Self Study Report

May 2015

for

National Assessment and Accreditation Council

Indraprastha College For Women

University of Delhi

SELF STUDY REPORT

(MAY 2015)

For

National Assessment and Accreditation Council

(NAAC)

INDRAPRASTHA COLLEGE FOR WOMEN

University of Delhi

INDRAPRASTHA COLLEGE FOR WOMEN
University of Delhi,
31, Sham Nath Marg, Delhi – 110054, India.
Website: www.ipcollege.ac.in
Email: ipc1924@gmail.com
Tel. : +91-11-23954085, 23962009
FAX : +91-11-23962009

Declaration by the Head of the Institution

I certify that the data included in this Self-study Report(SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been out sourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Place: Delhi
Date: May 15, 2015

Signature of the Head of the institution with seal

प्राचार्या / Principal
इन्द्रप्रस्थ महिला महाविद्यालय
Indraprastha College for Women
दिल्ली विश्वविद्यालय / University of Delhi
दिल्ली–110054 / Delhi-110054

INDRAPRASTHA COLLEGE FOR WOMEN
University of Delhi,
31, Sham Nath Marg, Delhi – 110054, India.
Website: www.ipcollege.ac.in
Email: ipc1924@gmail.com
Tel. : +91-11-23954085, 23962009
FAX : +91-11-23962009

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that Indraprastha College for Women fills all norms

1. Stipulated by the affiliating University and/or
2. Regulatory Council/Body [such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc.] and
3. The affiliation and recognition [if applicable] is valid as on date.

In case the affiliation / recognition is conditional, then a detailed enclosure with regard to compliance of conditions by the institution will be sent.

It is noted that NAAC's accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the college website.

Date: May 14, 2015
Place: Delhi

Principal/Head of the Institution
(Name and Signature with Office seal)

प्राचार्या

Contents

Preface	i
List of SSR Committee Members	ii
Abbreviations	iii
Glossary	v
Executive Summary: SWOC	vi
Profile of the College	1
Criterion I: Curricular Aspects	12
Criterion II: Teaching – Learning and Evaluation	34
Criterion III: Research, Consultancy and Extension	62
Criterion IV: Infrastructure and Learning Resources	107
Criterion V: Student Support and Progression	131
Criterion VI: Governance, Leadership and Management	158
Criterion VII: Innovations and Best Practices	178
Evaluative Reports of Departments	192
Tables:	
Table 01: Programs offered by College	288
Table 02: Minimum and Maximum Percentage for Admission	289
Table 03: Comparative Result Analysis (with in College)	293
Table 04: Comparative Result Analysis (with other Colleges of DU)	297
Table 05: Publications of Faculty-at a glance	303
Table 06: Facilities Developed/ Augmented with Amount Spent	304
Table 07: Institutional Scholarships/ Freeships to students	305
Table 08: Teaching Posts - Sanctioned & Filled	306
Table 09: Faculty Profile	307
Table 10: Faculty Contribution to Curriculum Development	319
Table 11: Research Profile of the Faculty	324
Table 12: Financial Assistance to Students	330
Certificates of Recognition	332
Master Plan of College	335
CAG Compliance Report	336
Grant Utilization Certificates	340

Preface

The process of developing this Self- Study Report has been both rigorous and exhilarating. For the first time in our professional lives as teachers in the Delhi University system, we have undertaken a task which has revealed to us the definition and contours of the workplace, the nature of our work in a Higher Education Institution, the role and engagement of the various segments of the community it fosters and their links with the larger world. Nurturing young minds is an end in itself, but to track that growth or indeed sometimes the lack of it, to position and reposition oneself to accommodate its various shades and its twists and turns, is a movement that is rarely experienced in the way it has been in the preparation of this report. In that sense, the Self-Study Report has been a coming together of the philosophy of the institution, the tradition of learning it has generated, the work practices that have evolved and their manifestation in multiple ways over almost a century. It has been a rich learning experience, providing the directions for course-correction and challenging us with the prospect of a mechanism of internal quality assurance. Though the College has these mechanisms available through its departmental committees spread over its different units, the processes delineated by the NAAC and its enabling vocabulary will surely serve as a useful grammar to organize, document, structure, quantify define and evaluate all that we do, in a way that also becomes an exercise in the accountability so crucial to a public-funded institution.

The preparation of this report has been participative, involving the formation of committees undertaking diverse tasks for the purpose, in every department and unit of the College. All these committees have provided inputs to the Steering Committee which organized the information and discussion around the various criteria. We thank each and every colleague involved in the massive exercise of data collection, deliberation and reflection. Over the past three months, the Steering Committee of Dr. Meena Bhargava and Dr. Vinita Sinha, led by its meticulous, diligent and brilliant Co-ordinator, Dr. Vagisha Sharma, has brought the different strands of the narrative of Indraprastha College for Women together in this report. The entire College joins me in thanking the team for executing this onerous task with the utmost transparency and honesty.

Babli Moitra Saraf
Principal
May 2015

List of SSR Committee Members

Steering Committee:

- Dr. Babli Moitra Saraf — Chairperson
- Dr. Vagisha Sharma — Coordinator
- Dr. Meena Bhargava — Member
- Dr. Vinita Sinha — Member

Departments and other Units:

- Dr. Manisha Bansal — Computer Science
- Ms. Sarita Sachdeva — Commerce
- Ms. Kamlesh Gupta — Economics
- Dr. Ritu Raj Ekka — English
- Dr. Rekha Sethi — Hindi
- Dr. Meenakshi Khanna — History
- Dr. Manasvini M. Yogi — MMMC & Philosophy
- Ms. Monika Bansal — Mathematics
- Ms. Monica Nandi — Political Science
- Dr. Gayatri A, Kumar — Psychology
- Dr. Suman Mahendru — Sanskrit
- Dr. Anita Elizabeth Cherian — BA Program
- Dr. Seema V. Singh — Coordinator, Physical Education & Sports
- Dr. Anindita Roy Saha — Coordinator Hostel Committee
- Ms. Anshu Chaudhary — Coordinator CGPC
- Dr. Debjani Sengupta — Coordinator, Waste management
- Ms. Dolly Jain — Coordinator, NSS
- Ms. Gunjan Khurana — Coordinator, NCC
- Dr. Gunjan Jhamb — Coordinator, ENACTUS
- Ms. Jayashree Borah — Coordinator, North East Society
- Dr. Jyoti Trehan Sharma — Coordinator, ECA
- Dr. Manasvini M. Yogi — Union Advisor/Garden-in-Charge
- Dr. Nalini Deka — Coordinator, International Students Desk
- Dr. Rashmi Pant — Coordinator, GSC
- Ms. Ritu Singhal — Coordinator, IT
- Dr. Shrruti Sehrawat — Coordinator, EOC
- Dr. Surbhika Maheshwari — Coordinator, ECO Club
- Dr. Veena Gupta — Coordinator, WDC
- Mr. Vijay Gautum — Library
- Mr. Dinesh Sundriyal — Administrative Officer
- Mr. Rahul Tanwar — S.O. (Administration)
- Mr. Jagdish Chander Kandapal — S.O. (Accounts)

Abbreviations

AIWA	All India Women's Association
AO	Administrative Officer
AMC	Annual Maintenance Contract
API	Academic Performance Indicator
ASC	Academic Standards Committee
ASI	Archeological Survey of India
AV	Audio Visual
CAG	Comptroller & Auditor General
CBS	College of Business Studies
CGPC	Career Guidance and Placement Cell
CIE	Central Institute of Education
CPF	Contributory Provident Fund
CSDS	Center for the Study of Developing Society
CSSS	Center for Studies in Social Sciences
CV	Curriculum Vitae
DDUC	Deen Dayal Upadhyaya College
DRC	Daulat Ram College
DU	University of Delhi
DULS	Delhi University Library System
ECA	Extra-Curricular Activities
ELPC	English Language Proficiency Course
EOC	Equal Opportunity Cell
ERD	Evaluative Reports of Department
ERP	Electronic Record Processing
EVS	Environmental Studies
FCW	Family and Child Welfare
FCD	Family and Child Development
FYUP	Four Year Undergraduate Program
GB	Governing Body
GBM	General Body Meeting
GFR	General Financial Rules
GPF	General Provident Fund
GOI	Government of India
GSC	Gender Sensitization Committee
GSCC	Guru Gobind Singh College of Commerce
GGSIPU	Guru Gobind Singh Indraprastha University
HC	Hindu College
HEI	Higher Education Institutions
HOD	Head of Department
HRC	Hans Raj College
HTC	Home Travel Concession
IA	Internal Assessment

IAYP	International Award for Young People
ICFAI	Institute of Chartered Financial Analysts of India
ICHR	Indian Council for Historical Research
ICSSR	Indian Council of Social Science Research
ICT	Information and Communication Technology
IGNCA	Indira Gandhi National Center for Arts
ILLL	Institute of Life Long Learning
IMBH	Integrating Mind, Body, Heart
ISD	International Students Desk
iSEED	Indian School of Entrepreneurship and Enterprise Development
IT	Information Technology
JNU	Jawaharlal Nehru University
KM	Keshav Mahavidyalaya
KMC	Kirori Mal College
Lab/s	Laboratories
LBC	Lakshmi Bai College
LTC	Leave Travel Concession
MH	Miranda House
MMMC	Multi Media and Mass Communications
MOU	Memorandum of Understanding
MSC	Mata Sundri College
NA	Not Applicable
NAI	National Archives of India
NGO	Non-Governmental Organizations
NIDM	National Institute of Disaster Management
NKN	National Knowledge Network
NPS	New Pension Scheme
NSDC	National Skill Development Corporation
NSIC	National Small Industries Corporation
NTPC	New Teaching Post Committee
NUEPA	National University for Educational Planning and Administration
OH	Orthopedically Handicapped
OPAC	Online Public Access Catalogue
OTC	Over the Counter
PA	Public Address
PAS	Performance Appraisal System
PF	Provident Fund
PH	Physically Handicapped
PHILHIST	Philosophy History
PwD	Persons with Disability
RAHI	Recovering and Healing from Incest
RBI	Reserve Bank of India
RC	Ramjas College

SC	Staff Council
SAESM	South Asian Economics Students Meet
SEWA	Self Employed Women Artisans
SFC	Student Faculty Committee
SIFE	Students In Free Enterprise
S.O.	Section Officer
SOL	School of Open Learning
SPA	Senior Personal Assistant
SRCC	Shri Ram College for Commerce
SRO	Statutes, Rules and Ordinances
SSC	St. Stephen's College
TIC	Teacher-in-Charge
TTC	Time Table Committee
TYUP	Three Year Under Graduate Program
UGC	University Grants Commission
VH	Visually Handicapped
WDC	Women Development Center
WUS	World University Service
ZHS	Zakir Hussain College

Glossary

College/ IP College/ IPC	Indraprastha College for Women
College Community	Students, Teachers, Administrative and Support Staff
Enactus	Entrepreneurial act of group of people i.e. A community of student, academic and business leaders committed to using power of entrepreneurial action to transform lives and shape a better more sustainable world
Exam/s	Examination/s
Management	Governing Body
Societies	Various units under which the Co-curricular/ Extra-curricular activities are organized
University/DU	University of Delhi

Executive Summary

Indraprastha College for Women was founded in 1924 with three students, in a room on the second floor of an old, now heritage, mansion housing the Indraprastha Girls' Senior Secondary School, in Chippiwara in the Jama Masjid area of Chandni Chowk, in the walled city of old Delhi. The parent school and the College both grew out of the efforts of a group of philanthropists associated with the Theosophical Society of India. They were inspired by Mrs. Annie Besant, also a theosophist, who believed in and promoted education for women in North India, at a time when women were confined to the home and realized their destiny in marriage and motherhood. The growth of the College stated in the proposition - marriage and/or matriculation - is an incredible story of conviction, courage and continuity, intersecting the national movement, the discourse of women's education, educational reforms and the worldwide movement for women's rights. This glorious history and living tradition is the backbone of the College. The vision of the College intensified over the decades, remains focused on the holistic development and empowerment of women. The College not only prepares women for industry and employment, but also to contribute to the corpus of thought and knowledge, to contemplate the life of the mind, without which evolution is not possible. The College believes with its founders that such thought may not always be 'employable', but is always deployable as the basis of all engagement: with the self, society and the soul of the Universe. Educating a woman is educating a family, a generation. Indraprastha College is the first women's college of the University of Delhi (estd. 1922) and a constituent college managed by the Indraprastha Educational Trust. It is registered in the Society's Act of 1946 as the Indraprastha College for Women. There are about 3000 students enrolled in its 14 undergraduate programs and 09 post-graduate courses. Though classes for the latter are held in the parent departments of the University, the College provides academic and infrastructural support to these.

Strengths

The centrality of the growth and empowerment of women to the mission of the College is its major source of strength. Indraprastha College therefore, is organically and naturally aligned with the discourses of marginalization, justice and equity and dedicated to engage with these, in all that it undertakes and does. Located in a beautifully preserved heritage property, the College building complex is enhanced by state-of-the-art infrastructure today. The College is 100% barrier-free and disabled friendly, with additional support provided by its Equal Opportunity Cell and the Enabling Unit, in conformity with its mission to mainstream marginalized sections of society. The institutional goals and objectives are fostered and furthered in a liberal and

open space and ambience, which the College believes to be fundamental to growth of any kind, whatsoever. Freedom of expression is encouraged and collective and reflective discussion is treasured at all levels of the College community. The College facilitates all its members with institutional support of all kinds to seize initiative in novel and innovative ways. Students are the prime beneficiaries of this policy and avail the advantages to embark on what are often uncharted paths, in their intellectual and co-curricular pursuits.

The College curriculum focuses on the liberal arts with a wide range of courses in the Humanities, and also includes Mathematics, Computer Science and Commerce. In 1999, responding to the demands of a burgeoning media industry, it introduced the Self-Financed Bachelor of Mass-Media and Mass Communication (BMMMC) course, which has gone on to become a flagship course of the College renamed BA (Hons) Multi-Media and Mass Communication (BMMMC) in October 2014. The philosophy of the Humanities as the prime mover of a liberal education system, is enhanced by the cognitive subjects of Psychology and Mathematics and the pragmatic ones of Commerce and Computer Science. The BMMMC lies on the cusp of disciplines and has been envisioned as an interdisciplinary course, with both theory and application components. Two new Honors Courses, Geography and Sociology are likely to begin from July 2015 with all their attendant domains of knowledge and activity, to enlarge the profile of the College as a liberal arts institution.

The College attracts a wide spectrum of students looking for a well-rounded education. In recognition of the importance of safety and security of women seeking education away from their homes, it has two hostels, the second added by the management in 2009 in response to rising demands. They house students from Kargil to Kerala, Kutch to Kohima, and this demographic diversity united in common pursuits of the life of the College, is in itself a strength translating into the values of cultural diversity and accommodation. The College campus is internationalized and has an International Students Desk.

In all that the College does in its lifelong quest for excellence, it never loses sight of its origins and has preserved the record of its growth in its Museum and Archives which is also a Learning Resource Centre attracting research scholars. It also has a newly established Translation and Translation Studies Centre. Both these centers are potentially important hubs of professional research. The first student journal of the College named CODE, carrying linguistic activity in translation, has just been released. The College has a robust policy of student funding for research activities and is unique in providing research grants under its Centenary Decade Research Grant scheme, to its undergraduates for original and innovative projects. It also recognizes and rewards students for significant achievements, as a result of individual

initiatives taken beyond the curriculum. Such students find a place on its prestigious Principal's Honor Roll.
The faculty is immensely talented, multi-dimensional in its knowledge and achievements and dedicated to the profession. A wide range of expertise is present in all its departments. This permits and encourages the crossover of ideas and methodologies across disciplines. The faculty engage with ongoing developments in their chosen disciplines and beyond, and are facilitated to upgrade themselves continually. Their initiatives lead students much beyond the curriculum to unexplored areas. The generosity of their spirit is evident in the time and ways they find to mentor and assist students creating institutional bonds which are legendary and manifest in the alumnae stories.

The motivational policy of the College has encouraged non-teaching staff to acquire higher qualifications, training and skills which have contributed to their professional and personal growth. The College is proactive regarding their aspirations and promotional avenues, and enjoys a relationship of good-will and camaraderie with its staff which has resulted in rare co-operation and support, which may take it beyond the call of duty, in the various kinds of activities that the College undertakes. The College recognizes and appreciates this formally at all its forums.

The College has adequate numbers of technologically equipped classrooms, and modern laboratories with updated software and hardware. Its spacious library in 3 floors with the ICT center adjoining it, has several thousand titles and e-resources The College has a conference hall, a seminar room, an audio-visual room, a 586 seat auditorium with sound and light systems. These spaces are installed with fire-fighting systems and apparatus for safety. Though all these spaces are air-conditioned, the College emphasizes sustainable development and uses natural light and renewable sources of energy wherever feasible. It has a vast green cover and rich bio-diversity in its fauna and flora, which is conserved through green practices of plantation drives and awareness workshops. Paper and e-waste are recycled and biological and solid waste management is an ongoing project.

The College has vast playgrounds, a fully equipped Multi-facility Sports Hall with indoor badminton courts, table-tennis, basketball practice court, squash court with a viewing gallery, a yoga and martial arts floor, a chess room, a dance hall, indoor shooting range and a fully equipped fitness center. It is the only women's college with a swimming pool, and one of the two colleges of the University to have it. There is an outdoor rifle range, tennis and basketball courts and the space to offer many games and sports activities.

The co-curricular activities offered in the College expand the curriculum and encourage students to push the limits of their knowledge and skills into tertiary areas and tangential zones, of endorsement or contestation, both equally

celebrated in the free and liberal atmosphere of the College. The Student Assembly is a regular feature and a structure within which teachers and students can freely interact and the Khula Manch is an open forum where students may speak on any area of their choice. The Discussion Forum of the College organizes interactive talks with persons of eminence and scholars and the College community. Students are encouraged to give their feedback on their experience of the academic and corporate life of the College, and such feedback is leveraged for improvement of the College infrastructure and services wherever possible. The elected Students' Union of the College has a productive role and positive presence, and works in tandem with teachers and administration to implement the mission of the College.

