College seeks information about the **academic milestones** of the faculty members annually. This record reflects faithfully the **publications, conferences attended, papers presented, courses attended** and so on by each faculty member. A great deal of this information is tabulated in the **College's Annual Report** as well as the **website of the College.**
- Teachers also provide information on their achievements with respect to any **major/minor research projects** undertaken by them, source of funding and research outcomes. The Principal provides opportunities to each faculty member to **demonstrate organizational and leadership** skills specifically, in their role as convenors of various committees and societies. This exercise greatly benefits teachers in terms of reflecting on their efforts towards continuous professional development and take appropriate measures to further enhance their skills. In the past year, these records formed a critical part of the evaluation at the time of **promotions** and ensured timely completion of all due promotions for faculty members in the College.
- The evaluation of faculty by students is considered a healthy intervention that enhances excellence in education. There are annual processes by which the department seeks students' feedback to ensure improvements and more effective functioning. Every department tries to conduct a **General Body Meeting** at least once in the semester; where students state their views about all academic matters. LSR also uses the tutorial system, as a forum for generating feedback on both the structural/operational aspects of curricula and their implementation. Since 2016 student feedback has been sought by every department formally once in a year. Currently departments use **Google forms/questionnaires**. These feedback forms are administered seeking responses on a multitude of parameters such as teaching-learning processes, assessing students' perceived fulfilment of their intellectual, emotional and social needs by the department and their level of satisfaction in terms of academic and infrastructural support structure in the College. These forms are **analysed and a report is forwarded** by the departments to IQAC, for further processing.
- Recently the IQAC has begun the practise of requesting teachers to fill **self-appraisal forms** which require teachers to reflect on their own contributions to teaching and other college responsibilities. This form also enquires from teachers, how the institution can support their academic and professional endeavours more adequately.

Non-Teaching Appraisal

- The College follows the performance appraisal procedure as per UGC norms.
- The Administrative Officer prepares an appraisal report for each staff member on an annual basis.

- Constructive feedback is given to each staff member, providing insights on ways in which they can enhance their productivity and performance level.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

- At LSR, financial matters are approached with prudence and caution. The **Principal, Vice-Principal, Treasurer, Bursar, Finance Committee** and **Purchase Committee** members are part of the financial decision-making processes. The involvement of several functionaries and innumerable checks and balances at all levels, ensure that financial matters progress smoothly and with transparency. The financial well-being of LSR is reviewed by the Principal and the Treasurer periodically and the **Governing Body** studies the audited statement for the same. In this regard, the audit of the College finances acts as an extremely critical, ongoing and rigorous practice towards financial compliance. An **Internal** audit takes place continuously as part of every financial transaction, which the Bursar and Section Officer of Accounts, Principal and Vice-Principal undertake on a daily basis.
- When new projects or activities are initiated and funding from College is sought, (other than those from the main grant sanctioned by UGC) a **detailed proposal** containing a budget has to be prepared and submitted by the teachers and students involved. The Purchase and Finance committees meticulously discuss the necessity of the proposed expenditure. In case the proposal is passed, a final sanction is sought from the Principal. After that all expenses are carefully monitored and audited by the Bursar, Vice-Principal and Section Officer. **Timely submission of bills** is a prerequisite for the release of any money. All procurement is done through the **Government-e-Marketplace** (GeM). In this entire process, Finance and Purchase committee in-charges carefully reviews and verifies the financial data and procurement process for ensuring authenticity, transparency and financial accuracy.
- **External auditors** are also appointed to audit the finances of the college. The external audit takes place annually after the completion of every financial year. The Chartered Accountant, who works as an auditor is appointed by the Governing Body of the College. The audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The bills and vouchers of revenue expenditure are checked. The vouchers and records of the capital expenditure with the concerned Department are also checked. Utilisation Grant Certificates are verified by the external auditor and annually submitted to the UGC. The **Accounts Department** handles audit objections/compliance, if any. The last available audited statement is dated **30.12.2020** and does not present any audit objections.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 271.39

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
58	47	29	105.39	32

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	[View Document](#)

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

LSR comes under the extended college scheme of UGC according to which financial assistance (of 95%) is provided through **UGC grants** for up to 1000 students. As mandated, the **Shri Ram Educational trust** contributes towards the finances of the remaining **5%** of students. The trust in the case of LSR has been meticulous about making its contribution, and follows prudent and ethical financial management practices. Efficient allocation and optimal utilisation of funds is ensured through the diligence of the Governing Body, Principal, Vice-principal, Bursar, Accounts section, Finance committee and Purchase committee.

The major sources of receipts/funding are as follows:

Grant from University Grants Commission

- Non-Plan Grant for Maintenance of College, Staff Salary and Allowances, Staff related expenses (Medical, etc.), Retirement Benefits.
- Plan Grant for planned projects as per plan guidelines.
- Financial Assistance for Travel and Research Projects.
- Special Grants for Building Projects

Grants from the University of Delhi

- Special Grant for Innovation Projects
- Special Grant for Building Projects

Fee Collection from Students

- Fees from students enrolled in LSR for academic and co-curricular activities

Donations

- All the donations routed to LSR are utilised for the purpose of providing Scholarships to students belonging disadvantaged and economically weaker sections of society.

Deficit

- The deficit is met by the Governing Board/Governing Trust of the college, and the financial receipt is from Ram Educational Trust.

In order to ensure students' development and the optimal utilization of resources, LSR constantly **updates its existing facilities and equipment**. New technologies are obtained as per need for curricular and co-curricular enterprises. The fees received from the students is used for **augmenting the physical and academic resources** available to them.