Extension activities in the College are carried out through its vibrant co-curricular societies. The NCC and NSS units are very active and incorporate the College and national agenda of Service into their activities. The Women's Development Cell and the Gender Sensitization Committee promote activities, including research and awareness and sensitization programs, throughout the year to engage the College community in these crucial discourses. The College also has a well-established North-east Forum, which under the recent directions from the Government. of India, acts as the mandatory North-East Society. This society over the years, has taken on the task of focusing on the national and international significance and the cultural diversity of the north-east, through talks, seminars, exhibitions and cultural events which not only help to bring the region into the mainstream of awareness, but also help to reach out to a substantial section of the College community of students from that region. The International Student Society furthers the awareness of diversity organizing activities at its annual festival which showcase the different countries of origin, and hold exhibitions, including that of the respective cuisines served up in national attire. The College offers a wide range of cultural activities and produces its annual student magazine with sections in English, Hindi and Sanskrit, and also along with an audio version of it for visually-challenged students.

A major strength of the College is the support that it receives from its top management in all that it does. The College has a formal statement on Institutional Social Responsibility in its mission tasks, and apart from its extension activities through student units of NCC and NSS and others, has developed two activities which engage its teaching and non-teaching staff in this mission. The employees contribute to raise a corpus of funds to meet the emergent medical needs of College contractual employees, and teachers volunteer their services for educational counselling to the community and to the students of Indraprastha Girls' Senior Secondary School. The College has traditionally enjoyed a productive and reciprocal relationship with its neighborhood and treasures that. It is venue and collaborator in neighborhood

initiatives, particularly in the area of health and recreation, and partners in the security, hygiene and cleanliness concerns of the community.

Weaknesses

At the macro-level, the College shares in the systemic weaknesses of the larger structure of higher education of which it is a part. The change in curriculum has been a slow process, and pedagogical strategies are often fossilized. Constrained by the prevalent system of recruitment and promotion, there is often very little space left for genuine appraisals and evaluation which may redress the shortcomings of a system. In the question raised about retaining teaching talent in the College, it has been found that the API system may sometimes obstruct the process because the highest score may not necessarily translate into the better teaching talent.

The limitations of the larger structures within which the College functions governs the availing of opportunities. For example, the College has had in the past 5-6 years many offers for student exchange programs from prestigious institutions abroad. Two constraints have applied. First, a meaningful student exchange implies transfer of credits of the student to the parent College as part of her final assessment. This provision is not there in the system. Then there is the issue of permission of the funding agency which as with most bureaucratic processes is reduced to that. The College has had to defer student exchange programs till these issues are resolved.

At the micro-level, it has been felt from time to time that the College's location off-campus and its 'women only' profile discourages some women from joining it on the basis of perception that it would be a staid, 'old-fashioned 'kanya mahavidyalaya'. Absence of courses in core sciences may also be perceived as a weakness.

As an old College unused to the demands of modern systems of governance, documentation has not been among its traditional strengths. However, in its transition from the old to newer methods of e-governance, the College has adapted itself to a new work culture of record-keeping and documentation.

As a heritage building, the College functions within limitations of space. This sometimes affects teachers' interaction with student groups that have been swelling in numbers over the years, due to the revision of education policies by the government.

As a constituent College of the University and mindful as we are of the advantages that accrue from that affiliation, we are also constrained by the workings of a system which cannot take specifics of the College on board.

Opportunities

The opportunity to facilitate young women to access its educational offer is the most important one accorded by the College. It does so through its need blind admission policy, whereby all economically disadvantaged candidates who are eligible to be admitted, are financially assisted and admitted forthwith. Access is further promoted by the creation of a barrier-free institution for the differently-abled, and opportunity enhanced by providing total financial assistance and enabling measures like learning aids, equipment, technology, training and transport.

The College further, defines opportunity as the space in which it converts limitations and disadvantages into strengths and advantages. The perceived limitation of being a women's college has been used as an advantage to create a liberating space for young adults where they can undertake the exploration of the world and themselves, in a non-threatening ambience and be exposed to all the exciting opportunities of college life. In the wide range of activities and sports, in the enabling financial assistance policy of the College, in according the maximum flexibility permitted by the system, our young women blossom and train themselves to hold their own anywhere in the world.

Opportunity lies in the interstices and folds of the various disciplines and activities offered in the College and their linkages with the world outside it. It also lies in the realms of knowledge and skills that the faculty brings into the classroom and the institution, having availed of its facilitation for research and development. Many have been able to amplify and enrich the curriculum with extension activities planned around it, which are likely to translate into motivation for specific skill development and consequently, employability and/or research. The latest in these have been the thrust areas of translation and archives which require special interest and skills, and also offer employment opportunities along with the chance to contribute to the corpus of knowledge.

The College is alert to the various opportunities provided by the outreach programs of organizations such as the Election Commission, RBI, NAI, ASI and NGOs active in areas of community research and service, and encourages students to avail of these. It has distinguished alumnae who involve the College in programs which give them the opportunity for grass-root and hands-on experience. The latest is a call from activist alumna and Magsaysay Award winner Dr. Aruna Roy, to students to intern in schools in Rajasthan and parts of North India, as education auditors in government schools to work towards the larger goal of advocating an egalitarian system of school education.

In terms of infrastructure and facilities, the College has continually sought to avail for its young women and employees the best that it can afford. Working with restrictions of campus space, the College has not emphasized curricula in the Sciences which require laboratory space, but instead has extended its range of courses in the Humanities, creating employment opportunities for teachers and technical staff, as well as the possibility of internal collaborations of departments in planning projects and extension activities.

The College encourages its non-teaching staff to raise their level of qualification and enables them to acquire higher education so that they may avail of better employment opportunities, if they so desire. In recent years these numbers have increased. Training programs are also organized in-house and availed of as opportunities for skill enhancement and expertise.

Challenges

The biggest challenge for a liberal institution like Indraprastha College is the reconciliation of constitutional, political and legal rights of young, adult women with the constraints imposed by a society inimical to the very nature of that empowerment. For the institution this translates into the challenge of mapping a liberal, flexible, ideology on to systems of control, not only those present in the social systems which control women, but also those of bureaucratic and institutional structures of control which reflect and often reinforce those operational in society. The big challenge therefore, is for the College to acknowledge the family as a stakeholder in women's education, in the same way that the College is committed and invested in women's education. One of the battles that the College is drawn into, on a daily basis, is the one ensuing from a clash of a young woman's aspirations and right to choose, and parental aspiration which is often in opposition to those. The College believes that this is a challenge of a global nature, one which has to be met also at the level of a nation seeking to define itself along the parameters not only of economic development, but also on the index of human resources and rights.

It is also a challenge to reconcile the discourse of rights with that of responsibility, in the formation of a good citizen and enlightened citizenship. In the rarefied world of higher education that we as liberal intellectuals sometimes construct for ourselves and seek to inhabit, there is often little regard for one's own responsibilities and respect for form and processes lying at the core of values such as transparency and accountability, which are paradoxically upheld as desirable by us. Abstractions cannot and do not negate processes which form the grit, tedium and rigor of these values and are their bedrock. We cannot uphold the value of dynamism and flexibility and refuse to be taken out of our comfort zones of learning and habits of pedagogy. We cannot talk about the 'interdisciplinary' and fail to cognize that it is an ancient

art, and that all true learning and knowledge has always been and is always, interdisciplinary.

The challenge facing this College as a Higher Education Institution is to recover the age-old tradition of the artist as artisan, whereby upon fixing the gaze on a block of marble, the figure trapped within is sighted, and the sculptor's tools may chisel away the surrounding rock to reveal the magnificent form that lies within. The challenge is to find that inter-text, the link between the life of the mind and the task of the body, as we help to chalk out the destiny of a young woman realized in a safe and secure society, and her place in the march of a nation and in the world.

❖❖❖

PROFILE OF THE COLLEGE

1. Name and Address of the College:

Name :	Indraprastha College for Women	
Address :	31-Shamnath Marg, Delhi-110054	
City :	Pin : 110054	State : Delhi
Website :	ipcollege.ac.in	

2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. Babli Moitra Saraf	*Office*: 011-23962009 *Res.*: 011-23917718	9811017064	011-23962009	ipc1924@gmail.com bmsaraf@gmail.com
Vice Principal	Dr. Nalini Deka	*Office*: 011-23954085 *Res.* 011-26967020	9818003478	011-23962009	nalinideka@gmail.com
Steering Committee Coordinator	Dr. Vagisha Sharma	*Office*: 011-23954085 *Res.*: 011-23928935	9910613960	011-23962009	vsharma@ip.du.ac.in

3. Status of the Institution:

Affiliated College	
Constituent College	✓
Any other (specify)	

4. Type of Institution:

a. By Gender

i For Men	
ii For Women	✓
iii Co-education	

b. By Shift

i Regular	✓
ii Day	
iii. Evening	

5. It is a recognized minority institution?

Yes [ ]
No [✓]

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

6. Sources of funding:

Government [ ]
Grant-in-aid [✓]
Self-financing [ ]
Any other [ ]

7. a. Date of establishment of the college...1924

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

c. Details of UGC recognition:

Under Section	Date, Month & Year	Remarks (if any)
i. 2 (f)	1956	Recognition under UGC Act, 1956
ii. 12 (B)	1956	Recognition under UGC Act, 1956

For Certificate of recognition u/s 2(f) and 12 (B) of the UGC Act see Page 332

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

Under Section/ clause	Recognition/Approval details Institution/department Program	Day, Month and Year	Validity	Remarks
i	AICTE for B. Tech batch beginning 2013-14	April 29, 2015	2013-14 to 2016-17	Special Approval for one batch only.
ii				
iii				

For Certificate of recognition from AICTE, see Page 333

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

Yes [ ] **No** [✓]

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

Yes ☐ No ☑

9. Is the college recognized

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

Yes ☐ **No** ☑

If yes, date of recognition: ….....N.A**.....**

b. for its performance by any other governmental agency?

Yes ☐ **No** ☑

If yes, Name of the agency ….....N.A..... **and**

Date of recognition: ….....N.A**.....**

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

Location*	**Urban**
Campus area in sq. mts.	20.5 Acres / 82990.91 sq.mts.
Built up area in sq. mts.	17069.00 sq.mts.

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

11. Facilities available on the campus:

- **Auditorium/Seminar complex with infrastructural facilities:**

  - ✓ Fully air-conditioned Auditorium, 586 seats with full acoustics and sound system, stage lights, digital podium, fire-fighting system, all types of projection and hub of National Knowledge Network.
  - ✓ Fully air-conditioned Conference Hall with fire-fighting system, 225 seats with full acoustics and projection facilities,
  - ✓ Fully air-conditioned Seminar Room with fire-fighting system, 150 seats with projection and closed-circuit teleconferencing for OH students on ground floor
  - ✓ Fully air-conditioned Audio-Visual Room with fire-fighting system, 60 seats with projection and closed-circuit teleconferencing with seminar room (for OH students).

- **Sports facilities:**

  - ✓ **Playground:** The 7.6 Acres playground has Volleyball, Basketball, Tennis, Netball and Badminton courts. There is an outdoor Rifle Range and Archery range. Soccer is also played here.
  - ✓ **Swimming Pool:** 25m x 50m with 10 feet at deep end.
  - ✓ **Gymnasium:** With multi-facility Sports Hall which has two Badminton courts, one Basketball practice court, two Table-tennis areas, Squash court with Viewing Gallery Martial Arts/Yoga/ Aerobics floor, Chess room, Shooting Gallery and fully-equipped

Fitness Center, Dance room

- **Hostel:**
  - ✓ **Boy's hostel:** No
    - **i. No. of hostels:**
    - **ii. No. of inmates:**
    - **iii. Facilities:**
  - ✓ **Girl's hostel:** Yes
    - **i. No. of hostels:** 02
    - **ii. No. of inmates:** 370 (200 + 170)
    - iii. **Facilities:** In addition to the usual facilities like spacious rooms, dining hall etc. following additional facilities are also available:
      - Recreational spaces like common room and visitor's room
      - Sports and games facilities
      - Additional cooking facility, refrigerator, coffee vending machine, microwave oven
      - Wi-Fi connectivity throughout campus.
      - Library
      - First Aid & Minor medical emergencies
      - 24 hours Guard and CCTV security

- **Working women's hostel:** No
  - **Number of inmates:** N.A.
  - **Facilities (mention available facilities):** NA

- **Residential facilities for teaching and non-teaching staff (give numbers available – cadre wise):**
  - **Teaching:**
    - **Principal's Bungalow:** 01
    - **Two bed room flats:** 24
    - **One bed room flats:** 04
  - **Non-teaching:** 30 Quarters

- **Cafeteria:** Yes
- **Health Centre:** Yes
  - **First aid:** Yes
  - **Inpatient, Outpatient:** No
  - **Emergency care facility, Ambulance**: Yes, arrangement with Sant Parmanand Hospital.

- **Health Centre Staff:**
  - **Qualified doctor:** Full time: Part-time: ☑

- **Qualified Nurse:** Full time: Part-time: ☑

- **Banking facility:** on college campus
- **Photocopy and Stationery facility** on college campus
- **Post-office:** Available within three kilometers of the college
- **Transport facility to cater the needs of the students and staff:** Yes
  - 26 seater Bus and
  - a Staff Car
- **Animal House:** No
- **Biological Waste disposal:** Yes
- **Generator or other facility for managements/ regulation of electricity and voltage:** Yes, for full power backup
  - Transformer- 02 in nos. 750 KV each for full power back up
- **Solid waste management facility:** Yes
- **Waste water management:** Yes
- **Water harvesting:** Natural percolation

12. Details of programs offered by the college (give data for current academic year) Academic year: 2014-15: See Table 1 on page 288.

13. Does the college offer self-financed Programs?

Yes ☑ No ☐

If yes, how many? 01

(B.A. (Hons) Multi-Media and Mass Communication (BMMMC))

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

Yes, applied and inspected for 02 programs.

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

Faculty	Departments	UG	PG	Research
Science	Nil	Nil	Nil	Nil
Arts	Economics	√	-	-
	English	√	√	-
	Hindi	√	√	-
	History	√	√	-
	Multi–Media and Mass Communication	√	-	-
	Philosophy	√	√	-

	Political Science	√	√	-
	Psychology	√	√	-
	Sanskrit	√	√	-
Commerce	B. Com (Hons)	√	-	-
Mathematical Sciences	Computer Science	√	-	-
	Mathematics	√	√	-

16. **Number of Programs offered under (Program means a degree course like B.A., B.Sc. M.A., M. Com. ....)**

a. annual system	
b. semester system	14
c. trimester system	

17. **Number of Programs with**

a. Choice Based Credit System	NA
b. Inter / Multidisciplinary Approach	14
c. Any other (specify and provide details)	No

18. **Does the college offer UG and or PG program(s) in Teacher Education?**

Yes ☐ **No** ☑

If yes,

a. Year of Introduction of the program(s): NA
and number of batches that completed the program ☐

b. NCTE recognition details (if applicable)

Notification No. : NA
Date : NA (dd/mm/yyyy**)**
Validity: NA

c. Is the institution opting for assessment and accreditation of Teacher Education Program separately?

Yes ☐ **No** ☑

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

Yes ☐ **No** ☑

If yes,

a. Year of Introduction of the program(s): NA
and number of batches that completed the program ☐

b. NCTE recognition details (if applicable) N.A.

Notification No. : NA
Date : NA
Validity : NA

c. Is the institution opting for assessment and accreditation of Physical Education Program separately?

Yes ☐ **No** ☑

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

Positions	Teaching Faculty						Non-teaching Staff (Excluding Hostel)		Technical Staff		Hostel Staff	
	Professor		Associate Professor		Assistant Professor							
	M	F	M	F	M	F	M	F	M	F	M	F
Sanctioned by the UGC/ University/ State Government	NA	NA	NA	NA	169		91		01		18	
Recruited	0	0	0	0	01	01* 40** 58	47	0 8	01		05	02
Yet to Recruit	0	0	0	0	69		36		0		11	
Sanctioned by the Management/ society or other authorized bodies	NA	NA	NA	NA	05		07		07		02 (All other services are out-sourced)	
Recruited					02	03	06	01	06	01	00	02
Yet to Recruit	-	-	-	-	-		-		-		-	

M: Male and **F:Female**

*Principal
**Assistant Professors promoted to Associate Professor under various schemes of University.

21. Qualifications of the teaching Staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	

Permanent teachers							
D.Sc./D.Litt.							
Ph. D				30		25	55
M.Phil.				9	1	21	31
PG				2		10	12
Temporary teachers							
Ph. D						1	1
M.Phil.						1	1
PG							
Part-time teacher: (Ad hoc / Contractual)							
Ph. D					5	9	14
M.Phil.					4	13	17
PG					8	14	22

22. Number of Visiting Faculty/Guest Faculty engaged with the college: 03

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

Categories	**2011-2012**		**2012-2013**		**2013-2014**		**2014-2015**	
	UG	**PG**	**UG**	**PG**	**UG**	**PG**	**UG**	**PG**
SC	130	17	123	23	177	12	152	22
ST	59	09	60	11	48	8	57	13
OBC	123	18	179	188	212	26	252	33
General	674	68	482	75	586	61	626	84
Others	30	07	47	6	42	8	47	11
Total	**1016**	**119**	**891**	**133**	**1065**	**115**	**1134**	**163**

24. Details of the students enrollment in the college during the current academic year:

Type of students	**UG**	**PG**	**Total**
Students from the same state where the college is located	629	152	781
Students from other states of India	491	11	502
NRI students	0	0	0
Foreign Students	14	0	14

Total	**1134**	**163**	**1297**

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

UG 1.3% **PG** 3.6%

26. Unit Cost of Education
(*Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled*)

(a) including the salary component Rs.80111/-

(b) excluding the salary component Rs.9187/-

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

Yes ☐ **No** ✓

If yes,

a) is it a registered center for offering distance education programs of another University.

Yes ☐ **No** ✓

b) Name of the University which has granted such registration.

NA

c) **Number of programs offered** NA

d) Programs carry the recognition of the Distance Education Council.

Yes ☐ **No** ✓

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

S. No.	Department	No. of teachers	No. of students	Ratio
1	Commerce	17	361	1:21
2	Computer Science	09	183	1:20
3	Economics	10	227	1:22
4	English	18	233	1:12
5	Hindi	11	195	1:17
6	History	07	134	1:19
7	MMMC	06	232	1:38
8	Mathematics	10	200	1:20
9	Philosophy	8	161	1:20

10	Political Science	15	373	1:24
11	Psychology	16	203	1:12
12	Sanskrit	5	74	1:14
	Total	**132**	**2576**	**1:19**
In BA Program and BA (Hons) Music, there is no direct recruitment of teachers.				

29. Is the college applying for

Accreditation: Cycle 1 ☑ **Cycle 2** ☐ **Cycle 3** ☐ **Cycle 4** ☐

Re-Assessment: ☐

(Cycle 1 refers to first accreditation and cycle2, Cycle3 and Cycle 4 refers to re-accreditation).

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

Cycle 1: N.A**. Accreditation Outcome/Result ….....**
Cycle 2: N.A. **Accreditation Outcome/Result ….....**
Cycle 3: N.A. **Accreditation Outcome/Result ….....**

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

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

295

32. Number of teaching days during the last academic year

165

(*Teaching days means days on which lectures were engaged excluding the examination days)*

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

IQAC: N.A.

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

AQAR (i) N.A**.**
AQAR (ii) N.A.
AQAR (iii) N.A**.**
AQAR (iv) N.A.

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

- ERP & E-Governance in process
- ICT Centre- fully air-conditioned
- Enabling Unit- fully air-conditioned
- Library in three floors, fully air-conditioned
- Translation and Translation Studies Centre - fully air-conditioned
- Museum and Archives Learning Resource Centre - fully air-conditioned
- Studio and Editing Bays fully air-conditioned
- Laboratories-8 nos. fully air-conditioned
- Cartographic Lab. – Proposed for Geography(Hons)
- Exhibition Foyer -2 nos.
- Music Room
- Child Care Centre/ Counselor's Room/Medical Room
- NCC Room
- NSS Room
- Student Activity Area
- Student Common Room
- Students' Union Room
- Vice Principal's Office – fully air conditioned
- Teaching Staff Lounge - fully air-conditioned
- Department Rooms- fully air conditioned
- Admin Office/A/c Office-fully air-conditioned
- Server Room - 2 nos. -fully air-conditioned
- Nursery & Greenhouse – 2 nos.
- Guard House
- Gardeners' Room
- Caretaker's Office
- CCTV Security System

❖❖❖

CRITERION I

CURRICULAR ASPECTS

1.1 Curriculum planning and implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

Established in 1924, in the movement of nationalist philanthropists for women's education in Delhi, housed in a heritage building, marching towards its centenary, the College is proudly aware of its glorious history and tradition. The institution is the oldest women's college of the University of Delhi.

The **Vision** of the College is to educate, enable and empower young women, emphasizing the need to mainstream the marginalized and weaker sections among them to ensure justice and equity in society.

The **Mission** is to steer the education it offers not only to lead to the pragmatic goal of employability, but also to build a life of the mind and sensitize and orient its students to service of the community, in the quest for a better life for society and the world that we inhabit. The College endeavors to nurture confident and responsible citizens who will uphold the values enshrined in the motto of the College 'Truth, Love, Knowledge, Service'. To this end the College's mission statement is set out as definite tasks which define the College's distinctive characteristics in terms of addressing, the students it seeks to serve, the institutions traditions and value orientations, the needs of society and its course for the future. The Mission is dynamic and its tasks are defined and periodically reviewed to meet the challenges and opportunities of changing times.

The **Objectives** of the College are stated in the tasks of the Mission. The College seeks to inculcate through its programs:

- belief in self as a woman (through enabling strategies and empowerment as women)
- awareness of history, heritage and environment (through its own location within these and its links with global concerns and issues)
- respect and sensitivity for the Other (by exposure to cultural diversity, languages, human rights)
- values of citizenship (civic sense, public conduct, leadership, rights and responsibilities)
- development of presentation and writing skills (by incentives for research and innovation)
- enhancement of employability and life-skills (by organizing hands-on training and workshops)

- holistic development through curricular and co-curricular activities (through mandatory membership and participation in a minimum of two co-curricular activities)in the College.

The College **communicates its vision, mission and objectives** to all its stake-holders through the College Web-site, College Prospectus, Principal's Annual Report and in all public interfaces between the College and others. Orientation Programs are conducted for new entrants at the level of the College and in the Departments. The regular General Assembly for all students effectively disseminates institutional objectives and obligations. The departmental Student Faculty Committees, Staff Council meetings, regular administrative meetings and public presentations throughout the Semester update all stake-holders.

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

The College sets itself the specific objective of implementing the curriculum to operationalize the educational, social and cultural goals of the University's education system at two levels.

- The logistical process which involves a series of specific steps taken at the level of the Staff Council and Departmental Committees to determine the workload, allocate work, recommend recruitment and prepare the time-table.
- To identify extension and tertiary activities that may dovetail into the teaching material and enrich it further. Every department recognizes the space for intervention to enhance and enrich the learning experience through its curriculum and to encourage holistic assimilation of knowledge and learning, Departments undertake educational tours and excursions, talks and discussions and projects and activities that supplement and complement the prescribed curriculum expands in tangential ways.

The **Self-Financed Course** BA (Hons) Multi-Media and Mass Communication (BMMMC) aims at imparting both theoretical and applied knowledge of the domain of mass media and mass communication. Acquisition of related skills, handling technology and application-based testing to consolidate theoretical learning are essential components of the curriculum. For its effective implementation, the College has a fully-equipped studio, editing bays, and audio-visual production centres. It also makes available cameras and other recording equipment to all students to enable them to undertake their curricular tasks.

The logistical implementation of the curriculum involves three committees of the Staff Council:

- Academic Standards Committee (ASC)
- New Teaching Post Committee (NTPC)
- Time Table Committee (TTC)

The ASC is constituted with a Convener along with one member from each department with Principal in Chair; the NTPC consists of Teachers- in- Charge of all departments with the Vice-Principal as Convener; the TTC comprises one member from each department with the Vice-Principal as Convener and a faculty member as Coordinator.

The ASC decides the options to be offered to the students every semester. Concerned departments hold orientations with their students to help them make informed choices. The options then exercised by students determine the number of sections to be created. On the basis of the data provided by ASC, the NTPC submits the estimated workload of each department and the teacher requirement for the projected semester, in accordance with rules of the University of Delhi. The Conveners of NTPC/TTC scrutinize the workload to recommend the final requirement of teachers for the semester.

The Time Table Committee prepares the time table based on the precise calculations, as per rules of the University of Delhi. This is communicated to all faculty. The TTC is responsible for uploading this information on the College Website for students and for display room-wise time -table at the entrance of all class rooms, at least one week before the beginning of the new semester. In tandem, faculty work plans are submitted and uploaded before the opening of the semester. Such information in place enables smooth and effective conduct of classes in the College.

Within the first fortnight of the opening of the semester, the Academic Calendar and Schedule for submission of Attendance and Internal Assessment data are issued by the ASC. Departmental academic tasks and activities are planned accordingly.

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

Procedural Support from University**:**

- The syllabus for all courses is prepared by the respective departments at the University.
- These departments hold meetings with college teachers for purposes of revision of course content.
- The University departments arrange for workshops to orient the teachers towards effective understanding of the revised courses.
- University provides guidelines in terms of number of hours required for lectures/tutorials/ practical per paper.
- Internal Assessment rules are framed by the University.
- All theory Examinations are also conducted by the University
- The University awards the interdisciplinary Innovation Project to College teams of teachers and students with financial support.
- In 2013-14, for the Foundation Courses of Four Year Undergraduate Program, the software/s and course manuals for the syllabus were provided by the University.
- E-lessons are available on DU Website under ILLL portal.

Infrastructural Support from University**:**

- The vast e-resources of University Library System are accessible to the faculty and the students of the College through the intranet.
- The University facilitates the access to intranet, through the IT Hub established in the College premises for which the University has borne the cost of planning, purchase of infrastructure and installation.
- To facilitate learning for the visually impaired students, the University provides laptops with the software/s installed.
- Around 1000 laptops and 25 LCD projectors were also provided to the College by the University to promote blended teaching-learning environment.

Procedural Support from College for effective curriculum delivery and transaction on the Curriculum:

- All communication/information received from the University is further communicated to the concerned section of the College via e-mail without any delay.
- A counseling desk comprising faculty members is set up during admissions to enable students to make informed choices of the main discipline, inter-disciplinary courses and language courses that they wish to opt for.
- In-house workshops with Principal-in-Chair are conducted periodically to

discuss pedagogic practices and ensure effective implementation.

- Since effective curriculum delivery and transaction assumes and includes the presence of motivated learners who are interested in developing themselves, incentives are given to students to develop related skills of presentation and articulation.
- The institution promotes and endorses appreciation of effort and skill by issuing certificates, credit certificates, prizes and scholarships.
- Based on the feedback received from the SFCs, the infrastructural facilities are constantly upgraded by the College administration.
- ASC meetings are convened to discuss the work plans and Academic Calendar which is further disseminated to the entire teaching community. The Principal monitors its effective implementation.
- Duty Leave is granted for Teacher Orientation and Refresher Programs and other kinds of up-gradation of skills.
- As a college policy agreed upon in the Staff Council, individual teachers are encouraged to share their acquired competencies with colleagues through methods of internal discussion and dialogue at the departmental level.
- Financial support is extended by the College to support field trips, educational tours, projects, talks and seminars with invited speakers.
- The College also provides financial assistance to permanent teachers to attend various workshops, conferences and refresher courses meant for academic up-gradation.
- The College has introduced the Additional Skills Development Committee to explore the possibility of expanding the scope of the curriculum

Infrastructural Support from College for effective curriculum delivery and transaction on the Curriculum:

- Around 30 classrooms are equipped with electronic projection systems to facilitate blended learning.
- Six computer Laboratories with 25 computers per lab are available for use by the departments.
- The College has three Psychology lecture theatres equipped with LCD projection facility and latest practical kits.
- For the bigger rooms (which can accommodate more than 60 students), the College provides PA systems**.**
- Department rooms are equipped with computers.
- The College campus is Wi-Fi enabled.
- The College library updates its collection with purchase of new arrivals and latest editions of books in consultation with departmental representatives on

the library committee.

- All e-resources of Delhi University Library System are available for ready access to the students and teachers of the College.
- Students are apprised of latest developments/ regarding any forthcoming departmental activity through information posted on the departmental web portal on the College web-site. Information regarding work plan and assignments is uploaded on the departmental portal by the faculty members.
- The Enabling Unit has employed a resource person who conducts computer training classes for VH students.

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

Details are at 1.1.2. above

Additionally, the University Grants Commission and the University of Delhi sanction some non-teaching posts which help to implement the institutional curriculum delivery. For instance, the earlier post of Systems and Network Administrator and now the post of Senior Technical Assistant provide essential support, indispensable for effective curriculum delivery in the current program and planning. The management of the College continues to retain the Systems and Network post on contractual basis on its assessment for effective running of its vast e-systems.

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

- The members of the College GB are closely associated with industry. Their corporate status often helps students seeking entrepreneurial skills and affiliation with industrial houses.
- The institution encourages its stakeholders through personal and professional networks to reach out to industry and other agencies to effectively operationalize the curriculum. It provides the necessary financial and infrastructural support to sustain these outreach efforts.
- The University's Placement Cell organizes regular career fairs where the College sends its students.
- The annual presence of companies such as Wipro, HCL, IBM etc. at the Fairs organized by the Career Guidance & Placement Cell of the College, has served as an interface between the students and industry. It enhances the possibility of employability and provides valuable exposure to students.

- The College through its self-designed BMMMC course offers an internship component which serves as an interface with the media and communication industry.
- The College facilitates all those who wish to avail vacation internships with other agencies,
- The College also provides on demand opportunities for students to intern in its Office.
- Field trips are organized by departments to interact with industries and corporate houses
- The College provides opportunities to students of Humanities and Social Sciences in particular to interact with research bodies such as Sahitya Akademi with Hindi Department; English Department with writers and artists, both national and international; History department avails of the opportunities of outreach programs of the Archaeological Survey of India and the National Archives and also academicians of national and international repute.
- Prestigious organizations such as the UNESCO, RBI, The Parliament of India, the American Embassy provide opportunities to interact with students which the College readily facilitates.
- In its interaction with the University, the College enables the teachers to attend workshops, orientations and other training programs leading to enrichment of knowledge and learning of teaching skills for effective implementation and operationalization of the curriculum.
- The College encourages its students to participate in annual ‘Gyanodaya’ train trips of the University. This ‘learning on wheels’ offers tremendous opportunity to students to undertake research projects that are region-specific. Students submit proposals and undergo a selection process to avail the opportunity.
- The College participates in ‘Antardhvani', the Annual University Festival which provides the College an opportunity to showcase its innovation projects, good practices, achievements, goals and objectives related to the curriculum.
- The College as the first women’s college of University of Delhi has contributed to the 'Sound and Light Show' organized by the University as an annual event to enrich students' knowledge of the history of the University and its colleges.
- Principal attends meetings convened by the University authorities in which broad guidelines and general directions on curricular implementation are issued from time to time.

- Student groups are invited to interact online with the Vice-Chancellor through the NKN, or on the university premises specified, to learn about its initiatives plans and projections for students.

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

Contributions of the institution and/ or its staff members

- College Faculty members regularly participate in the curriculum development programs initiated by the University. Around 43 faculty members have actively contributed in the formation and restructuring of the curriculum through various committees constituted by University Departments for the purpose.
- Approximately 10 staff members are currently (or formerly) members of Board of Research Studies for their departments.
- The College has been selected to be a part of the Meta-College concept of the University on the strength of its self-designed BMMMC Course.
- The College also conducts UGC- funded remedial classes for students who require/requisition them. The College designs the curriculum and implements them
- The College has also introduced the English Language Proficiency Certificate course in the College ELPC program to benefit the students who needed to acquire and reinforce English Language skills. Teachers of the English Department trained under it teach the course at the University. The English Department of the College has structured a language teaching program and appropriate software for the implementation of the course has been procured.

Feedback of Staff and Students on the Curriculum**:**

- For the erstwhile FYUP, in 2013-14 the Principal of the College arranged a special meeting with teachers and students of the departments to collect feedback. Based on the feedback, the College enumerated the weaknesses and advantages of FYUP. The Principal communicated feedback obtained from the teachers and student bodies in the formal interactions with the Vice-Chancellor and his team. The College suggested the requirement of a single project of interdisciplinary nature for Foundation Courses instead of multiple ones. The University permitted this modification.

- The College has designed a feed-back form to be duly filled by the students as an assessment of the teaching program and earmarked a day on its event calendar.

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

The College develops the curriculum for its Self-Financing Course, B.A. Hons. Multi-Media and Mass Communication (BMMMC). In 1999, the College was granted permission to start the Bachelor of Mass Media and Mass Communication course. It became the only College to offer this course and that position continues. The curriculum was prepared by the College teachers from various departments in collaboration with media professionals from the industry, under the Faculty of Applied Social Sciences and Humanities (FASSH), University of Delhi. The Course ran very successfully for a decade responding to the demand of skills aligned to a nascent and the then burgeoning media industry in India.

In 2010 the College developed a new curriculum for the Course driven by the assessment that

- a curriculum related to a dynamic and technologically protean industry like media, should undergo revision and be updated at least every three years;
- media and communication studies had grown by leaps and bounds, inflected with ideologies and politics and these global developments and trends could not be ignored;
- not only had technology grown but also a theory of technology and the two were inseparable for an understanding of the communication and media industry;
- there were many institutes offering diplomas which approximated the course of study of the BMMMC;
- the course should have the gravity and substance of a B.A. Honors course offered within the University of Delhi and thus its academic content and pedagogy must be revamped and made substantial for it to be claimed as one;
- the College was focused not only on creating media professionals but also intellectuals who would fill the lacuna in the field by becoming teachers of media and communication.

The design of the Course was structurally provided by the dictates of the semesterization of undergraduate programs in the University at that time and had 24 units like all UG courses. The Course was always a semester system but the

number of papers per semester was rationalized for equity and balance. Also, there was consolidation of the theoretical component. The Course in every unit gave some theoretically important concepts and vocabulary which promoted a global comprehension and dialogue and this was then balanced with the practical/application component, geared toward the local industry, though at all times the grammar of technology was global and universal. Keeping the fast emerging trends in the domain, the really innovative idea in the design was to have a paper/unit with flexible content, to be determined as per topical and urgent issues in media and communication.

The Course was developed with teachers of media and communication from the College, University of Delhi and Jamia Millia Islamia, New Delhi, and media practitioners and industry representatives. It took into consideration culture and communication, the new and alternative media, globalization and mass media communication, corporate communication, development communication, environmental issues in communication and so on and had a component of hard core application by insisting on hands-on production. There was an internship component factored in to promote industry interaction with students. Most importantly, a methodology paper was introduced at the level of first year in order to orient students to surveys, questionnaires, ethnographic studies etc. which are important skills in media and communication.

Planning the implementation of the revised syllabus meant planning infrastructure in alignment with its demands and reviewing recruitment of teachers. The infrastructure is formidable with a studio, editing bays, computers, cameras and production related equipment and technically qualified staff to guide floor production. With the revised course the equipment and infrastructure has been updated and expanded. Now syllabus revision is being planned for implementation in July 2015.