In the past years, the funds received have been utilised for **updating wi-Fi facilities** on campus, and **purchasing computers**, which in turn has enabled the **digitisation of the Library** and Administrative section of LSR. Technological upgradation has particularly benefited teachers, students and non-teaching-staff since the outbreak of the pandemic by ensuring that all the services of College can continue in online mode.

In addition, LSR has efficiently utilised UGC/University grants towards the installation of **fire-fighting equipment** and a **sewage treatment plant** (STP) on the campus.

Due to the careful planning and management of resources, LSR largely ensures that it meets all regular expenses from amounts sanctioned for these. Every financial transaction is permitted only after due procedures have been followed and the final sanction has to be granted by the Principal. As said earlier, the utilisation of these funds is ensured through **financial auditing** at the end of every financial year.

All the financial transactions whether on the expenditure or the revenue side, are incurred through **Cheques/Electronic mode** to ensure transparency. Only **authorized persons** can operate transactions through the bank. The accounts are done by **Tally Software**, so all the entries can be monitored by authorities.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

IQAC-LSR under the guidance of the **Principal** plays an important role in monitoring the internal quality of institutional functioning with the support of the faculty, students, alumna and non-teaching staff. IQAC-LSR collaborates with various departments to hold engaging workshops and webinars. Experts from all over India are invited for these. Since the outbreak of the pandemic, some of the online events organised by the IQAC include:

- Webinar titled '**Socio-Economic Impact of COVID-19 on India's Low-Income Working Class'** organised *in* collaboration with the Department of Commerce on 29th May 2020. The occasion was graced by two esteemed speakers- Professor Ms Madhu Vij (Faculty of Management Studies, Delhi) and Researcher Ms Ratna Sudarshan (Illustrious alumnus of LSR, DSE and the Cambridge University, London).
- Online Certificate Course **titled 'COVID-19: The Psychology of Human Behaviour'** in collaboration with the Department of Psychology (14thJuly- 31st July, 2020) covering topics like Covid-19 and Mental Health, COVID -19 and Labour Migration.

IQAC-LSR has also organised sessions for teachers on **digital safety** and the **features of online teaching platforms**. It has supported several **environmental initiatives** in College (e.g., Green Cars Campaigns and development of the College Herbal Garden).

IQAC-LSR supports the **Office of International Programs** in maintaining its collaborations with foreign Universities. In 2019, IQAC and OIP hosted 15 students from the Faculty of Arts, Macquarie University, Australia. IQAC's support to OIP has continued in the online mode, with our first-ever online international collaboration during the Asian Undergraduate Summit 2021, with the National University of Singapore.

The IQAC ensures constant updating and maintenance of the **official website of LSR**. Notices pertaining to examinations, free-ships, internal assessment and other college activities are displayed on the home page of the website and changed from time to time. The website of LSR offers a mobile friendly view.

IQAC has facilitated the availability of **one doctor** and **two RCI certified counsellors** for the students. It has also initiated the **RAHAT program**, in which two members of the psychology department can be contacted by students in case of any academic or socio-emotional challenges. The contact details of the persons who are part of these initiatives have been placed on the LSR website.

Ever since the shift to the online mode, IQAC has been extending assistance to the **Admissions Committee** of the College to ensure smooth digitization of all admission-related processes. Last year, the IQAC committee, with immense support from the Principal facilitated the long pending promotions of the LSR faculty.

The IQAC encourages departments to **collect feedback** from students using Google forms. This feedback is analysed by each department and submitted to the IQAC along with the identification of areas for

improvement. The IQAC collates this data and presents it in its **yearly report**. The yearly reports have been uploaded on the College website.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

LSR has successfully undergone the first NAAC cycle in April 2016 and received A Grade and a CGPA of 3.61 vide its letter no. F.19.26/EC(SC-15)/DO/2016/44.1 dated 25th May, 2016. Since then, LSR has implemented the feedback recieved in a considerable way. LSR has an active IQAC cell, extension activities have been extended to sub-urban areas and a large number of short-term courses have been conducted. LSR is awaiting the completion of the second NAAC cycle.

At LSR, the teaching-learning processes are reviewed in two specific ways. The first process is Departments of **taking feedback annually** from their students. Feedback forms are designed by Departments based on the nature of activities they do. Questions are asked about whether students are satisfied with the teaching-learning process, the faculty's pedagogy and the department association activities. Space is also requested to give their suggestions.

·   Currently departments collect their feedback through online mechanisms such as **Google forms**. Once the student body has responded to the forms, the faculty analyses the outcomes- qualitatively and quantitively. Then a report based on the outcomes is prepared and **submitted to the IQAC**. Future plans of action are based on this student feedback.

·   The second way in which teaching-learning processes are reviewed is through **regular department meetings** in which teachers reflect on good teaching practises, and innovative ways of assessing students' progress. Innovative ideas are documented in the department meetings, executed, and reviewed at the end of the semester.

·   Structures and Methodologies related to **infrastructure, finances, accessibility, examinations, environmental conservation** are reviewed by the conveners of respective committees. Conveners call for regular meetings during which operations are reviewed and solutions are planned for existing issues. IQAC seeks to support the committees in any way they require.

·   Learning outcomes are reviewed by **studying student performances** in assignments, projects as well

as University examination results. LSR's results are also compared with other colleges to know the relative position of students in this college vis-à-vis. others.

·   Departments are also required to present to the IQAC, the list of activities conducted each year. The **IQAC** collates this information in the yearly written report so that incremental improvement in various activities may be observed as well as encouraged. In addition, departments and committees keep **detailed minutes of the decisions they make** which may be reviewed by the Principal at any point of time. College also keeps tracks of the awards won by students in competitions within and outside college. Students educational trajectories and career paths are documented by the Alumna in-charges of each department.