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

There is no formal restatement of the objectives of curriculum after the latter is given by the University. However, the College has mechanisms whereby:

- The Principal closely monitors and reviews academic progression and implementation through the Monitoring Committee which receives feedback from the Academic Standards Committee.
- The ASC ensures that the Academic Calendar, declared at the beginning of the semester, is adhered to in all respects.

- The departmental committees analyze and moderate the results of class tests that serve as part of Internal Assessment. This serves as a feed-back for revising the pedagogy.
- The departments engage in a comprehensive comparative analysis of college results at the University level at the end of the semester. This ensures the critical assessment of teaching-learning practices.
- At the end of each academic session, the Principal convenes an Academic Review with teachers to discuss academic planning and devise/revise pedagogical strategies based on the faculty's experience and feedback, which may be implemented in the following session. The Staff Council meeting at the opening of the session recapitulates the decisions taken for implementation.

1.2 Academic Flexibility

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

The College under various initiatives of the UGC has availed of Application, Skill-based and Vocational options in its courses, whose goals and objectives are in alignment with those of parent bodies. These courses were introduced to enhance the opportunities that the College made available to an increasing number of women desirous to enter the challenging world of burgeoning technologies. Two of these courses run as full-fledged honors programs - the BMMMC and B.Sc./ B.Tech. Computer Science. Others offer compulsory/optional courses to cater to students at the level of BA Program and some honors courses. The details of these are as follows:

Discipline Courses in B.A. Program on -

- Human Resource Management (earlier called IRPM)
- Computer Science
- Family and Child Welfare

Application Course in B.A. Program on -

- Mass Communication
- Creative Writing
- Hindi/English Translation
- Basic Statistics
- Computer Applications

- Family and Child Development

B.A. Hindi (Hons) courses on -

- Media Lekhan
- Patrakarita

B.Com. (Hons) course on -

- E-commerce
- Financial Accounting using Tally

1.2.2 Does the institution offer programs that facilitate twin degree? If yes, give details.

Not Applicable**.**

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

The College makes continual efforts to expand the range of opportunities to its students in order to enhance their academic and professional skill. In the current year the College has already been inspected for two new courses, B.A. (Hons) in Geography and Sociology. These opportunities are also available through the programs in the College which are as follows:

- B.A. Hons. in: Economics, English, Hindi, History, Philosophy, Political Science, Psychology, Multi Media and Mass Communication, Sanskrit,
- B.Sc. Hons in: Computer Science, Mathematics
- B. Com. (Hons)
- B.A. Program

Through these programs various options which promote academic flexibility and skill development for student progression and improved employability skills are provided. For instance, along with the main papers of their chosen subject for degree courses (except Computer Science, MMMC) all students have to opt for language and interdisciplinary courses, as follows:

- **Two Language Courses** (to be chosen from English, Hindi and Sanskrit) one as Qualifying Language and the other as Credit Language.

- **One Inter-disciplinary Credit Course** (IDCC) to be chosen from the following:
    - Individual and Society
    - Mathematical Awareness
    - Environmental Issues in India
    - Ethics in Public Domain
    - Reading Gandhi
    - Financial Management
    - Nationalism and Indian Literature.
- **Two Discipline Centered Courses** (DCC) have to be chosen from the following Disciplines :
    - Commerce: Financial Accounting
    - English: Modern Literature
    - Economics: Principles of Economics
    - Hindi; Language Literature and Culture
    - History: Delhi – Medieval
    - History: Culture in India - Medieval
    - Mathematics: Linear Algebra (for Economics (H) only)
    - Mathematics for Social Sciences (for Hons other than Economics)
    - Philosophy: Formal Logic
    - Political Science: Citizenship in the Globalizing World
    - Psychology: Psychology for Living
    - Sanskrit: Sanskrit Literature

- Under the erstwhile FYUP, applicable to the current second year students of the College as a three year program, the students had to opt for two **Applied Courses** (one each in Semester III & IV).

- In **B.A. Program**, a student has to opt for four papers in each semester:

    - *Language Courses*: The students have to opt for one language, choosing from English, Hindi or Sanskrit The student has to do four papers of the chosen language.
    - *Discipline Courses*: Each student has to choose two disciplines out of Computer Application, Economics, English D, FCW, History, IRPM, Mathematics, Philosophy, Political Science, Psychology and Sanskrit.
    - A student has to choose one of the following as Foundation Course:
        - Human Rights, Gender & Society
        - Language Literature and Culture (Hindi)
        - Language Literature and Culture (English)
        - Social Enquiry.

- In Semester V, each student has to choose one of the following Application Course (AC*):*
  - Mass Communication
  - Creative Writing
  - Hindi/English Translation
  - Basic Statistics
  - Computer Applications
  - Family and Child Development.

- Compulsory Course in Environmental Studies (EVS):

  The University of Delhi introduced a compulsory course in 'Environmental Studies' from July 2014. The paper is compulsory for the first year students. Though the course is a non-credit course, each student has to secure qualifying marks in it – a necessary requirement for Honors degree.

- Lateral and Vertical mobility:

  On completion of the Honors Program in a particular discipline, the students can undertake Post-graduate studies in the same discipline or any other relevant subject. The students of BA Program have the option of pursuing the Post-graduate program in any of the four disciplines that they may have opted for at the undergraduate level.

- Enrichment Courses:

  - Application Courses offered as part of BA Program curriculum increase the possibility of employment.
  - The College organizes special classes for students who require/ requisition additional academic assistence.
  - Departmental Academic Societies arrange talks, workshops, conferences and seminars related to their discipline.
  - Some departments routinely avail of the outreach programs of bodies such as the ASI, NAI, RBI to enrich the prescribed curriculum.

1.2.4 **Does the institution offer self-financed programs? If 'yes', list them and indicate how they differ from other programs, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.**

The College offers the self-financed course BA Honours Mass Media and Mass Communication (BMMMC) now renamed BA Honours Multi Media and Mass

Communication (BMMMC). It began in 1999 under the UGC's applied and vocational program offer to colleges. Identifying and responding to the demands of the burgeoning media industry, the College in a visionary move, offered this course which has since become a flagship program of the College. Indraprastha College is the only one in the University of Delhi to run the program. It is conceived as a six-semester program and conducts its own admission process, examination and evaluation, supervised by the University, which issues the degree. The Course has been selected to be a part of the Meta-College concept of the University of Delhi.

- It differs from other programs in that it is by definition an inter-disciplinary program. It has strong application content with emphasis on hands-on training in the technology and techniques of the domain, along with the theoretical underpinnings. The course has been conceived and developed by the College and duly passed in the Academic Council and the Executive Council, University of Delhi. The Expert committee designing the curriculum has academics and practitioners from the media industry. (In 2013, the University merged this unique course with the Journalism Course of five other Colleges and renamed it Bachelor of Journalism and Mass Communication (BJMC). A new curriculum was developed. This reverted to BMMMC when the FYUP was rolled back in 2014.)
- The College has been aided to set up its own infrastructure to run the course. It has a spacious video recording studio, PCR, audio recording studio, editing bays equipped with latest cameras, editing machines (linear as well as non-linear and other machinery. the studio equipment. Software is updated as per the need of the course. There is enough equipment for all students to receive hands-on experience.
- Whereas the admission to other courses in the College is based on a cut off percentage, admission to the BMMMC was initially a three tier process of entrance exams in two rounds and an interview. In 2010 the syllabus was revised and the interview component was dropped from the entrance process. The first round was one of Multiple Choice questions on General Knowledge, General English and Current Affairs. The second round was descriptive with a Critical Analysis paper in English. Eligible students after the 10+2 exams satisfying the minimum eligibility apply. Since the last two ytears the admission has been on the basis of cut-offs.
- As it is a self-financing course the fee structure is different from that of other courses. The total expenditure incurred on the course e.g. equipment, salaries of the teaching staff, and technical assistants, honorarium paid to experts from the industry for conducting workshops, maintenance etc. have to be paid from the fee collected from the students.

- The teachers and technical staff appointed for running the course are on contract or on guest basis. The College makes all efforts to appoint suitable persons as per the UGC guidelines, but the nature of the course necessitates flexibility in the matter as expertise required is often of a technical nature. Salaries are consolidated amounts and are comparable to the entry level amount of the UGC grades but the College reserves the right under directions from the management, to pay as per expertise and other related logistics of classes, hours etc.
- This is one course where there is a continuous interaction with the industry. Students who graduate are fully equipped to join a profession of their choice in any field of media and communication. The placement rate is very high where students have joined the media industry as cinematographers, advertising professionals, journalists, film makers, directors, and corporate sector professionals in the communication departments. Many have gone on to pursue a higher degree

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

There are no separate programs but some papers are offered as part of the curriculum that adds to skill development and employability. The details are at 1.2.1. above.

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

The University ordinances do not provide the flexibility to the Colleges. The students, however, enjoy the facility of free access to e-lessons uploaded by the Institute of Life Long Learning (ILLL) on DU intranet, accessible from the College.

1.3 Curriculum Enrichment

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

- The University curriculum is supplemented by organizing Field Trips, Workshops, Seminars and Conferences with external experts from various fields both at the department level and as inter-disciplinary activities of the College.
- The College encourages educational/academic field trips and Students' Projects worked into the Academic Calendar.
- The College also organizes remedial classes, if required by the students.
- Co- Curricular tasks, inter-college and intra-college activities are organized by the different societies of the institution to align with the academic programs and institutional goals.
- Societies such as Gandhi Study Circle organize Readings on Gandhi, Round Table Conferences and Commemorative Lectures on Gandhi. The North East Society and International Students Desk organize festivals that showcase cultural diversity. Women's Development Cell, Gender Sensitization Committee, ECO Club and Discussion Forum are amongst the other active societies that organize events periodically to spread awareness amongst students on women empowerment, gender, ecological, environmental and other contemporary issues.

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

Field visit and interaction with industry through seminars, conferences and talks are organized to enrich student's knowledge of their discipline. Student internship opportunities are facilitated in the period when teaching is suspended. The College and the students are aware of the needs of the employment market.

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

Besides theoretical dealing with cross-cutting issues in the class room, the practical knowledge of the same is provided through activities organized by different student societies as mentioned above. Student Projects, Seminar Papers and Class Room Presentations along with Field Trips give the scope to integrate and amplify such knowledge.

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

- **Moral & ethical values:**

- **Employable and life skills:**
- **Better career options:**
- **Community orientation:**

The College does not consider the above-defined categories to be mutually exclusive Moral, ethical and community values form the basis of all its programs.

- The College however, does identify specific personalities, events or areas around which these values may be studied, inculcated and/or reinforced. Mahatma Gandhi is one such figure around whom the question of ethical action, morality and community are explored. Apart from the academic course on Reading Gandhi, Gandhi and the Contemporary World, the Integrating Mind Body Heart (IMBH) course with Gandhi's autobiography as the core, in the erstwhile FYUP, gave a fillip to explorations around him. In the Centenary Decade of the College a Round Table Conference on Gandhi for Undergraduate students has been introduced in the College since 2014. In 2015, the College has organized a series of monthly lectures to commemorate 100 years of the Return of Mahatma Gandhi to India from South Africa. Regular presentations on Gandhi and examples from his life are formally observed by the College on Gandhi Jayanti and Martyr's Day along with exhibition of photographs and lec-dems on charkha spinning etc.
- The institution maintains full-fledged NCC and NSS units that function along activities and projects that are oriented towards community and inculcate moral and ethical values amongst students. These also give an impetus to employable and life skills. Along with the CGPC these activities also provide avenues for employment.
- Student orientation on issues concerning women, gender and environment through active student societies like WDC, GSC and ECO Club contribute to a holistic personality development.
- Career fair is an annual feature in the College to acquaint our students with better career options and make informed choices thereof.
- Community Projects undertaken by students under ENACTUS and with other NGOs like Pravah and Learn India are encouraged and facilitated by the College.
- Teach India project.

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

- To test the success of pedagogies, student response is sought in forums like the Student Faculty Committee meetings, discussions within the Academic and Extra-Curricular Activity Societies, Student Assembly with the Principal.
- Such meetings often result in organization of commemorative lectures, workshops on theatre, editorial and translation skills, convening poets' meet, film screening and discussion, academic tours to museums, monuments, different kinds of archives and non-governmental organizations.
- The ASC of the College organizes Student Orientations to enable students to make informed choices of the inter-disciplinary courses they pursue in the ensuing semesters. Medium based sections are created to adapt to the linguistic ability of the students.
- Annual Academic Review convened by the Principal takes into account feedback from stakeholders which is useful for purposes of revisiting pedagogical practices of the class room.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programs?

Staff Council Committee reports discussed in the Staff Council meetings serve as a measure for evaluating performances and programs in practice. Departmental meetings are held to moderate internal assessment evaluation done by teachers. Principal's interaction with the general body of students is a means for informing and evoking responses about the methods of curriculum enrichment both proposed and in force. The newly introduced student feedback form is a valuable exercise for ascertaining the pedagogy and student-teacher relationship.

1.4 Feedback System

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

- Teachers from the College are regularly invited by the parent departments of the University to give their inputs in the development of the curriculum.
- Around 35 staff members across disciplines were involved in preparing the under-graduate syllabus that was introduced in the Semester system/ FYUP.
- The MMMC course is created and upgraded by the College under the supervision of the Principal as Head of the Department. The Department has contributed in the working groups of the syllabus committee to draft the syllabus for the Bachelor of Journalism and Mass Communication (BJMC) course in 2013.

- College faculty has also contributed to the development of e-content for ILLL, DU and the UGC sponsored program e-pathshala.
- Two teachers were on deputation and served as consultants on the curriculum committee of Cluster Innovation Center (CIC) of University of Delhi.
- College faculty also engages with the designing of post-graduate curriculum at the University.
- The Syllabus of the BMMMC Course developed by the College has been found significant enough for it to become a part of the Meta –College concept of the University of Delhi and students from the University's Cluster Innovation Centre join the College to enroll in this course.

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

The College has several formal mechanisms to obtain student and teacher feedback on curriculum.

- A student feedback proforma has been introduced. Feedback received is expected to be used to leverage pedagogy and curriculum enrichment topics and tasks after due evaluation.
- The College has always had a system of receiving feedback through the SFC meetings and classroom interactions.
- Teacher feedback on curriculum is received within the frame work of the Staff Council and the Annual Academic Review meetings.
- Teachers also have the opportunity to give feedback directly to their parent departments in the University specially when they are invited to develop/ revise curriculum.
- The student and the teacher feedback is comprehensively considered in the ASC meetings internally, and is an output into the choice of options/ new programs that the College may offer and for planning other curriculum enrichment extension activities.
- In the academic year 2013-14, the Principal conducted meetings with students and faculty to collect feedback on FYUP. An official document of suggestions/ objections was prepared and formally communicated to the University and also to the inspection teams that came from the University from time to time. During the University festival 'Antardhvani' when FYUP was one of the themes, the College produced a brochure for the University which carried its feedback.
- Free articulation of views is encouraged amongst all stakeholders by inviting them to write to the Principal via email on ipc1924@gmail.com. Students may

also represent to the Principal directly, if they so wish. Such representations are addressed by the Principal through meetings with student and teacher bodies.

1.4.3 How many new programs/ Courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/ programs?

The College has applied to introduce Sociology and Geography in its BA Honors programs. It has been inspected by the respective department committees and is awaiting response from the University for implementation from July 2015. The rationale for introducing these courses were as follows:

- As a liberal arts College, it would like to expand and enrich the range of its programs in the Social Sciences and Humanities. The chosen courses which lie at the cusp of inter-disciplines, push back the limits of curricular requirements, which is important to expand the horizons of thought and the field of action.
- Secondly, the opportunities that the courses open up for students in terms of research and development and employment are ample.
- Thirdly, the awareness and sensitivity developed through the very nature of the programs are self-rewarding and prepare one for life.
- Geography, Environmental Studies and the ECO Club may operate as a cluster to organize tertiary activities in the College which will touch all department and their activities.
- Similarly, Sociology can team up with almost all the disciplines in the College to create exciting academic and pragmatic possibilities through joint projects to map emergent contemporary issues.
- The important contribution of both would be in terms of clearly defined methodologies and a global vocabulary to develop research and presentation skills which can be shared with all students.

Any other relevant information regarding curricular aspects which the College would like to include.

- With the newly built Translation and Translation Studies Centre and Museum, Archives and Learning Resource Centre, an impetus is being provided to research and independent learning. These new lines of activity which build awareness and develop skills around specialized and related areas, also lead to employability.

- The Management has also approved short term training for students in writing and editing skills and public speaking, on the College's assessment that such training will contribute importantly to the holistic development of students.
- The Additional Skills Development Committee has also recommended a two day orientation *in situ* for students of History, under the outreach activities of the National Archives of India, New Delhi.

Given the constraints of curricular design, all other aspects, flexibility, range and variety are brought in through co-curricular mechanisms and extension activities.

❖❖❖

CRITERION II

TEACHING - LEARNING AND EVALUATION

2.1 Student Enrollment and Profile

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

Publicity:

- The admission process of the College is as per the University guidelines. The College profile with all updates is announced and displayed on the College Website with a link to the University Website.
- Besides, to establish the admission process, the College publishes its Prospectus which contains all details of the admission process and rules and regulations governing it. The Prospectus notifies the College profile in detail and it is also made available online in the public domain.
- A separate Prospectus for Kalawati Gupta Hostel and Indraprastha College Women's Hostel is released to notify the procedure of admission to the Hostels and rules governing them to help students to make informed choices.
- Voluntary media coverage is also a source of publicity for the College.
- Open days are also organized whenever the need is felt. The Principals of various colleges are invited to Open House meets organized by University of Delhi to inform the public about the Colleges.
- In addition to all these, the College also runs a Helpdesk/ Counseling desk in the College premises for aspirants, as part of the Admission Process..

Transparency:

- Once the process of admission governed by the rules, regulations and policy is notified, the College ensures transparency by strictly adhering to procedure.
- Its internal Admission Committee meets every day when necessary, or at the end of every list, to determine cut-offs collectively and every decision is entered as Minutes.
- The College displays the position and updates regarding available vacancies, categories, fees and processes regarding payment and cancellation.
- The College ensures that an Admission Grievance Cell and a cell for Special Categories Counseling is set up and publicized as per University directives.
- Information and process governing Sports Category admissions too are notified in advance and done in full public view. Video recordings are made and the Sports Admission Committee chaired by the Principal, minutes all proceedings and decisions.
- The entire process of admission in all categories is closely monitored by the administration and scrutinized by the University on a regular basis.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) for various programs of the institution.

UG Courses: The College follows the admission rules framed by the University. Based on CBSE and ICSE and other Board results, merit is the criteria for admissions.

PG Courses: The College has no control over admissions to the Post-Graduate courses. The University departments allot colleges to the students. The College is obliged to admit the students against the fixed number of seats in every subject.

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

See Table 01

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

- The admission process is governed by the University guidelines. All departments have the autonomy to fix their criteria. The Cut-off is based on certain parameters related to categories. Upon completion of admissions, the Admission Committee submits a comprehensive report to the Staff Council for further deliberation. Decisions are taken for introducing changes, if any, in the admission policy for the next year.
- Review of the admission process was possible in the Self-Financing Course of BMMMC where the entrance examination and interview were dropped in phases. The interview was dropped as it privileged only those students who were articulate, though the discipline had space for much silent work. It minimized the possibility of subjective evaluation through a single encounter. The entrance test was dropped because the effort to organize one was not commensurate with either the numbers or the quality of students admitted. The College is satisfied with admissions made without these elements, purely on the basis of merit and cut-offs, but will take this up for review in the end-semester assessment, if required.

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

commitment to diversity and inclusion: SC/ST, OBC, Women, Differently abled, Economically weaker sections, Minority community, Any other.

- The National Policy of affirmative action is reflected in the College's pro-active approach to the marginalized and economically and socially backward sections of society, and these are often also the economically weaker ones.
- The admission policy of the College has been need-blind since 2012 and no eligible student is turned away for want of resources.
- The College permits waivers and marked down fees at admission time itself on case to case basis and need based assessment.
- It also offers out-of-turn hostel facilities to meritorious students, fully financed or subsidized, if they cannot afford to stay in Delhi to study. Such students are required to show adequate attendance in the classroom and a consistently good academic record for their assistance to continue.
- Admission policy however remains as per rules on merit as the College is obliged to follow the University's directive on the matter. For the differently-abled, the College has made super-numerary admissions in the hostels and the number of VH candidates have increased.
- Since the College is 100% barrier free the differently-abled are seen to prefer it. Even before the University announced fee discounts and waivers for the differently-abled, the College had initiated these measures amongst its differently-abled students. Sports facilities are created for differently-abled students and they have often earned laurels for the College in return.
- The College because of its location off-campus and vicinity to the walled city is the preferred college for the Muslim girls in purdah. The College encourages them to study here by continuing to provide a non-invasive environment.
- The College offers reserved residential facilities to students from remote areas, distant states and conflict-zones and that has brought in students from Kargil to Kerala.

2.1.6 Comment on the trends and reasons of increase/ decrease in demand for various programs offered by the institution during the last four years and actions initiated for improvement.

Students apply to all courses in a given stream, to all colleges. The demand and trend is seasonal and changes or remains the same with every year, for reasons not located in the College. Students take admission wherever they are eligible and sometimes these may not be what they had wanted and where they had wanted. College is thus not in a position to state any demand ratio.

2.2 Catering to Student Diversity

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

- As per national policy, the College fills 3% quota reserved in the PwD category. However, it has been making super-numerary admissions, being in demand for its disabled-friendly reputation.
- The College maintains an Enabling unit to extend all help to the PwD students and also has an active Equal Opportunity Cell too.
- Specifically the College has brought the PwD into the mainstream by:

  - creating barrier free and safe spaces with ramps, track-tiles and elevators.
  - providing technological support like free CD players and laptops fitted with software;
  - making special learning aids available, like a section of Braille books in the Library, daisy books, JAWS etc.
  - imparting training in computers as a special skill;
  - providing mobility training to visually challenged students;
  - organizing special inter-college events for the differently-abled on Sports Day;
  - transferring the College Magazine into a CD for VH students.
  - having orientation programs to disseminate information about events and aids;
  - networking with the peers in the University and ensuring participation by providing transport;
  - providing transport to return home for VH students in the dark, winter exam semester;
  - housing PwD in the Hostel in a space with special assessment for easy evacuation in case of disaster;
  - procuring and upgrading of the latest available technology which may assist living.

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

Yes, there is the formal collection of data in some areas at the time of admission which helps the College to stream the students along the lines of language competencies. On the basis of this information, if need be, arrangements are made for bilingual classes, separate tutorials for Hindi medium students, remedial classes, communication classes for overseas students.

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

Tutorials take place regularly and remedial teaching is undertaken at the College level. To overcome the language barrier, separate Hindi medium sections are created. Workshops, seminars and talks are organized to provide computer literacy to the students.

2.2.4 How does the College sensitize its staff and students on issues such as gender, inclusion, environment etc.?

Various societies such as the Gender Sensitization Committee, ECO Club, Women's Development Cell, NSS and NCC organize a variety of activities including workshops, lectures, talks, films and documentaries for the purpose.

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

Departments track progress and the College supports and encourages the advanced learners to compete and perform in the larger peer group. They take the lead in academic and extra-curricular activity society initiatives, projects, seminars and conferences. The College encourages and provides financial support to students who undertake research projects at both the national and international levels. The College also rewards merit through its various prizes and scholarships. The Principal's Honor Roll recognizes and rewards individual initiative beyond the curriculum. Programs like the Golden Key International, stream the top 15% of academic achievers to offer specialized workshops, skills and incentives to them, including Scholarships.

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

Internal assessment data is entered by individual departments in the electronic package of student information of the College. Merit or the lack of it is identified,

but there is no mechanism in the College whereby interventions are made beyond the usual ones, to identify "students at risk of drop-out". The students who are likely to/or may drop out due to financial reasons are provided free ships/scholarships by the College. The faculty members, at the personal level, also give financial support to such students. In some cases, if family background is the reason for dropping out, the students are counseled by the department teachers and/or the College Counselor and if the need be, the parents and the family of these students are also counseled.

2.3 Teaching-Learning Process

2.3.1 How does the College plan and organize the teaching, learning and evaluation schedules? (Academic Calendar, teaching plan, evaluation blue print, etc.)

- Adhering to the academic calendar prepared by the University, the College organizes the teaching, learning and evaluation schedule at the departmental levels and at the level of the Staff Council before the beginning of the Semester, and plans ahead at the end of each Semester.
- All information is communicated electronically on the official e-mail id.
- The Time-Table is set in advance by the Time Table Committee and made available to both the teachers and the students at least a week before the beginning of the next semester.
- The Academic Calendar and Schedule for the submission of Internal Assessment by departments is drawn up by the ASC.
- Teaching plans are submitted by individual faculty with the commencement of the session.
- All information is displayed on the College Website and Notice Boards of the College.
- Semester-end evaluation schedule is prepared and notified by the University. It is mandatory for faculty members to participate in it. No leave on the days scheduled for evaluation is permissible without the consent of the Dean Examinations, University of Delhi.
- Evaluation of the Practical Examination, as per the guidelines of the University, is done by both the external and internal examiners.

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

The College does not have a formal IQAC but the internal quality of the College in the domain of academics is ensured by the Monitoring Committee and the ASC in consultation with all departments.

- The College has an annual Academic Review in the Staff Council when the academic roadmap and related activities are laid down as annual objectives and the outcomes assessed and reviewed.
- Every department also has an SFC in which the teaching-learning process is planned, described reviewed/reinforced.
- The workload of departments is assessed as per norms. Student options are sought wherever the scope arises. These are incorporated into the logistics of recruitment, work-allocation, availability of infrastructure and human resources.
- The requirement of teaching aids, space and technology as well as of teachers or other support staff is also formulated by these committees.
- There are ASC meetings, at least 3 times in a semester to streamline and address the process of teaching-learning. Meetings can also be requisitioned whenever needed.
- The formalized structure helps to organize the process which all colleagues have found useful to ensure the monitoring of quality.
- Committees of the Staff Council such as Library, Hostel, Sports, General Facilities, Extra-Curricular Activities, Financial Assistance to Teachers, Student Aid, NSS, NCC, WDC, ECO Club, Equal Opportunity Cell, Gender Sensitization Committee, Discussion Forum etc. meet regularly to give their inputs in areas of their operation to monitor the quality of the teaching – learning process.

.

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

- Learning is made more student-centric through more emphasis on student initiatives in presentations, discussions and audio-visual aids.
- As a part of the National Knowledge Network (NKN), the College enjoys several network facilities.
- Classrooms and Labs are equipped with LCD projectors and screens/ whiteboards.
- The College campus and the two hostels are Wi-Fi enabled.

- The College library has an ICT center and avails of DELNET, N-LIST, DULS. Computer Training Workshops are organized for both the students and faculty to equip them with latest technologies.
- Laptops are given to students and faculty to facilitate access to the e-resources from the College campus.
- The Innovation Projects awarded to the College by the University foster collaborative learning efficaciously.
- Talks, Seminars and Conferences cut across departments to promote collaborative learning.
- Subject structures are interdisciplinary as are pedagogical strategies. This enjoins upon the teacher the necessity for constant up-gradation and development of interactive skills and knowledge bases.
- The College facilitates teachers to undertake refresher courses and orientation programs to keep abreast of the latest methodologies in pedagogical practices and disciplinary advances. The pedagogical strategies are individual choices.
- However, at the beginning of each semester, the teachers provide a Work Plan to the students that lists the topics to be covered during the semester along with the Reading Lists and relevant web-links.
- The departmental portals on College Website also include links for selective e-lessons/ videos. This encourages and facilitates students to explore the planned curriculum independently.

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

- The institution inculcates the praxis of critical thinking by encouraging the habit of doubt and skepticism which leads to constant questioning. It nurtures critical thinking by encouraging students to read and expand the domain of their knowledge.
- Scientific temper is developed by facilitating empirical methods of data collection and testing of hypothesis rather than a passive acceptance of received knowledge. Much of this depends on pedagogical strategies and the teachers' own intellectual engagement with these issues.
- The International Award for Young People and the Golden Key International Program are two instances of the mechanisms available in the College to promote life-long-learning and innovation. Both programs also promote leadership qualities.
- The institution motivates students to become life-long learners and innovators through two concrete motivational mechanisms. One is the certification on the Principal's Honor Roll which recognizes the initiative beyond the curriculum

and has become a coveted honor for which students strive. The other is the recognition by the leadership and financial support made available to students who have original, innovative ideas to develop them or present them in the peer group. The two mechanisms target excellence but motivational exposure is built into the projected themes of College activities to inspire students to become life-long–learners through talks, conferences, and interactions and through visible examples. In this context the College would like to report that two themes with which it is working this year, namely Visibility of Disability and the Commemorative Monthly Lecture Series on Gandhi (Centenary of his Return to India from South Africa) have both been inspirational and have triggered both curiosity and engagement around them.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? E.g. Virtual laboratories, e-learning-resources from National Program on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

- The College campus has fiber as well as Wi-Fi connectivity.
- Classrooms and Labs have Electronic Projection System.
- Department rooms have a minimum of two Computer Systems with internet connectivity for the exclusive use of the department members.
- Laptops are available in the College office for the use of students and staff members.
- The College Library has collaboration with DELNET, UGC-NLIST and DULS. The e-resources available on these networks are accessible from the College network.
- E-lessons of ILLL, DU are accessible from college.
- College is a part of NKN.
- Virtual Class Room infrastructure and technology is available to both faculty and students.
- Some useful web links are made available on College Website for direct access by students and faculty members.

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

- The nature of the Academic Discipline determines the methods of accessing advanced level of knowledge /skills.

- Use of multi-media in learning is a prominent feature of the quasi-application courses in the College which include Psychology, Multi-Media and Mass Communication, Computer Sciences, Commerce, Economics etc.
- The core Humanities are frequently exposed to expert talks and methodologies of analytical thinking and presentation through their Academic Society Meets, Seminars and Workshops.
- Educational field trips are organized by the departments to enhance the practical knowledge of the subject.
- Student exposure through 'Gyanodaya' trips or 'learning on wheels' train journeys organized by the University of Delhi, in which the College has regularly and actively participated.
- Video screening relevant to the curriculum followed by discussions and/or presentations initiated by teachers or an invited expert in the area, encourages critical thinking amongst students.
- The faculty is encouraged to attend Workshops/ Conferences/ Seminars organized by the College or any other agency.
- The College also facilitates teachers to attend Orientation and Refresher Courses arranged by the University/ Academic Staff Colleges.

2.3.7 Detail the process on the academic, personal and psycho-social support and guidance services (professional counseling/ mentoring/ academic advise) provided to students?

Academic Support:

- The College has not formally tracked this in a structured way or defined the above as services as they are regarded to be essential characteristics of teachers and a part of their professional mode of being. For instance, academic counseling is there for all students. Staff members are always available in the hour of need to students for guidance for their entrance tests, for higher studies or choosing an option for the future.
- In Tutorial Classes the teachers interact with smaller groups and help them in their curricular as well as other academic needs. The advance learners and slow learners can interact on one-to one basis without peer pressure.
- The Student Faculty Committee (SFC) is another forum where students could discuss their academic needs like additional titles in library, infrastructure, planning for arrangements of Seminars/ Talks/ Educational trips etc.

Personal and psycho-social support:

- Professional Counseling is provided by the College appointed part-time Counselor at its Centre which is also supported by the Department of

Psychology of the College. Several students have availed and benefitted from this service in terms of identifying and solving their personal, emotional, family and career related problems.

- Enabling Unit of the College actively organizes workshops and training programs for the differently-abled and also provides career and psychological support. The regularly held mobility training and computer skill development programs are availed by all the students admitted in the category.
- Financial Support including full fee waivers are provided by the College to 10-15% of its students.

Mentoring;

- Student Societies like the NCC, NSS, ENACTUS, and the ECA function with mentors who are advisors and guides for the various activities and interactions within these.
- All academic societies in the Departments too function with mentors who are available to lead, guide and advise the students to organize, choose and interact.
- The Student Assembly is a forum for both peer mentoring as well as by teachers, including the Principal of the College.

Other Guidance Services:

- Career Guidance and Placement Cell organizes counseling and opportunities to interact with industry/agencies and hosts and holds recruitment drives on a regular basis throughout the year for students of the College. It also offers its premises to a cluster of Colleges in the University as a gesture of good-will to all young people seeking opportunities and careers.
- The International Award for Young People (IAYP), also known as the Duke of Edinburgh Award, is a globally recognized program in which IP College, with which it has a MOU, is the first chapter in the University of Delhi, when the program expanded from schools to colleges in 2010. The IAYP is voluntary, membership-based non-competitive, incremental capacity building activities program. It lays emphasis on the four areas of adventure, service, sport, and skill to be developed till a person reaches 25 years of age and each set of acquisition in the defined areas, is recognized by a Gold, Silver and Bronze Award, conferred on young people annually by the Vice-President of India. The College encourages participation by enabling and facilitating those who wish to participate, even with financial help and dovetailing activities it offers with those required in the IAYP.

- The Golden Key International Program**,** of which the College is a member, also has a MOU with the University of Delhi. It concentrates on the top 15% of academic achievers who may become its members on payment of a small amount. It organizes leadership programs, skill training workshops and offers prizes and scholarships annually to achievers. Two students from the College have been awarded prizes by the University of Delhi.

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

- Innovative teaching methods/ approaches:

  - Collaborative projects wherever the academic space is available for the same, such as Mathematics and Computer Science, English and History and others.
  - Translation workshops across departments have led to publication of a students' journal CODE.
  - Use of e-resources and power point presentations by both teachers and students.
  - Interactive teaching and group discussions are the preferred methods to blackboard teaching.
  - Student projects are hands-on and application based and are facilitated to often become complementing extension activities. Psychology, BMMMC and Commerce department.
  - Field trips are worked into the pedagogy for EVS, Economics, Commerce and Political Science students.
  - Outreach programs offered by reputed and specialized bodies are availed to enhance curricular content. History with ASI, NAI, Political Science with the Lok Sabha , American Embassy, UNESCO, Financial Literacy with RBI from Economics and Legal Literacy program, Election Commission for the entire College Community.
  - Independent research beyond the curriculum and examining linkages with it is encouraged.
  - Fresh and latest perspectives are dovetailed into the teaching by punctuating it with Workshops/ Talks/ Conferences with external experts.
  - Video/ film screening is increasingly used to make the learning more interesting
  - Dramatization of literary texts, or use of a film to complement/supplement the printed text is a continuing experiment.

- Innovation Projects which are interdisciplinary and involve students and teachers have been regularly awarded to the College by the University.

- Efforts by the institution:

  - Infrastructural support is provided in all ways required in the teaching-learning process.
  - Financial support and human resources are made available as required.
  - Conferences in cross- cutting disciplines are organized by the College at the international and national levels every two years or so. Three such meets have taken place since 2010. With AIWA in Sept. 2010, Shakespeare Society of India in 2012 and the International Conference-Festival, 2015.
  - The departments (at least two) are encouraged every year to organize national seminars/conferences in their disciplines or across disciplines. Several department have participated in one cycle of such events since 2011.
  - The College provides special support to the department of Sanskrit for all its activities on an on-going basis.
  - Training and skill development workshops are encouraged and .arranged in the College.
  - Transport facilities have been developed in-house for students and staff field-trips.
  - E-resources are made accessible through efficient internet connectivity.
  - Classrooms and Labs are readied for power point presentations and video screening.
  - Facilitation to avail of refresher, orientation and other training programs for skill up-gradation.
  - Recognition and reward of student achievement as productive incentives.
  - ICT workshops are arranged for students and staff separately and collectively to upgrade their IT skills.
  - The College encourages acquisition of language and communication skills and has availed of programs such as ELPC for all interested students and teachers. It has also procured specially designed language software to enable the development of communication skills of students.
  - Procurement of the latest teaching and referral material in the Library.
  - Spaces of the College are prepared for virtual classes.