·   An indication regarding the working of LSR is its ranking in forums such as the **NIRF**. This framework outlines a methodology to rank institutions across the country. LSR has been continually bettering its performance in this survey wherein it currents holds the **2nd rank**. IQAC committee has meetings with the Principal to review initiatives that can be undertaken for the wholistic development of the staff and students.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload details of Quality assurance initiatives of the institution	[View Document](#)
Upload any additional information	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Discussions on **gender equity** are woven into all the activities undertaken by LSR. Teachers highlight gender issues in their classrooms and academic meets, while students and College societies explore gender dynamics through creative means including **poetry, plays** and **public debates**. Some of the themes addressed in the last few years, to create critical consciousness about gender are as follows:

- Gender and Politics
- Gender-Disability Intersections
- Gendering in Indian Cinema
- Menstrual Health
- Gender Inequality in Developing Countries

The **Women's Development Cell of LSR** is devoted to conducting events that address gender inequities. It has provided a platform for students to explore issues of violence against women, fundamentalism, and the larger patriarchal discourse within which these are located.

LSR has a **zero-tolerance policy for sexual harassment**. The landmark 1997 Supreme Court judgment and the celebrated Vishaka guidelines form the basis of Ordinance XV (D) of the University in regard to which, LSR has diligently constituted an **Internal Complaints Committee**. This committee efficiently and sensitively deals with any complaint related to sexual harassment. It also seeks to highlight issues of dignity and autonomy through talks and workshops.

In 2018, **ACP Ms. Sunita Sharma** (first SHO at the first woman managed police station in India) spoke to LSR students on the theme of sexual harassment. She elaborated on the definition of sexual harassment as per the Sexual Harassment at Workplace (Prevention, Prohibition and Redressal) Act, 2013. Further she highlighted various Sections in the IPC under which complaints can be registered.

The College supports women's right to safety and security. In February 2018, LSR hosted the Commissioner of Police, Delhi, Amulya Patnaik, who launched the **"Himmat Plus" App** and "QR Coded" Public Transport Programme in the College Auditorium. The College was also proud to screen **TARINI, a National Geographic production**, documenting the first ever circumnavigation of the globe by six women officers of the Indian Navy on the occasion of **Women's Day**. The **Chief of Naval Staff**, Admiral Lamba was the Guest of Honour.

LSR has also conducted **short-term courses** on gender-based themes. A short-term certificate course titled **Women and Law** was organized at LSR from 5th February 2019 to 26th March 2019. The course covered laws encompassing Women and Employment, Crimes against Women, Marriage, Divorce, Adoption and Succession. The course included a visit to a Family Court as well.

In order to support women in disadvantaged positions, **NSS & BASTA** conducted two modules – Paper

Recycling and Clutch-Making- with **the women inmates of Tihar Jail** to equip them with vocational skills for socio-economic sustenance post completion of their terms. Many such gender-based initiatives have been conducted by ENACTUS-LSR, NCC and NSO as well.

Since the outbreak of the pandemic, departments and societies have organised webinars to address gender-related issues. For example, in March 2021, the Department of Economics held a guest lecture by **Ms. Nata Duvvury** (development expert with research interests in gender and labour markets) on **Feminist Economics Perspectives on COVID-19.**

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Link for annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: C. 2 of the above

File Description	Document
Geotagged Photographs	[View Document](#)
Any other relevant information	[View Document](#)
Any other relevant information	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Waste-management facilities are as follows:

- **Solid Waste Management and Waste Recycling:** The campus is a litter-free environment. The College in association with **Dakshin Delhi Swachh Initiatives Limited**, disposes solid municipal and green waste, in a responsible manner. The solid waste goes to energy plants and green waste gets converted to organic manure. In accordance with the Government of India's resolution to ban all single-use plastics, the college Administration has minimised the use of plastic on campus. The Café of the College uses **steel cutlery** as opposed to single-use plastic cutlery. In 2019 all plastic straws were removed from the Café. Prakriti, the environmental society of College has consistently promoted the use of eco-friendly cutlery. Several initiatives are taken each year to minimise wastage of paper. In 2016-17 alone, the members of Prakriti collected around **580 kilos of waste paper**. This paper was sent over to an **NGO named Dakshina** that recycled the paper into **notebooks.** These notebooks were distributed among underprivileged children. In another bid to reduce wastage, Prakriti initiated the **Marker Project** to reuse old markers (by refilling their ink), instead of buying new ones. There have been several workshops to encourage the spirit of re-cycling in College. For example, a workshop was organised with an **NGO called Pom Pom** which specialises in recycling plastic and other products. Sometime after this, Prakriti took up the initiative to **recycle plastic bottles** by using it as **flower pots** using the **drip irrigation method**. **Paper cycling workshops** are also done wherein waste paper was converted into newspaper mache.

In 2018, the College practised **Waste Segregation at Noor'18 Diwali Mela**. Students were requested to ensure that people visiting the Mela throw dry and waste separately. The segregated waste was then sent to DDSIL and further processed. The College also organised a session and stall on **Sustainable Menstruation**. Conducted by the organization, **Greensphere** under the project Meno-organic, the session focused on the dangers of the increase in non-biodegradable waste generated during menstruation. They created awareness how sanitary pads are harmful not only for the body but also for the environment.

- **Liquid Waste Management**: Liquid waste is managed by the **Sewage Treatment Plant** that has been installed in the College around the area of the back gate. The plant collects waste water from the administrative, academic and hostel blocks and the water is recycled back to usable form. This water is then used for purposes such as watering plants, gardens and flushing toilets.
- **E-waste Management**: Regarding E-waste management, the College donates non-functional laptops and USB cables to an NGO that dispose of it adequately. Batteries that are exhausted are exchanged for new ones on the GeM platform on a buyback basis. In future, the College will continue to follow all government guidelines for the disposal of E-waste.
- **Biomedical waste, Hazardous chemicals and radioactive waste management**- These types of waste management do not take place at LSR, as of now, given that the College does not have any department that uses chemicals or other hazardous material.

File Description	Document
Any other relevant information	[View Document](#)
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for Geotagged photographs of the facilities	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)
Any other relevant information	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: B. 3 of the above

File Description	Document
Various policy documents / decisions circulated for implementation	[View Document](#)
Geotagged photos / videos of the facilities	[View Document](#)
Any other relevant documents	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any

awards received for such green campus initiatives:

1. **Green audit**
2. **Energy audit**
3. **Environment audit**
4. **Clean and green campus recognitions / awards**
5. **Beyond the campus environmental promotion activities**

Response: C. 2 of the above

File Description	Document
Certificates of the awards received	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant information	View Document
Link for any other relevant information	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

We have undertaken the following efforts and initiatives to provide an inclusive environment-

- LSR upholds the value of appreciating the **linguistic, communal, socio-economic** and **regional diversity** of the nation. This College is home to a wide variety of students from all over the country. Students come from major cosmopolitan centres, smaller cities and towns and even rural settings.
- In terms of promoting **linguistic diversity**, LSR has **three language departments** – Hindi (Hons.), Sanskrit (Hons) and English (Hons). Each department takes initiatives to celebrate its language. The Department of Hindi celebrates the *Hindi Divas* each year. They also release an annual publication called *Doorva.* The Sanskrit department celebrates the *Sanskrit Saptha* annually. Their annual publication is called *Tejas.*
- The College has distinct **debating societies for English and Hindi. Vaktritva,** the **Hindi Debating society of LSR** is well-known for its vigorous participation and achievements in conventional and parliamentary debates, mock parliaments and extempore. **Abhivyakti, the Hindi Creative Writing Society of LSR** provides a platform for students with a flair for Hindi to come together, discuss ideas and claim spaces for Hindi writing. Abhivyakti organises interactive sessions, competitions and seminars in the Hindi Language. Initiatives such as these keep linguistic diversity alive in the institution.
- Moreover, the LSR Magazine has published articles in at least **14 Indian languages.**
- Socio-economic divides are addressed through the **scholarship-free ships programs** and the efforts of the **College Digital Inclusion committee** are to close financial and digital gaps in education. The Governance, Leadership and faculty ensure that a sensitive attitude is maintained towards any socio-economic inequities among students.
- Respect for different caste groups, religious groups and regional groups is held in high esteem. Bodies such as the **SC-ST Cell, OBC Cell, Minority Cell** and **North-East Cell** help in achieving these goals. Each Cell is headed by a faculty member who provides guidance and deals with student grievances.
- LSR adopts a rights-based stance towards **Disability.** REACH (Reaffirming Equity, Access, Capacity and Humanism) is an initiative that strives to promote diversity on campus by advocating for the rights of students with disabilities to have an accessible and enabling learning environment. It works with students with disabilities as facilitators between the administration and the students to ensure that access needs are met in a time bound manner.
- The **Residence Hall** accommodates students from different parts of the country. Students live together in harmony and exchange cultural knowledge during the time that they spend together. They celebrate festivals from all over India together including Onam, Baisakhi, Ganesh Chaturthi and Durga Puja. All the cultural performances in the College involve music and dance forms from all across the nation. Odissi dance, Bihu dance, Kathak and Bharatanatyam are often fused together to create colourful and elegant scenes on stage.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

- The philosophy of LSR aligns closely with the values, rights, duties and responsibilities identified for citizens in the Indian constitution. The College upholds the **Constitutional duty of striving towards excellence** in all genres of individual and collective activities. **Quality control mechanisms, review processes, diligence** and **hard work** are the main tools through which the LSR community fulfils its striving for Excellence in each endeavour it undertakes.
- The College emphatically fulfils the constitutional obligation of **promoting the spirit of harmony** among citizens. It also renounces any practises that are derogatory to women. College takes several initiatives each year to **promote health, well-being** and **entrepreneurship skills** particularly among disadvantaged women.
- Cherishing and preserving the **nation's rich history** is an important value of the institution. Students are exposed to the **ancient texts, knowledge systems** and the **National freedom struggle of the country** and its heroes through several mediums. LSR in association with the MHRD, had organised *SANKALP Se SIDDHI: Yeh India Ka Time Hai-* to commemorate 75 years of the Quit India movement and 70 years of independence. The event began with Nukkad Natak by the students of LSR followed by 'Manthan: A discussion on Education & Women, Vision for 2020.' The event culminated with a patriotic rock show by a band called Nasya.
- The **Department of History** also conducts many events that celebrate the diverse and rich past of the nation. Among some of the talks held by the Department recently are "The Melody of Resistance: Deconstructing Dissent in Hindustani music", "*Gayi Yak ba Yak yeh hawa palat gayi*: Poetry of Resistance in 1857" and "*Dastan-ae-Bhagat*: The Forgotten Art of Storytelling".
- In line with the duty to perform national services, **NSS-LSR** runs a flagship, in-house project called the **Child Development Programme (CDP).** It was established with an aim to give back to the community and to make students conscious about their social responsibility. CDP is a teaching project **catering to the needs of unprivileged children** from nursery to grade 6 living near LSR. The project aims to provide children an environment to learn and grow within an **enriching educational environment**. Volunteers help children with their academics and conduct stimulating activities with them on a weekly basis.
- The Constitution of India advises each person to protect and improve the **natural environment.** 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. Throughout any given year, Prakriti organizes various **competitions, workshops, seminars** and **talks on nature** to explore different ideas about the ecology and its conservation. One of Prakriti's initiatives has been paper collection drives. In 2019, Prakriti collected and recycled 220 kgs of waste paper from the student body and the LSR campus (places such as the Library, Reference Section and LSR Residence Hall). The volunteers then got **notebooks made out of recycled paper** distributed them among children.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	[View Document](#)
Link for any other relevant information	[View Document](#)