- Impact of such innovative practices on student learning:

The institutional ambience is vibrant and brimming with vitality and there is a profusion and proliferation of creativity and capacity to work independently, among students. Students have presented regularly at International Seminars such as PHILHIST and SAESUM in the SAARC countries and have won recognition and prizes. They have published in peer-reviewed journals and ISBN journals.

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

The Library in three floors, has been designed and expanded to include electronic learning resources in the ICT Centre. The College Museum and Archives are located in its extension wing and the Translation and Translation Studies Centre on its terrace wing. The Library has been thus conceptualized metaphorically as an ever-expanding space like the realm of knowledge itself, whose limits are not circumscribed. The Library fitted with an elevator provides access to persons on wheelchairs and with other mobility issues. The Library spaces are all air-conditioned and welcoming to students and all learners.

- Library orientations are organized to acquaint new entrants in the College to various facilities and mechanisms to use knowledge resources independently.
- There are computers with OPAC (Online Public Access Catalogue) on each floor.
- All e-resources available on UGC-NLIST, DELNET and DULS are available to college students and staff through the recognized password issued by the College to be used on college intra-net.
- The Library Committee ensures that the library is well-stocked with the reading material required, films and other Audio-visual material required and referred to by students and faculty, both on roles and retired.
- The Book bank located in the Library assists students without financial means to procure text books.
- The ICT center in the Library is used by teachers and students to access e-resources.
- The Library resources are of significant use to students with visual disability. There are special cubicles in the Library equipped with learning aids and special software. Besides these, there are around 118 Braille books.
- The use of the resources in the Translation and Translation Studies Centre in the Library cuts across disciplines and motivates teachers and students to venture and experiment with new areas, techniques and methodologies.
- The presence of the Museum and Archives as a learning resource center encourages students and researchers to revisit their history and heritage.
- Limited photocopying in the Library of referral material is permitted for curricular use.

- The Reading Section provides national newspapers, journals and magazines.
- The library functions throughout the year and closes only for stock-taking.
- The library timings are adjusted during examination days.

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

Advance planning and a weekly semester work plan in coordination with the College Calendar and the University Academic Calendar ensures that courses are completed on time.

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

The College monitors and evaluates the quality of teaching-learning through SFC and Department meetings. In the department meetings, performance of the students in the internal and semester-end examinations is analyzed. A student feedback proforma has been introduced in this semester to leverage the findings for review of the teaching-learning process. For more details see 2.3.2 above**.**

2.4 Teacher Quality

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

Highest qualification	Professor*		Associate Professor		Assistant Professor		Total
	M	F	M	F	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D				30		25	55
M.Phil.				9	1	21	31
PG				2		10	12
Temporary teachers							
Ph.D						1	1
M.Phil.						1	1
PG							

Part-time teacher (Ad hoc / Contractual Teachers)							
Ph.D					5	9	14
M.Phil.					4	13	17
PG					8	14	22
*The post of Professor is not available in Colleges as per DU ordinance							

- The College is constrained to recruit as per norms of the University and the UGC, through a structured process designed and monitored by them envisaged in the Selection Committee. This process is transparent as far as the College is concerned. There is no space for strategizing for retention or recruitment, given the adherence to the sanctity of the process. Qualification however, does not ensure competency. The Selection Committee has only the available pool of applicants from which it may legitimately select.

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

Not Applicable.

2.4.3 Provide details on staff development programs during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

(a)Nomination to staff development programs during last four years:

Academic Staff Development Programs	**Number of faculty nominated**
Refresher Courses	31
HRD programs	NA
Orientation Programs	36
Staff Training conducted by the University	57
Staff Training conducted by other institutions	38
Summer/ Winter schools, workshops, etc.	28 for Foundation courses
***Nominations are rare. Participation in staff development program is largely voluntary and is facilitated by the institution.	

(b) Faculty training programs organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning:

- College organizes Capacity Building workshops for ICT periodically, to introduce the staff and students to the new developments in this area. For the purpose, the College invites experts from the relevant fields. Two such workshops held in past years benefitted around 60 faculty members.
- Two batches of one day workshops were organized for Faculty on 'e-Resources - How to Access' in collaboration with the Central Reference Library, DU
- The Internal Assessment (IA) System of the College is completely digitized and faculty members are required to upload the IA marks and class attendance online on the SIS package. The College arranges workshops, at least one per semester, to train and orient the faculty (mainly new appointees).
- A workshop was organized to train faculty members to create Web Portal of their departments and to upload data on it.
- Faculty sent for specialized training to the university or other related organizations are expected to hold in-house training programs to share acquired skills and knowledge.

(c) Percentage of faculty:

Invited as resource persons in Workshops/ Seminars/ Conferences organized by external professional agencies	21%
Participated in external Workshops/ Seminars/ Conferences recognized by national/ international professional bodies	60%
Presented papers in Workshops/ Seminars/ Conferences conducted or recognized by professional agencies	59%

2.4.4 What policies /systems are in place to recharge teachers? (e.g. providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programs industrial engagements etc.)

- The College encourages and is supportive of all initiatives for professional and academic growth of its staff.
- All policies regarding the above are as per the provisions of the Leave Rules of the University and UGC.
- There is no provision in the College for grants to teachers. However, they are partially supported by the disbursal of funds by the Committee on Financial Aid to Teachers, which considers cases when no other grants are available to them to attend seminars and conferences in the country.
- The College also permits necessary adjustments in the work plan and time table of teachers who are constrained to avail of their qualifications for promotional purposes. It acts as the affiliating institution for visiting scholars and its enrolled and erstwhile teachers in case they wish to avail of fellowships from recognized research bodies/agencies.

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

- Principal, Dr. Babli Moitra Saraf is the recipient of 27th Dr. S. Radhakrishnan Memorial National Award for Teachers, 2011.
- Ms. Renu Gulati, Department of Commerce, is the recipient of 'Teaching Excellence Award' by University of Delhi, for the Foundation Course 'Business Entrepreneurship and Management', 2014.
- Dr. Raj Chauhan, Department of Sanskrit (retired, March 2012) was awarded 'Sanskrit Samaradhaka Samman' by Delhi Sanskrit Akademi, New Delhi, 2004-2005**.**
- The following faculty members are recipient of 'Certificate for Distinguished Teacher (2009) of University of Delhi.

S. No.	Department	Faculty Name
1	English, MMMC	Dr. Babli Moitra Saraf
2	English	Ms. Neelima Luthra
3	Hindi	Dr. Harsh Bala Sharma
4	History	Dr. Meena Bhargava
5	Political Science	Dr. Jyoti Trehan Sharma
6		Dr. Shubhra Seth

- The institutional encouragement and positive response to teachers' achievements does act as a support for all those who raise the bar for

themselves. The College highlights these in its formal reports and not only facilitates all colleagues but publicly takes pride in their achievements.

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

- The College has introduced a student feedback mechanism but does not yet have an external peer evaluation mechanism.
- Additionally, the College feedback mechanism has already been described in points 1.4.2, 2.3.11.
- The student evaluation is for self-improvement of faculty members. Specific inputs regarding rapport, introduction of more discussion, additional readings, written work etc. are factored into the review of individual pedagogical practices as assessed.
- General pedagogical issues are discussed annually at the Academic Review Meeting of the Staff Council with the Principal in Council, and strategies formulated and implemented as and when required.
- The external peer evaluation is within the Rules and Regulations of the University.
- There is a Self-Assessment Proforma, prescribed by DU, which finally culminates in calculating API (Academic Performance Indicator) score of individual teachers. The teacher is supposed to obtain a minimum prescribed score to maintain his/ her standards for next promotion.

2.5 Evaluation Process and Reforms

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

Since the College is a constituent college of University of Delhi, the evaluation norms are mainly laid down by DU and are communicated to colleges for compliance. The College follows these in letter and spirit but is free to supplement these to ensure academic standards and transparency.

Stakeholders are apprised of all these norms through the following:

- The College Prospectus/ Handbook contains all relevant information about evaluation process (refer point 5.1.1)
- In the Orientation Program for new entrants in the College and in all departments, the Principal/Teachers-in-charge, explain all rules and regulations especially evaluation processes of the College.

- The Departmental SFCs/ orientation programs are the forums to disseminate all information related to evaluation.
- All communications related to evaluation from DU are communicated to all staff members via email from Principal of the College. If the said information pertains to the students, the same is uploaded on the College Website and displayed on the College notice boards immediately. At times, Teacher-in-Charge of departments are also requested to explain the process/ notification to the students.
- Whenever there are major changes/ deviations, special meetings are arranged by the ASC/ Principal, to explain to the students the latest developments.
- The Staff Council is the forum where the Principal informs the staff about the processes.
- The IA data is uploaded online and the students can verify them at their end.
- The IA data is sent to DU only after each student signs it and verifies it.

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

The College is mandatorily obliged to adopt all evaluation directives of the University**.** These include the system of Internal Assessment, Internal Evaluation of Foundation Courses along the norms set by the University under the erstwhile FYUP. The College had the autonomy under FYUP to notify its Oversight Mechanism which was its intervention in the evaluation process.

The College has also introduced the student attendance factor in all assessment and for appearance in the Practical exam, wherever applicable, to be an essential component of course requirement in order to qualify as passed.

In addition, in the newly introduced EVS course which is non-credit, the College has introduced the component of Attendance carrying 10 marks out of the IA of 25 marks mandated by the University.

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

- In each situation of reforms/ changes by DU for IA, the College initiated the mechanisms to implement the sent rules effectively.
- The schedules for Class Test/ Class presentations/ Submission of Assignments (as the case may be) are notified to the students well in advance and are uploaded on the College Website as an internal arrangement of the College. For instance, guidelines were made and displayed prominently for the 55 marks evaluation of Foundation Courses under the FYUP in 2013-14 with

information to the University. A Marks Award Committee was constituted internally to evolve the mechanism of the award of 8 Marks per FC to a student under special provisions mandated by the University.

- Each Department has an IA Moderation Committee which is responsible for submitting the correct/ verified IA of their departmental students to the College office.
- There is a Monitoring Committee for IA which is an interface between the College and DU for the scrutiny of all IA and discrepancies and grievances of students, if and when they arise.
- As described in point 2.5.1 above, the College informs its stakeholders about the University policies and college policies related to evaluation well in advance through College Prospectus/Handbook/ College Website/ Work Plan of teachers.
- The Schedules/ dates mentioned in the announced work-plan of each teacher are adhered to. The Principal through the ASC monitors the effective implementation of the schedule.
- Informal/ formal feedback of students to the Principal/ department members and a grievance redressal schedule developed by the College and the University help in the effective implementation of all evaluation process.
- All data submitted by staff is available online to the students, faculty, Principal and all other stakeholders. Transparency is ensured and is also the end of an effective implementation of evaluation reforms..

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

Formative Assessment:

There is provision of IA of 25% per paper in each program out of which 5% weightage is for attendance, 10% for class test and 10% for assignments. Therefore:

- Teachers take more than one class test to prepare students for exams.
- Students choose one from a wide range of assignment topics.
- Some teachers encourage students to write more assignments to enhance their writing/ presentation skills.
- Weightage attached to attendance acts as an incentive for regularity and academic discipline
- Students are encouraged to independently explore the contents within the curriculum.

Summative Assessment:

The end semester examination along with the Internal Assessment is the summative assessment for the students.

2.5.5 Detail on the significant improvements made in ensuring rigor and transparency in the internal assessment during the last four years and weightages assigned for the overall developments of students (weightage for behavioral aspects, independent learning, communication skills etc.)

- Weightage for behavioral aspects is not specifically mentioned in the DU ordinance and hence college cannot introduce this parameter, except as academic discipline in attendance and submission schedules.
- Weightage of communication skills and independent learning are discipline specific and wherever such components are included, the teachers inform these norms in advance.
- Electronic display of Internal Assessment data in the Student Information System has been a major step to ensure transparency and expeditious redressal of grievances, if any. To maintain transparency there are two committees – the IA moderation committee at the department level and the Monitoring Committee which works at the College level. The IA data is available online and students can approach the two committees in case of any problem/grievance.
- All stakeholders remain well informed and aware about the methodology of evaluation and its outcome in the public domain. (Details at 2.5.1 & 2.5.2 above). Transparency of the process is thus maintained and ensured.

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

The University considers the completion of the requirements of its curriculum and passing the final exam to be the graduate attributes of a course.

The College however, would like to additionally, propose basic reading/comprehension, writing and presentation skills for a student to be qualified as a graduate. It has been found that these are the areas in which not only students of the College, but also the group as a feeder cadre for all kinds of jobs, lack skills. The College has thus emphasized the acquisition of these skills through the need for training in groups and special classes to inculcate writing/presentation skills. These are in the process of being formalized. The College meanwhile, has introduced compulsory student presentations in the peer group in its Academic Society Meet. It also encourages hand-on experiences,

internships and field trips to hone application skills for employability which is the pragmatic outcome of a graduate program of study. The rest of the 'graduate attributes' specified by the College are clearly enunciated in its Mission task at 1.1.1. above.

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

Grievance redressal at University Level:

- Every semester the Examination Branch of University prepares guidelines for addressing grievances related to Internal Assessment, Practical Exam result and the End Semester Exam result.
- In all cases of grievance the College verifies the claim of the student, and forwards the application to the University for rectification.
- Students may also approach Dean Students' Welfare directly for redressal of their grievances.
- The University provides photocopy of the evaluated answer scripts of the students upon demand to attend to their grievance, within a stipulated period.

Grievance redressal at College Level:

- While returning the answer scripts of class test/ assignments/ projects, the concerned teacher provides suggestions and comments for improvement and addresses grievances of students.
- Before sending the IA marks to the University, the students are required to scrutinize and sign the consolidated marks obtained. In case of discrepancies, an application to that effect may be submitted to the College office within the prescribed time and the issue is addressed at the appropriate levels of SIS, departments and the Monitoring Committee of the College.
- The Departmental Moderation Committee and the Monitoring Committee assess the internal discrepancies and grievances.
- The Students are free to approach the Principal directly, in case they are not satisfied by other interventions.

2.6 Students Performance and Learning Outcomes

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

The College does not yet have a formally stated policy on Learning Outcomes, but welcomes the idea of having one as a target to structure its work plan in the various departments of the College. The matter will be discussed in the next Academic Review Meeting scheduled on 24 April 2015. Currently, the communication is through a displayed work plan, syllabus and curricular requirements.

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

To monitor the students' performance and progress:

- Results of internal class tests and assignments are analyzed at the departmental level.
- College monitors student attendance and advises accordingly through the ERP system.
- Every Department analyzes the End Semester Final Results of its students. Paper-wise results are also looked into to review/change/ update the reading material and teaching.

Pattern of Achievements:

The result analysis shows an incremental progress in student performance in the examinations. The pattern is uniform across courses, as is evident form the number of first divisions in each course in terms of progress.
Refer Table 03 & 04.

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

The College follows the curriculum designed by the University. 25 % of the total result of each program is evaluated at the College level for which the College has a structured mechanism described in the previous points. It is here that the teachers adopt various innovative and traditional teaching methods designed to meet requirements of the students. To facilitate the achievements of the intended learning outcomes, the College strategizes as follows:

- Curriculum Implementation Plans are given in advance to the students so that they may come into the class with some preparation.
- Infrastructure is arranged as per the requirements of the curriculum
- Sufficient Library resources (e- resources as well as print) are arranged for the students to supplement their texts.
- The projects, class test and assignments are taken and evaluated and students are given formative feedback for all these.
- To supplement the curriculum, the departmental Academic Societies arrange Workshops/ Talks/ Seminars/ Field Trips.

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

- For student placement the College has the CGPC, which organizes interface with students and potential employers through talks, recruitment drives and training.
- College networks as well as personal networks are activated to identify placements for students.
- NGOs like ENACTUS involve students in entrepreneurial projects at times and the College facilitates this effort.
- Innovations and research aptitude are developed through a deliberated program of mandatory presentation at academic society meet. Students are encouraged to participate in inter college/university academic events, international conferences and seminars with financial assistance from the College, specially, with the institution of the Centenary Decade Undergraduate Grant for Research and Innovation.
- The College recognizes and rewards all these efforts and has earmarked publication of findings as a funded component wherever required.
- Students are encouraged to take up projects which are real life applications of their curriculum.
- The College Academic Society presentations, the magazine, newsletters, wall magazines are the outcomes of intense working on the communication and writing skills of the students.
- Through the Language Sessions on ELPC software, the students have improved their communication skill.
- NSS, NCC, WDC, Gender Sensitization Cell, Heritage Walks, SPIC MACAY etc. are the societies which are directly involved in the social causes
- Co-curricular activities at college level and departmental level help to cultivate leadership qualities in the students.

- Internships during vacation are the direct applications of the curriculum of the students.

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

The College collects and analyzes the data on student performance in various ways of which some highlights are listed below:

- Informal discussions with students in tutorial groups. Here the students are guided as per their ability for comprehension and strategies worked upon accordingly.
- The performance of students in their class tests and submitted assignments and projects are a reflection of the students learning outcomes and help plan pedagogies.
- Intensive result analysis of college students and its comparison with other colleges is a self-reflexive exercise. Details are reflected in Tables 03 and 04

The outcomes of the analysis done in any / all above ways are used as inputs to improve the teaching-learning process Details are at 2.3.8 and 2.3.9 above.