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	[View Document](#)
Code of ethics policy document	[View Document](#)

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

- LSR celebrates all major national and international commemorative days that include **Independence Day, Martyr's Day, Ambedkar Jayanti, Hindi Divas, Sanskrit Saptah, International Yoga Day,** and even **Teacher's Day**. Before the pandemic, each of these events took place on a large scale in the **College Auditorium**. Currently they are occurring online. Faculty and students work collaboratively in the organization of activities and programs.
- Independence Day celebrations are led by the **young cadets of the NCC**. The day of India's freedom is celebrated by the unfurling of the Indian flag, singing of the National Anthem, Principal's address, followed by a Cultural program involving the Dance, Music and Dramatic societies of LSR. Events such as **Breast Cancer Awareness Month, Pancreatic Cancer Awareness Month, World Environment Day** and the **Environment week** have also been commemorated at LSR. These events have always been perceived as creative ways of promoting social conscientiousness among students and raising awareness about important issues.
- As another example, LSR NSS organized a **Swachhta Pakhwara** oath on 1st August, 2018 and conducted events over 15 days, with the aim to reduce waste A cleanliness drive was organized by NSS for the College premises. NSS-LSR also conducted a cleanliness drive in Kailash Colony.

Further, volunteers and project heads from different NGOs affiliated to NSS visited **Zamrudpur** to spread **awareness regarding cleanliness.** Handmade posters and pamphlets were distributed to the residents of the village informing them about the health impacts of living in an unclean area and adverse environmental effects of pollution. Residents were informed about the Swachh Bharat campaign of the Government and the ways in which they can contribute to the campaign.

- There are also other events that College organises within its academic calendar. These include celebrations of the **Graduation Dinner, Annual Meets, , Mental Health Awareness week, Visits by foreign delegations, farewells for retiring employees** and **Alumna meets.** Many of these events are now held offline only if pandemic-related conditions allow.

- Among these one of the grandest events of the year is the **College Annual Day**. The function begins with the College prayer (from the *Kenu* Upanishad) and melodious College song (written by an alumna, Smita Vats and set to music by another alumna, Janaki Ganesh under the guidance of Pandit Viswamohan Bhatt). This is followed with addresses by the **Principal, Chief Guest** and **Chairperson, Governing Body, LSR.** After this the College felicitates **alumna who have made LSR proud** through their achievements and staff members who have completed **25 years of service**. Students who have achieved feats in academics and other aspects of life are also given prizes. The celebrations conclude with colourful **Cultural performances** by the talented students of LSR. This is also the day that departments release their annual publication.

- For Diwali, NSS-LSR organises their **annual Mela 'Noor.'** The event is seen as a celebration of the creativity of students and NGOs, showcasing a wide range of student-led entrepreneur efforts and NGO-made products. The mela is a celebration of **NSS's spirit of service, creativity and endeavour to 'give back'.**

File Description	Document
Link for Geotagged photographs of some of the events	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for Annual report of the celebrations and commemorative events for the last five years	[View Document](#)

7.2 Best Practices

7.2.1 Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

1. **Title of the Practice: INCLUSIVITY IN EDUCATION**

Objectives: LSR upholds the value of educational equity. This refers to the achievement of fairness, justice and impartiality in imparting education. Equity in this context also means the ability to meet the specific needs of specific individuals, by fostering inclusive classrooms. Moreover, the classrooms we create must be sensitive to the issues of gender, class, caste and so on. The goal of this practise is to provide women

spaces of learning within which diversity is accepted and celebrated. Further, the **goal is to provide learning environments where social and economic disadvantages do not pose barriers to learning, development and growth.**

Context: Despite a growing economy and an important place on the global arena, India continues to suffer from sharp social and economic divides. The LSR community believes that it is the **moral responsibility of each educational institution to challenge these divides** and make quality learning experiences available to each person in this country. This is the authentic path to sustainable and equitable growth in the 21st century. Moreover, affirmative action has led to increased diversity within HEIs. Classrooms are now an amalgamation of Indians from very different walks of life. This diversity must be respected rather than questioned and channelized to make the teaching- learning process more enriching. The need of the hour is to create a learning ambience wherein which a multitude of opinions are heard and respected. This needs to go hand-in-hand with the sustenance of a value system based on harmony, truthfulness, compassion and humility.

The Practice: LSR attempts to address questions of inclusivity by creating classroom spaces within which students from different segments of society get the opportunity to voice their opinions. Beyond the classrooms, the **SC-ST Cell** and **REACH** have remained active in their efforts to raise social awareness around societal divides. The SC-ST Cell has organized several events around caste inclusivity. On 17th September 2019, The SC-ST Cell of LSR had a lecture on the topic **'Dalit Identity: Caste discourse and Emerging Challenges'** with Dr Narendra Kumar, Professor from JNU. In 2020-21, the Cell began a weekly magazine called **Blue Beats** and the **Blue Margin** sessions involving the screening of documentaries such as Neeraj Ghaywan's short film "Geeli Pucchi" and "Dalit Women Fight". On 13th May 2021, there was a paper presentation event inspired by a documentary titled "Adivasis Struggle in India." Other initiatives include celebrating the auspicious day of **Ambedkar Jayanti**, organizing **Hindi Support Groups**, conducting a **survey to analyse the representation of students from SC/ST/OBC and other marginalised communities in LSR** and **promoting grievance redressals mechanisms via video**. Events by REACH have included:

- Lecture by **Mr. Javed Abidi** (Director of the National Centre for Promotion of Employment for Disabled People) on 23 March, 2017 on Disability Rights in India.
- Visit on 13 April 2017 by Lord Michael Hastings, Global CSR Head from KPMG to observe the use facilities that LSR has.
- Computer training session focusing on **Kurzweil** (multifaceted and hugely helpful assistive software) on August 22 2017.
- Panel Discussion on "**Access to Public Space in the context of Disability**" with Prof. Anita Ghai, Professor of Disability Studies at Ambedkar University, and Mr. Prashant Verma, a wiz in Assistive Technology.
- The #**HowISee campaign** (first introduced and popularised by the Royal National Institute for Blind People in UK), on 14 October 2017, a day before the White Cane Safety day, with the sharing of RNIB's short film #HowISee.

- A **series of 12 workshops in collaboration with NSS affiliated NGOs** for children from lower socio-economic strata on disability between September 2018 and February 2019.
- Publication of **Newsletter of REACH** in 2019 titled The Purple Post.
- **Online campaigns in 2019-20** to raise awareness and sensitize people about disability. This included a weekly series called "Fun Fact Friday", weekly series on various types of disabilities like dyslexia and deafness, posts on disability days like Down syndrome day, White Cane Safety

Day and so on.

Success:

- The focus on increased accessibility has manifested in the **College ATM** now having an **audio output** which enables persons with visual disability to conduct transactions independently.
- Major sections of the College such as Library, Residence Hall, Café, Bank, Principal's Office, Students' Common Room, Washrooms, Conference halls are **accessible to persons with disability.**
- *Swavalamban* as a resource centre in LSR for differently-abled students, particularly for those with visual disabilities provides access to assistive technology and equipment. These include Everest–D Braille Embosser, Screen Reading Software, Lex-Talk Scanner, Book Scanners, DAISY Recorders and Players. The resource centre has computer systems that facilitate the work of both English and Hindi discipline students.
- REACH has continued to collaborate with the Equal Opportunity Cell of the University of Delhi, to ensure that students have access to **reading material, laptops** and other **recording devices** provided by the University.
- **Para-athletes** from LSR have won several awards in sporting events at the University and National levels.
- No complaint has been received by any Grievance Cell, related to discrimination faced by a faculty or student due to disability or socio-economic background.
- **High rates of participation** occur among students with disability in co-curricular and extra-curricular activities in College.

Problems encountered and resources required to implement the practice: COVID 19 pandemic has created certain challenges in continuing some of the efforts made to make learning spaces more inclusive. The pandemic has raised questions of digital exclusion, which LSR has tried diligently to overcome through the provision of laptops and data packs. **Scholarships** and **freeships** continue to be provided to all students in need. Teachers make a concerted effort to be inclusive in their approach. However the major change in recent times has been that all activities have had to **shift on-line**. While online sessions and social campaigns continue fully, hands on activities such as field visits, accessibility audits, and use of the Swavalamban centre have now halted. These problems can only be overcome once the pandemic is under control and the student population has high vaccine rates.

1. **Title of the Practice: AT HOME IN THE WORLD - Vasudhaiva Kutumbakam**

Goal. An important goal of the College's approach to education is encouraging collaborations with other reputed institutions of higher learning across the world. Each international collaboration is viewed as a rich learning opportunity for host students as well as peers who visit LSR from other nations. This is best accomplished through the creation of classrooms with students of different nationalities offers a number of advantages to the teaching-learning process. The goal is to strengthen national and international collaborations in order provide our students a wholistic, globally informative education.

Context: The world is now more interconnected than ever before. Technological advancements have ensured that geographical boundaries are becoming fairly easy to cross. The development of global trade and travel has brought along with the internalization of education. The benefits of this development are being seriously considered by educationists in India and aboard. UNESCO (2006) defines the **internationalization of education** as "Higher education that takes place in situations where the teacher,

student, program, institution or provider and course materials cross national jurisdictional borders." Such education offers multiple advantages. Firstly, it enhances student employability but allowing students to acquire new skills sets that are advantageous for careers in diplomacy, politics, governance and development. It also allows for students to be more culturally empathetic and more accepting of cultural differences. **Adaptability, cultural awareness and tolerance of differences, can all be gained by being in a classroom with people having various nationalities.**

The Practice: The **Office of International Programmes** (OIP) at LSR has continued to interact with academic institutions across the globe, building up new collaborations, while strengthening and enhancing existing partnerships. OIP has hosted **talks by eminent international academic**s and organized **sessions with representatives of prestigious Universitie**s to inform students about study abroad opportunities. It has facilitated student exchanges, from partner institutes abroad and from LSR to these institutions. Numerous delegations have visited the College and interacted with the Principal, to discuss possibilities for collaborative endeavours. Some recent events of the Office of International Programs have included:

- LSR collaborated with Barnard College, **Columbia University, NYC**, USA, on a global symposium held in New Delhi in March 2018 to discuss "Innovative Approaches to Climate Change and Environmental Sustainability."
- On March 8th 2018, LSR celebrated **International Women's Day** through an enriching cultural and intellectual interaction. A team of **35 delegates from Asia, Africa and Latin American** countries attended and participated in the discussions
- 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 held in LSR in December 2018 titled 'Global Responsibilities from the Market to the Individual.'
- **Mr. Nilesh Gaikwad**, **India Representative of the EDHEC Business School, Paris** conducted a session on 13th September 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. Mr. Gaikwad also organized a CV and SOP writing workshop for a small group of 10 students on 29th January 2020.
- Ms. **AasthaVirk Singh, Senior Advisor, Education USA, United States India Education Foundation** addressed a group of 60 students on 24 October 2019. She explained the process of application and admission to Universities in USA and answered queries regarding the same.
- Ms. **Akta Sawhney** visited LSR on 9th January 2020 and addressed a group of 40 students on the **Cargill Global Scholars Programme**. She encouraged LSR students to apply for this prestigious Programme, which not only provided a generous scholarship for two years, but also provided leadership development opportunities through seminars and mentoring programmes, both within India and globally.

Success:

- LSR has **10 MoUs** with foreign universities. These include La Trobe University, National University of Singapore (NUS), Middlebury College and Fukuoka Women's University.
- Several LSR students have been selected for **exchange programs** to the above-mentioned institutions. Several foreign students have **visited LSR**. For example, students from the Faculty of Arts at Macquarie University, Australia visited LSR for a short-term course in September, 2019.
- **Simran Rawat**, student of Journalism, was chosen as part of an **Indian Youth Delegation to South Korea in November 2019**, under the Ministry of Youth Affairs and Sports, Government of

India.

- **Pravina Khuraija**, from B.A. Programme Department, was selected as one of **10 Cargill Global Scholars** 2020 from across India.
- There have been **Summer and Winter Schools** organised by foreign Universities at LSR. For example, **King's College, London** conducted its annual Summer Courses at LSR College from in June 2017 for the 5th year in succession.
- A new agreement was signed with **NUS in 2020**. This would enable LSR to send students for a year-long exchange/one semester exchange.
- LSR student, **Simran Keshwani** received the **Macquarie University Student Excellence Award for Leadership** and the **Post Graduate Excellence Award** by the **Global Leadership Programme of Macquarie University**.

Problems encountered and resources required to implement the practice: From March 2020 till June 2020, due to the pandemic, the campus was closed for faculty and students. All teaching shifted online as did all meetings and most administrative work. The students who had come on Exchange fortunately returned to their home Universities just before the lockdown was announced. They too continued their classes and assignments in an online mode and completed the credit requirements. However, they missed on out some additional time they could have spent with LSR. Just before the lockdown from January to March 2020, LSR had held interviews and selected candidates for the SUSI (Study of the US Institute for Student Leaders) Summer Programme and our Exchange Programmes. The Australian Universities cancelled all the programmes with the understanding that if the situation improved by the end of the year, the Exchange students could join the programme for the January semester. However, later in the year this too was cancelled. The Summer Programme in the US too was cancelled. Fukuoka University programme continued through the year although much of it was online. In addition, international Governments are slow or reluctant to release students visas due to frequently surges in the pandemic

File Description	Document
Link for Best practices in the Institutional web site	<u>View Document</u>
Link for any other relevant information	<u>View Document</u>

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

M?t? bh?mi? putro'ha? p?thivy??
Earth is my mother and I am her child.

(Atharvaveda 12.1.12)

Environmental degradation has become a critical and global concern over the past two decades. The

distinctive feature of current environmental problems is that they are rooted more in human choices rather than any natural phenomena. **Consumerism, wastage, unchecked pollution, excessive use of natural resources** have led to scathing effects on the ecology. The outcomes are deeply worrying in the form of **global warming, the extinction of species, respiratory health problems**, and **increased climatic catastrophes**. Unless rectified, future generations will inherit a world devoid of fresh breathable air and natural resources.

Amid these concerns LSR has embraced **Green Initiatives** as an area that is distinct to the institution's priorities. Within this ambit come the creation of a **green and clean campus** with **large well-maintained lawns**, **a host of eco-friendly projects**, **awareness generation programs** and an **emphasis on sustainability**.

The Garden Society, *Prakriti* is the institutionalised mechanism for students and faculty to work together on environmental issues. LSR prides itself on its diverse vegetation, ranging from humble and commonly found plant and tree species to more exotic and hybrid varieties.

The College in association with **Dakshin Delhi Swachh Initiatives Limited**, disposes solid municipal and green waste, in a responsible manner. The solid waste goes to energy plants and green waste gets converted to organic manure.

A **water harvesting system** has been functioning for several years due to which the water table has risen. Hazardous Waste Management is not an issue for LSR as it does not have any department that uses chemicals or other hazardous material. Regarding **e-waste management**, the College donates non-functional laptops and USB cables to an NGO. Batteries that are exhausted are exchanged for new ones on the GeM platform on a buyback basis.

LSR tries to **minimise the use of chemical fertilizers** and encourages the plantation of trees that are **indigenous, hardy** and **replenish water and nutrition** in the soil. In 2020, LSR created a **Herbal Garden** on the campus. The main purpose of the Herbal Garden is to inform students about the importance of medicinal plants. The Herbal Garden also facilitates conservation of rare and endangered herbal plants. It has more than **65 species** of economically important medicinal plants. These include Ashwagandha (*Withania somnifera*), Babchi (*Psoralea corylifolia*) and Oregano (*Origanum vulgare*). Planted herbs have been well recognized in scientific literature for their anti-cancer, antimicrobial, anti-inflammatory medicinal properties.