2.6.6 How does the institute monitor and ensure the achievements of learning outcomes?

Learning Outcomes in the College are stated in its mission tasks and objectives, and is the holistic growth of a young women. This has been given at 1.1.1 and 2.6.1 above.

Mechanisms to monitor academic growth have already been stated above. The detailed report of result analysis is at 2.6.2 above.

- The College whole-heartedly supports, with finances and logistics, all initiatives taken by motivated students at individual levels which take them beyond the curriculum, even to the heights of Mount Everest, literally, and recognizes them as real achievements of the College. Mention in the prestigious Principal's Honor Roll instituted since 2011, is coveted by the students
- To inculcate the values of humanity, social responsibility, discipline, leadership etc. the College has various activities like: Khula Manch, Round Table Conference on Gandhi, Independence Day, Republic Day and Gandhi Jayanti celebrations. Martyr's Day is also observed. Here the students are

given a platform to share their thoughts which provides an assessment of their moral and ethical values and responsibilities. The College awards the Barnhardt-KamathTtrophy and Prize for Adherence to Gandhian Principles of Simplicity, Modesty and Dedication to Community to encourage these qualities.

- Sports achievements mark the development of leadership and team spirit.
- The increasing number of students competing for different posts under CGPC indicate the efforts made in the area of skill development for employability.
- To explore the talent of students in the field of extracurricular activities, the College organizes various competitive and non-competitive events in different cultural societies/ academic societies. Details are in III and V.
- Publication of magazines/ research papers, preparation of reports are the evidences of the learning outcomes.

More Details are at 2.3.7.

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

Any analysis would be wasted if its outcomes were not to be used for improvement. Feedback from students inspires departments to discuss among themselves the strategies to be adopted for barrier free learning. In fact, the performance of a student indicates her grasping and understanding of the subject. A poor performance compels the College/ concerned teacher to interrogate. Accordingly, the pedagogies may be proposed. The practice of an Annual Academic Review of the College in a one-day sitting of all teachers with the Principal, has been found to be very useful as a self-reflexive exercise, exploring and assessing all aspects of teaching, learning, outcomes and strategies.

Some examples based on such feedback/assessments:

- The College has created Language based sections.
- Appointed faculty members who can do bilingual teaching.
- Special tutorial classes are arranged for Hindi medium students.
- Preference is given to peer learning
- Interactive teaching methods are adopted.
- Tertiary activities are chalked out to enrich the curriculum.

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

- Translation as an activity promoted by the College to pique student interest and engagement with both language and cultural diversity is one of the College's latest success stories. This activity has cut across departments and has a wide ranging student participation. It also has potential employability apart from deploying language skills for various kinds of academic tasks and research.
- The College translation journal CODE as a teaching- learning outcome, was presented to a distinguished panel of eminent writers in Hindi and English at national and international levels. It was appreciated for the quality of the presentations made by students.
- The creation of departmental Web Portals as a joint venture of students and teachers is another such initiative. In particular the creation of an interactive alumnae database within the portals is a step towards external peer evaluation
- The College maintains a repository of excellent research projects/ papers in soft and hard copies as benchmarks.

❖❖❖

CRITERION III

RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized center/s of the affiliating University or any other agency/ organization?

The College does not yet have a recognized center. However, on March 01, 2015, the College has started the 'Translation and Translation Studies Center' which is a study center meant for research activities related to translation. The College is considering the process of seeking affiliation of this center with some recognized body of research.

3.1.2 Does the institute have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendation made by the committee for implementation and their impact.

- With the announcement of the Centenary Decade Undergraduate Research Grant in February 2015, a Research Committee has just been constituted to consider proposals and lay down the guidelines. The composition of the Research Committee is as follows:
    - Principal
    - Bursar
    - ASC Convener
    - Member of the Ethical Committee
    - Mentors/Supervisors

  The committee is yet to consider proposals from students.

- The Department of Psychology guides student research internally as part of curriculum and has a departmental committee to look after issues of research.
- The Department of BMMMC has factored Research Methodology into its curriculum and students are required to submit independent research projects.
- An Ethical Committee has been constituted as per the direction of the University.

  All other research by students and teachers are looked into by research committees external to the College.

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

- **Autonomy to the Principal Investigator**

- **Timely availability or release of resources**
- **Adequate infrastructure and human resources**
- **Time off, reduced teaching load, special leave etc. to teachers**
- **Support in terms of technology and information needs**
- **Facilitate timely auditing and submission of utilization certificate to the funding agencies**
- **Any other**

To facilitate research activities:

- The College gives full autonomy to the Principal Investigator as per the rules of the funding agency.
- The resources are made available as per the terms of the received grant and requirement of the researcher.
- The grants are released as and when they are received by the College but subject to submission of progress report of the work.
- All College resources are accessible/ available for the researcher.
- Leave is granted as per Rules. There is no provision for time off/reduced teaching hours
- The College facilitates the Audit and issue of the Utilization Certificate.

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

- Field work, empirical collection of data and hands-on application of theory by the students is increasingly, encouraged.
- Structured and unstructured questionnaire designs, qualitative and quantitative analysis of data and related research methodologies are taught.
- Students are involved in the Innovation Projects of the University which plays an aspirational role. Inclusion of at least 10 students per Innovation Project, funded by DU, is an incentive for students to incline towards research. The College has completed and submitted four innovation projects to the University. For details see 3.1.5 below.
- All academic societies are required to organize guided student presentations at least once a semester.
- Intra-college / Inter-college competitions for Paper Presentations are organized by departments to inspire/ motivate young, energetic and fresh minds to think originally.
- Courses such as BMMMC and Psychology have research methodology component factored into the curriculum which orients students.

- Discussions in lecture and tutorial classes stimulate students to think critically and innovatively, also encouraging research culture and scientific temper among students.

  Research projects as part of curriculum*:*
  - Every year Students of Semester VI of the Department of Psychology undertake research projects as part of their curriculum. Their research papers are often published in peer reviewed journals and presented at national and international forums.
  - MMMC students are encouraged to prepare short documentaries of one minute to five minute duration as part of their practical work.
  - Projects are submitted for Environmental Studies (qualifying) course.
  - Under FYUP all students attempted projects related to foundation courses, as part of curriculum. Some of these projects were showcased at the DU Annual Festival 'Antardhvani, 2014'.

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

Faculty members guiding research:

Eleven faculty members are associated with Ph.D. and M.Phil. students as supervisor/ co-supervisor in University of Delhi and JNU. Around 20 students are currently engaged in research under the supervision of these faculty members.

Faculty members pursuing individual research*:*

Eleven faculty members are pursuing their Ph.D. while 02 are engaged with their M.Phil. Dissertation.

Faculty involved in leading research projects:

- Two members, one as Principal Investigator for Major Research Project funded by UGC and the other one as the Principal Investigator in Minor Research Project of ICSSR.
- Nine faculty members along with thirty students have just submitted their Innovation Projects (three teachers and 10 students per project) sanctioned by University of Delhi under the scheme 'Innovation Projects for Colleges, 2013-15'
- Several faculty members are pursuing individual research on a variety of topics.

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

The regular and ongoing programs of the College factor in the inculcation of the ability to conduct independent research across various kinds of activities. These may be field trips, talks and lectures, workshops, training programs and so on. Teachers and students are encouraged to present their research at formally organized events at departmental, national and international level by the College. Students of all departments are mandatorily required to present research based papers in their respective Academic Society events, at least once a semester. All these help to build research capacity and create a culture of research. Some details are given below (2011-2015):

International Seminars/Conferences

- 'Plurilingualism and Orality in Translation', March 2015.
- 'Revisiting Shakespeare in Indian Literature and Culture', March 2013.
- 'Rural India: A Long Term Perspective Addressing Climate Change Challenge', 2012.

National Seminars/ Conferences

- 'Frontiers of Computational Research', 2015.
- 'Online Retail in India: Emerging Trends and Future Challenges', 2015.
- 'Indian Democracy and Perspectives on Dissent', 2013.
- 'Yoga and Psychology: An Integrated Approach', 2013.
- 'Perspectives on Hope, Well Being & Resilience: A Seminar on Positive Psychology', 2013.
- 'Social Media, Social Movements', 2013.
- 'Time, Reality and Experience', 2013.
- 'Greek Philosophy: East and West', 2013.
- 'Vicissitudes of Violence: An Inter-Disciplinary Conference on Conflict and Peace', 2012.
- 'Corporate Media Nexus: Symbiotic and Parasitic', 2012.
- 'Celebrating Tagore: A Seminar-Festival of his Music, Poetry and Literature', 2011.
- 'Education as a Site of Contestation', 2011.
- 'Looking Ahead: Challenges for the Media', 2011.
- 'The game's afoot … Sport, Literature and Culture', 2011.
- '**औपनिवेशिकमानसिकतासेपूर्णसमयऔरसमाजकेमध्यभाषाकाप्रश्न**', 2011.

- 'Symbol and Symbolized', 2011.
- 'Gendered Pasts, Masculinist Frames', 2011.
- 'Mathematics Beyond Formulas and Theorems', 2011.
- 'Vedādhyayana ki Prakriyā: Bahustariya Arthavattā ke Paripreksya Mein', 2010.
- 'The Temple in Early Medieval South India', 2010.
- 'Ethics of Media Trails', 2010.

Exhibitions

- Exhibits from Rampur Raza Library – Paintings from the Mughal Period.
- 'Dilli Dincharya' – Portraying Lives of Women.
- Gandhi Study Circle – Photographic March.

Performances of Cultural Forms to create awareness and encourage interest in research

- *Dastaangoi* performance titled *Dastaan-e-Chouboli*, directed by Mahmood Farooqui and performed by Manu Sikandar Dhingra and Nadeem Shah, 2014.
- The Premiere Show of *Dastaan Alice Ki* directed by Mahmood Farooqui and performed by Poonam Girdhani and Ankit Chadha, 2014.

Seminars/Talks/ Lectures/ Workshops/ Discussions

- **Annual Public Lectures** delivered by persons of eminence such as Shri A.P. J. Abdul Kalam, former President of India; Shri Vinod Rai, former CAG; Shri Kapil Sibal, HRD Minister; Ms. Aruna Roy, Social Activist and Magsaysay Award Winner; Shri Pavan Varma, Director ICSSR; Shri Arvind Kejriwal, RTI Activisit; Mrs. Najma Heptullah, Chairperson, ICSSR; Mrs. Vandana Shiva, Environmentalist and Social Activist; Mr. William Bissel, Managing Director, Fab India on topics like 'Vision 2020', RTI, 'Making India Work', Women's Education, Education Policy, Probity, Culture etc.
- **Discussion Forum** exposes the students to contemporary topics that have relevance in politics, social sciences, human rights, ecology etc. It invites academicians and social activists to generate debate and discussion within the College community on such issues. Some who were invited by the Forum include: Social Activist and Magsaysay Award Winner, Ms. Aruna Roy, spoke on the 'Debates over the Lok Pal Bill'; Mr. Jigme Tsultrim of India Tibet Coordination Office addressed the current situation in Tibet, Tibet's Culture, History and Present Struggles for Free Tibet; Prof. Achin Vanaik of University of Delhi, who discussed the ongoing conflict between

Palestine and Israel in Gaza and the international implications of the war not only for the Middle East but also for the rest of the world; Dr. Sumangala Damodaran spoke on 'Songs of Protest'; 'Perspectives', a group from University of Delhi held a session on 'Common Property Resources' and 'Gender and Legal Reforms'.

- **Two Round Table Conferences on Gandhi**:
  - **'**Locating the Dramatic in the Life of Gandhi', 2014.
  - **'**The Death of Gandhi', 2015.
- **Talk** on issues of language and translation by Ajmal Kamal, the editor of *Aaj*, Pakistan's News Daily, 2015.
- **Workshop on Sensitization and Awareness** on Third Gender, 2015.
- **Seminar** on 'Disaster Management', 2015.
- **Translation Workshops** in February, March, September 2014.
- **Discussions and Cultural Programs** organized by North-east Forum on 'Nationalism and the North East'.
- **Legal Literacy Programs**.
- **Talk** on 'Financial Capacity Building' by Canara Bank.
- **Election Related Workshops and Activities** – 'Janpratinidhi', an online portal for creating Voter Awareness made a presentation titled 'The Last Talk'.
- **Wall of Democracy, Pledge etc**.
- **Medical Camps** for awareness and health check-up.
- **HelpAge India** – Awareness Programs.
- **Workshops** on Self Defence.

Special Lectures/ Workshops are organized regularly by the departments. Details are in respective ERDs. List of lectures/ workshops held in 2014-15 is given below:

Department	Special Lectures/ Workshops/Enrichment Program
Commerce	• Motivational Lecture on 'Enhancing Interview Skills' by Mr. Amit Sachdeva,, SRCC, DU. • Mock Group Discussion Session conducted by IBS Business School (ICFAI Group).
Economics	• 'Econometric Data Analysis using GRETL', Ms Saumya Verma, Delhi School of Economics, DU, 2014. • 'From the Asian Giant to one of the Fragile Five - How vulnerable is the Indian Economy' by Prof. Jayati Ghosh, Chairperson, CESP, SSS, JNU, 2014.

	• 'Introduction to Game Theory' by Prof. Santosh Panda, Dean SAU, New Delhi, 2015. • 'Trading in Stock Market' by Mr. Harsh Goela, Sigma Finance, 2015. • 'Game Theory', by Dr Parikshit Ghosh, Delhi School of Economics, DU, 2015.
English	• Panel Discussion on 'Sound and Music' by Ms. Shubha Mudgal and Mr. Gautam Lahiri, Eminent Singers, Mr. Roysten Abel, Theater Luminary and Ritesh Khokar, Eminent Musician and Performer. • 'Politics of Love', by Mr. Shuddhabrata Sengupta, Eminent Artist and Member of Raqs Media Collective, 2015. • 'Cultural Politics of the Caribbean' by Ms. Annie Paul, Indo-Jamaican Cultural Commentator, 2015.
History	• 'Why Multilingual Literary Cultures?' by Prof. Francesca Orsini, School of Oriental and African Studies, London, 2014. • 'Delhi Partitioning the Past' by Prof. Nayanjot Lahiri, DU, 2014. • 'Intimate Spaces and the Development of the Public Sphere in Mughal Delhi' by Prof. Farhat Hasan, DU, 2014.
MMMC	• Seminar on 'Ethics and Broadcast Media', 2015. • Seminar on 'New Challenges before Media in a Democracy' and 'Right to Silence and Right to Information', 2014.
Philosophy	• 'Environmental Ethics' by Prof. Ashok Vohra, DU, 2014. • 'Inter-faith Dialogue' by Prof. Braj M. Sinha, Department of Religious Studies, University of Saskatchewan, Saskatoon, Canada, 2015. • 'Vedanta and its Relevance Today' by Dr Raj Bhardwaj, President Wisdom World Academy of Research and Development, 2015. • 'Hind Swaraj and Gandhi Today' by Dr. Alok Bajpai, Cunsultant Psychatrist, Regency Hospital, Kanpur, 2015.
Political Science	• 'Society without Boundaries: Free Migration and Free Trade across Borders' by Andrew Humphries, University of Francisco, 2014. • 'Civility and Principled Distance in Asokan Edicts' by Prof. Rajeev Bhargava, CSDS, 2014. • 'Dying without being Killed: The Lives of India's Death Row Prisoners' by Prof. Anup Surendranath, National Law

	University, Delhi, 2014. • 'Feminist Response to Sex Selective Abortion' by Dr. Bijayalaxmi Nanda, DU, 2014. • 'Canadian Multiculturalism Policy: a Critical Overview' by Prof. Marie McAndrew, University of Montreal, 2014. • 'Terrorism in South Asia' by Prof. S.D. Muni, JNU, 2015. • 'Dilli ka Dangal' by Prof. Sanjay Kumar, Director, CSDS, 2015. • 'Marching with Dr. King' by Ms. Lee-Alison Sibley, Member, American Embassy Community, 2015.
Psychology	• Interactive Session on *'Narratives of an Indian Young Woman'* by Dr. Uddipana Goswami. • Creative Writing and Poster Making Competition on the themes 'Perfect Imperfections' and 'Tears Hidden behind Smiles', 2014. • Research Colloquium and Interactive Session with Distinguished Alumnae on 'Study/Career Opportunities after Graduation', 2014. • Movie Screening of 'Beautiful Mind' followed by a discussion, 2014.

3.1.7 Provide details of prioritized research area and the expertise available with the institution.

The institute being an undergraduate liberal arts college does not prioritize any area of research as such. In the past year (2014-15) three activities namely, Gandhi Studies, Translation and Heritage have been thrust areas. However, a wide range of expertise in and beyond the curriculum is available within the College departments.

Refer Table 09.

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

The institution organizes academic and public interactions with researchers of eminence through talks, seminars, workshops and interactive sessions. For the sake of logistics of organizing the events, these visits are located within specific departments or societies. However, the outreach of such events and visits is across the entire College community. The College makes special efforts through

personal, professional networks of its alumna network to access persons of academic eminence from and outside Delhi.

A list of such visitors is available in the ERD.

3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

The provision of Sabbatical Leave for College teachers has been made in the Leave Rules in 2013. It has not been availed as yet. The staff members avail other types of leaves like study leave/ earned leave/ half pay leave etc. (as per rules) for academic purposes. The College will consider applications for Sabbatical, as and when it receives them.

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

- Translation research disseminated through workshops with students.
- Lec-Dem in College and in public on Art and Architecture of the Renaissance and Baroque
- Transgender Sexuality and Gender Studies.
- Legal Literacy Workshops
- Financial Literacy Workshops.
- Health Awareness Workshops
- Student Presentation of their Award Winning Projects/ Papers in the Peer Group
    - Commerce: Project Ladli – 'Bio-degradable Sanitary Napkins'.
    - Economics: Award Winning Paper 'Sanitation and Development: A Special Focus on Gender Issues' at the National Symposium on 'Health: The next right?'
- Distribution of the College history in the form of gifts to visitors and as reading material to students.
- Encourages researchers to use its Museum, Archives and Learning Resource Center.
- Through books and articles written by faculty members available in the College Library
- The staff and students are encouraged to get their research articles published in the Journals of repute. Refer 3.4 below.
- The College has published a Journal 'CODE' with students' contribution on Translation.
- Activities of various societies like NSS, NCC, WDC, EOC etc. translate curricular and research findings into action.