Accompanying the Herbal Garden, are a **Rose Garden, a Lotus pond, a nursery and multiple rock gardens.** The Lotus Pond has **fish, which consume mosquitos.** LSR also follows the tradition of **gifting small plants** to distinguished visitors and guests.

The LSR community is motivated to live by the cardinal principles of **Reduce, Re-use and Recycle**. These have been emphasised strongly and the pandemic has made these practises even more crucial. **Recycling of paper and re-using cloth and wires to make baskets** are some initiatives that have been taken in this regard. Trees are considered deeply precious. Hence even when a tree falls, it is not discarded. A **small rock garden** or **sitting area** is built around it, so that the tree continues to be a part of the College ecology.

The sprawling green campus of LSR serves as a tool for educating students about the environment. Prakriti society and the **Garden committee** in collaboration with **IQAC** celebrated **World Wildlife Week** by conducting a **Nature Walk** around the campus in 2019. This walk was designed to

highlight the **significance of trees in Indian culture.** During the Nature Walk, students were involved in the identification of various trees. Poems, stories, ancient traditions, festival and folktales in relation to trees were discussed. The ecological and medicinal significance of trees was also highlighted.

Other initiatives within and outside LSR in recent years have included:

- Project Utthaan, an undertaking of **ENACTUS-LSR** conducted an environmental campaign named 'Tree Tag' around the LSR campus to raise awareness about the importance of trees in our planet's well-being. Under this campaign, students tagged trees in the College campus with their prices, thereby capturing the monetary value of trees based on the services rendered by them during their average life span of 50 years.
- ENACTUS-LSR, in collaboration with the East Delhi Municipal Corporation (EDMC) initiated the **'Green Car Campaign'.** This campaign focused on reducing air pollution by growing plants on the roof of cars. This 'Green car' campaign was experimented upon a car belonging to an EDMC official. The idea behind this campaign was to reduce pollution by making cars green spaces.
- LSR celebrates the **'Environment Week'** with great enthusiasm. In February 2020, all the departments actively participated to raise awareness about important environment issues. Students created demonstrations on themes like Gandhian Philosophy & the Environment, Folk art & the Environment and Historical texts and the Environment, out of waste/ recycled material.
- NSS, LSR organized a session on **Environment-Conscious Diwali** on 12th November 2020. Dr. Supriya Singh, a Sustainability Advisor, spoke on a 'Green Diwali'. She encouraged students to pledge to celebrate Diwali in eco-friendly ways by giving sustainable gifts like a plant and wrapper-less gifts.
- In 2020-21, Prakriti and IQAC-LSR took the initiative of **assessing the impact of the pandemic on Indian Society**. Prakriti staff advisers virtually discussed with students, the implications of the pandemic for women and underprivileged groups. Given the diversity of the students in the Environmental Society, students from all across the country expressed their perspectives. A decision was made to document these discussions and spread the information to various stakeholders. The impacts of pandemic were documented in three sections (i) Impact on Women (frontline workers, health, safety) (ii) Impact on Education of Girl Child (iii) Impact on Tribes & Forest Dwellers. Prakriti members then designed posters on these themes and case studies from various Indian states were compiled. Once ready, the posters were distributed to students and educators. On 26th February, 2021 posters were showcased at LSR during the **Annual Delhi University Flower Show.**

File Description	Document
Link for any other relevant information	[View Document](#)
Link for appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

- The growth of the College is an on-going process. There is a constant effort to improve the educational services within LSR and create increased platforms for quality learning. This thrust remains central to the IQAC committee of the College that works under the guidance of the Principal.
- Currently the College is seeking to extend partnerships with other institutions with a special emphasis on **collaborations with schools and other women's colleges.** The students of LSR are envisioned to be important participants in these collaborative projects and use their experiences to learn skills of working in the field setting.
- The College is also assessing the possibility of providing **increased incentives to faculty members to take up research projects**, particularly those whose outcomes can benefit educational practises.
- A likely area of thrust in the coming times is going to be **increased partnerships with industries** and **additional MoUs** with local, national and international institutions. The focus of these shall be even better placements and internship opportunities for students, more eco-friendly practises within and outside College, a large number of community outreach programs, and more opportunities for LSR students to interact with foreign universities.

Concluding Remarks :

Lady Shri Ram College for Women, a **constituent College of University of Delhi**, provides a dynamic, growth-centred academic environment to the young women of this country and beyond. It is driven by the goal of providing an education that is imbued with a **sense of social responsibility** and **ethics. Community outreach programs** have thus been central to the functioning of the College.

This is an institute that believes in the importance of **adapting to changing times.** Over the years, LSR has adapted well to **global and national changes** whether they are in the form of more diverse classrooms, increased internationalization of education or the shift to online education due to the pandemic. **Technology** has now become central to the teaching-learning process in LSR.

Recently there has been a sustained effort to **encourage entrepreneurship efforts and innovation** among students and the number of **research platforms** available to students has increased across departments. The College seeks to initiate programs that support the **New Educational Policy of 2020** by increasing the thrust on **collaborative work** with other institutions, inter-disciplinary work and wholistic development of young people. Within the gambit of wholistic development also come **skill-based learning, enhanced readiness for the work arena and leadership skills**

. There shall be a sustained effort alongside the faculty members to provide the **best possible learning experiences to students** that are equitable and closely connected to the realities of the contemporary world. As always, the College has continued to support **research endeavours among the faculty** as well as their **professional development.** The spirit behind this, is the understanding that the development of the faculty is intrinsically tied to the development of students.