3.2 Resource Mobilization for Research

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

There is no earmarked head for research in the budget. However, the funds for the individual Minor// Major projects are received by the College and are disbursed to the Principal Investigators by the College. In the case of students presenting at recognized international conferences, the registration amount for conferences/ seminars is reimbursed by the College. The Centenary Decade Grant has been announced for student research. The Committee for Financial Assistance to Teachers may assist teachers to attend seminars and conferences, as per rules, in the absence of other assistance.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of faculty that has availed the facility in the last four years.

There is no such provision in the College.

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

Financial Support from College:

- The College has created the Centenary Decade Research Grant for UG students to be awarded from July 2015.
- Projects where the College is represented by students are provided assistance as requisitioned, e.g. Gyanodaya, Registration fee for international and national research and presentations.
- Educational and other field trips to gather data are funded by the College.
- The College supports extraordinary initiative of students, like climbing Mount Everest.

Financial support provided to the following students

Year	Details	Amount
2011-12	Ms. Rinchin R. Gaekwad of B.Sc. Hons (Computer Science) Part III	Rs. 35000/-
2012-13	Ms. Saachi Soni, BMMMC, Part I	Rs. 73705/-

	Ms. Ishita Asija, B.A. (Hons.) Economics	Rs. 9400/-
2013-14	Ms. Saachi Soni, BMMMC, Part II	Rs. 3705/-
	Ms. Pragya Jha, BA (Hons.) Philosophy Part III	Rs. 20944/-

Financial Support from University

Innovation Projects**:** The University of Delhi supported financially, the interdisciplinary research in which the participation of students was mandatory. As a result, the College has been sanctioned four projects. Each student involved here is to be paid a stipend as per DU norms.

3.2.4 How do the various departments/ units/ staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research?

As a College teaching Humanities, interdisciplinary methods are at the core of our pedagogical strategies. These methods are reinforced by various projects of the University and the College.

Endeavors:

- Under the scheme of 'Innovation Projects for Colleges' initiated by University of Delhi, it is mandatory to send only those proposals which are interdisciplinary. Project proposals from the departments of Sanskrit, Philosophy and Commerce were selected and the projects were successfully completed.
- Under FYUP, collaborative efforts of the students of departments of History and English led to submission of interdisciplinary research projects.

Challenges:

- Since the class timings of all the involved faculty members and students vary as per the time table, finding a common forum for collective discussions for the projects always poses a challenge.
- Bringing together heterogeneous student groups with mixed abilities of comprehension, language etc. is another challenge.

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

The College ensures optimal use of various equipment and research facilities through a roster under supervision of respective HOD/TIC. Thus:

- All equipment and research facilities are shared by all students and staff members.
- The Library and Labs can be made available till late hours and on holidays, on request.
- Internet connectivity is available round-the- clock.
- The College insists on compulsory sports hours and minimum membership of two societies by all students
- Workshops are organized on a regular basis.
- Cluster workshops, events, tests and interviews involving students from other colleges are organized by CGPC, Golden Key International, Enactus etc.
- Scholars from all over are encouraged to use the Translation and Translation Studies Center and the Museum and Archives Learning Resource Center.
- The Sports facilities are used to host national and Zonal camps on request. They are also available for neighborhood community use.
- Laptops received from the University have been issued to students and teachers as per need.
- There is large scale use of multi-media in well-equipped classrooms and seminar complex.

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

The College has not received any special grant or finances from any source other than its regular funding bodies for developing research facility.

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

Faculty members on their own identify the source of funds for their research activities. However, each application is to be endorsed by the College Principal.

Project details are as follows:

Department	Faculty Name	Year	Funding Agency	Status
Major Projects				
Hindi	Dr. Harsh Bala Sharma	2011 -2013	UGC	Completed
English	Dr. Vinita Sinha	2014- 2017	UGC	Ongoing
Minor Projects				
Political Science	Dr. Anshu Srivastava	2014 -2016	ICSSR, Delhi	Ongoing
Research & Development Grant				
Hindi	Dr. Harsh Bala Sharma	2012 -2013	DU	Completed
Innovation Projects for Colleges				
Sanskrit & Psychology (IP-101)	Dr. Anita Swami Dr. Suman Mahendru Dr. Nidhi Malik	2012-2013	DU	Completed
Psychology & Commerce (IP-201)	Dr. Mitu Rohatgi Dr. Gayatri A. Kumar Ms. T. Jeya Christy	2013-2015	DU	Completed
Sanskrit & Philosophy (IP-202)	Dr. Anita Swami Dr. Suman Mahendru Dr. Mayuri Gogoi	2013-2015	DU	Completed
Psychology & Philosophy (IP-203)	Dr. Veena Gupta Dr. Surabhika Maheshwari Dr. M.M. Yogi	2013-2015	DU	Completed

Grants Received:

Year	Amount	Agencies/ Organizations
2013-2014	Rs. 11,00,000/-	UGC/ ICSSR/ ICHR/ DU
2012-2013	Nil	
2011-2012	Rs. 6,95,333/-	
2010-2011	Rs. 5,12,200/-	

3.3 Research Facilities

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

College Library:

- All College Library books and e-resources are available for the students and research scholars.
- The Library has the ICT center where researchers can access all e-journals which are subscribed by DULS and are available through UGC-NLIST and DELNET.

Departmental Libraries: Some of the departments have created their departmental libraries consisting of books which they have bought out of project grants and from their personal collections.

Laboratories: All four Psychology Labs and five Computer Labs are available for the students and research scholars. The latest equipment and software are accessible to them.

Audio-Visual Production Center: Availability of Equipment and resources in the center facilitates research for all interested students and faculty.

Translation and Translation Studies Center is open to scholars as a study center for Translation.

Museum and Archives Learning Resource Center has the corpus and facilities available to all researchers.

Internet facility: The College Campus, including both hostels have Wi-Fi connectivity which can be accessed through the password issued by the College office for the purpose.

Financial Assistance: The students are given financial support for travelling to present their research work in different Universities/ institutions. The staff members also get reimbursement, as per rules, from the College for their travel and registration for Seminars/ Conferences/Workshops /Refresher courses.

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

The College has identified translation and translation studies as an emerging area which requires academic engagement and also institutional histories and heritage which demands exploration. The College has created the following spaces to meet this purpose:

- Translation and Translation Studies Center

- Museum and Archive Learning Resource Center

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

Since 2012, awardees of the five Innovation Projects of the University of Delhi received grants for their research which helped to create the following assets for the College

Books: Department of Sanskrit added 144 titles to the Sanskrit Department Library.

Infrastructure**:**

Department of Sanskrit:

- HP Desktop Computer 2170
- Printer (HP 1020 Plus)
- UPS (APC 700 VA)
- Scanner (HP Scanjet G 4010)
- Digital Handy Scanner (Digitek)-02
- HOD External 1 TB- 07
- Samsung Galaxy Tab 2 (P 5100-10.1)- 02
- Canon Xerox Small MF 3010-01
- Sony Voice Recorder 4 GB
- Portoronics Innovative Digital Portable
- Steel Almirah Size 78x36x19 (Model No.S/AL/02) with Locker
- Super Library Cabinet Size78x36x19 (Model No.S/LIB/GDC)
- UPS Stand (3 Part)
- Color Printer (HP 1025)

Department of Psychology:

- Desktop Computer – HP Pavilion P6 Series CPU, W1972a Monitor
- UPS (APC 700 VA)
- Canon Image Class MF 3010
- Sony Voice Recorder ICD-U 533F/SC
- Samsung Galaxy Tab 2 10.1
- Book Handy Scanner (Digitek)
- 01 TB External Hard Disk

Department of Philosophy:

- HOD External of 01 TB - 02
- Sony Voice Recorder-4GB

- Printer with Scanner & Xerox
- HP (Laserjet) (MFP 1136 WNJ8G2P6VF CE849A)

Department of Commerce:

- HP (Laserjet) Multi- function printer

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

Library details are available at 2.3.9 above.

3.3.6 What are the collaborative research facilities developed/ created by the research institutes in the College. For eg. laboratories, library, instruments, computers, new technology etc.

In collaboration with DU Computer Center, the College has established its IT Hub and the facility is very useful to access the library resources available on DULS, NLIST and DELNET. The College has the facility to access the National Knowledge Network through the Intranet of DU.

3.4 Research Publications and Awards

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

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

  No patents were obtained or filed because it is currently beyond the scope of the academic activities of the College.

- **Original Research contributing to product improvement-**
  Project: 'Bio-degradable Sanitary Napkins' developed by a student team of B.Com. (Hons) under the 'Next Great Entrepreneur Business Plan Competition' jointly organized by FICCI, US Embassy and Indian Angel Network 2013-2014.

- **Research studies or surveys benefiting the community or improving the services**
  Enactus: For details refer 3.6.1 & 3.6.4 below.
  ECO Club: For details refer at 3.6.1 below.
  Psychology: Some Research Studies/Surveys have been published in peer reviewed journals.

- **Research inputs contributing to new initiatives and social development.** Orality and Plurilingualism in South Asia as a Translation Methodology which moves away from Eurocentric parameters of regarding a text and emphasizing local modes of perception and narrativisation.

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

The institute does not publish or partner in publication of research journals. However, individual teachers are members of editorial boards of journals listed in international database.

3.4.3 Give details of publications by the faculty and students:

By Faculty***:*** Refer to Tables 05 & 11.

By Students***:***

- Aneesha Parvathaneni and Akanksha Vardani of Department of Economics, presented their paper 'Sanitation and Development: A Special Focus on Gender Issues' at the National Symposium on 'Health: The Next Right?' at Loyola College, Chennai. Their paper was also published in the Conference Volume of the same.
- A short story 'The Third Love' written by Ayesha Sareen of Department of Economics has been published in the anthology titled 'DU Love' in 2014.
- A story by Tanisha Sharma of Department of Commerce was selected for an online book 'We are not alone' published by Cypher Publishers and is available on www.amazon.com.
- Kritika Narula of Department of Commerce is the founder of First Indian and International Chapter of Spoon University (an online food publication for college students) in New York. She is also the Vice President of Operations there and handles PR, Marketing, HR etc, apart from overseeing the Operations.
  She has a book review blog http://kritikabibliophile.blogspot.com/ with 1000+ views every month where she has reviewed and interviewed authors from India and across the US, UK and Australia. She works as a correspondent with DU Beat, a student newspaper.
- 43 publications in peer reviewed journals by Department of Psychology.

3.4.4 Provide details (if any) of

- **Research awards received by faculty**
- **Recognition received by the faculty from reputed, professional bodies and agencies, nationally and internationally**
- **Incentives to faculty for receiving state, national and international recognitions for research contributions**

Research Awards and Recognition received by the Faculty from Reputed, Professional Bodies and Agencies, nationally and internationally:

Faculty Name	Award	Year
Dr. Babli Moitra Saraf, Principal	C.F. Andrews Distinguished Alumnus Award for Distinguished Service and Lifelong Pursuit of Excellence, St. Stephen's College Alumni Trust.	2015
	Fulbright-Nehru International Education Administrator Seminar Fellow.	2011
	Invited Lecturer at Nida School of Translation Studies, Misano-Adriatico, Italy.	2011
Dr. Babli Moitra Saraf, Principal	Amity Women Achiever Award by Amity International Business School and Amity Global Business School.	2010
	Research Fellow at Nida School of Translation Studies, Misano Adriatico, Italy.	2009
	Certificate of Recognition for Outstanding Service by Asia Pacific Regional Training Workshop of International Award for Young People (IAYP).	2009
	Scholarship under the Indo-Italian Government Cultural Exchange Program.	1992
Department of Commerce		
Dr. Anita Aggarwal	UGC Grant for Minor Research Project in Humanities, Languages and Social Sciences to College/ University Teachers.	2003
Department of English		
Dr. Vinita Sinha	UGC Grant for Major Research Project in English.	2014
Dr. Debjani Sengupta	Second Prize for Fiction in Translation, Federation of Indian Publishers, Delhi Book Fair.	2011
	Charles Wallace Trust.	2005
	Sarai, Independent Fellowship.	2005
Dr. Nitoo Das	Selected as one of the nine Indian Writers for	2012

	Sangam House International Residency Project hosted by Sangam House at Nrityagram.	
	Sarai, Independent Fellowship.	2005-2006
Dr. Anita Elizabeth Cherian	Invited Participant, Brown International Advanced Research Institute, Brown University.	2012
	Fellow, Indian Institute of Advanced Study, Shimla.	2010-2011
	Monroe-Lippman Memorial Prize for Distinguished Doctorol Dissertation, NYU.	2005
	Franco Coli Dissertation Prize.	2004
	Charles Wallace Trust Short Term Research Grant, University of Warwick.	2001
	Indian Foundation for the Art Research Fellowship.	2000
Ms. Sonali Aggarwal	Research Associate, Indian Institute of Advanced Study, Shimla.	2008-2010
Department of Hindi		
Dr. Veena Mahajan	Awarded Certificate and Medal for contributions to Hindi by Hindi Akademi, World Hindi Conference, Delhi.	2000
Dr. Chandra Kanta Kinra	Awarded Certificate and Medal for contributions to Hindi by Hindi Akademi, World Hindi Conference, Delhi.	2000
	UGC Career Award for UGC Research Project.	1997
Dr. Rekha Sethi	Sahitya Sewi Samman by Tamilnadu Hindi Sahitya Academy, Chennai.	2014
	Awarded Certificate and Medal for contributions to Hindi by Hindi Akademi, World Hindi Conference, Delhi.	2000
Dr. Harsh Bala Sharma	UGC Grant for Major Research Project.	2011-2013
	Research and Development Grant.	2012-2013
	Faculty on Deputation, Cluster Innovation Center, University of Delhi, Delhi.	2012-2013
	Visiting Professor, Tagore Chair, University of Laussane, Switzerland.	2014
Dr. Rimpi Khillan Singh	Bhartendu Harishchandra Puraskar for co-Authoring a book 'Media va Stree: Ek Uttar	2000

	Vimarsh', Ministry of Information and Broadcasting.	
	Best Faculty Paper in the National Academic Seminar, IP College for Women, Delhi.	2005
Department of History		
Dr. Meena Bhargava	Charles Wallace (India) Trust Post-Doctoral Research Grant.	2003
	British Council Stay-in-and-Maintenance Grant.	1994
	National Science Foundation, Ford Foundation, USA and Social Science Research Council, New York.	1994
Dr. Rashmi Pant	Research Fellow, Nehru Memorial Museum and Library, Delhi.	2013-2015
Dr. Chitra Joshi	SSRC South Asia Regional Fellowship.	2004
	Charles Wallace Trust.	1986
	Research Fellow, Nehru Memorial Museum and Library, Delhi.	1983-1985
Dr. Meenakshi Khanna	Awarded Annemarie Schimmel Professorship by Institute of Oriental and Asian Studies, Friedrich Wilhelms University of Bonn, Germany.	2011
	Visiting Fellow at Institute of Oriental and Asian Studies, Friedrich Wilhelms University of Bonn, Germany	2009
	Visiting Fellow at Institute of Oriental Studies, Otto-Friedrich University of Bamberg, Germany	2008
	Fulbright Visiting Lecturer at Department of Religious Studies, University of North Carolina, Chapel Hill, USA.	Fall 2006
Dr. Mandira Sharma	Intern/ Academic Visitor (for three months), British Library and British Museum, UK.	2011-2012
Department of Political Science		
Dr. Jyoti Trehan Sharma	Appreciation Letter form Women's Studies and Development Center, University of Delhi, Delhi.	2006
Ms. Ankita Pandey	Commonwealth Scholarship for Doctoral Research.	2014
Department of Psychology		
Dr. Nalini Deka	B.R. Gupta Distinguished Contribution Award.	1988

Dr. Meenakshi Saxena	Teacher's Fellowship by ICSSR for Ph.D.	1974-1978
Dr. Dinesh Kumar Gupt	ICSSR Doctoral Fellowship.	
Dr. Shweta Kapur	Second Prize for presenting the Paper 'Retaining Talent' at India Habitat Center, New Delhi.	2007
Department of Environmental Studies		
Dr. Darpa Saurava Jyethi	Best Paper in International Conference on Ecotoxicology and Environmental Sciences, New Delhi.	2014
Achievements of Former Faculty Members (retired/ resigned in last four years)		
Dr. Poonam Trivedi (English)	Charles Wallace Trust Bursary to visit UK.	1991
	Fellow, Salzburg Seminar, Austria.	2000
	Visiting Fellow, Department of English, University of Hyderabad under UGC-ASIHSS Program.	2006
	Visiting Fellow, Department of English, Center of Advanced Study, Jadavpur University, Kolkata.	2006
Dr. Reena Kapoor (Mathematics)	Awarded International Tuition Fee Scholarship (UNIPRS) and UNRS Central Scholarship (UNRSC), University of Newcastle, Australia to pursue Ph.D.	2011
Dr. Raj Kumari Chauhan	Sanskrit Samaradhaka Samman by Delhi Sanskrit Akademi.	2004-2005

Faculty Members as part of Prestigious Associations:

Dr. Babli Moitra Saraf, Principal:

- Member, Editorial Board, *translation,* a Transdisciplinary Journal, St. Jerome, Manchester and Edizioni di Storia e Letteratura, Rome.
- Member, Editorial Board, *Saar Sansaar,* Journal of Hindi translations directly from foreign languages, New Delhi.
- Member, Committee for Principals for Admissions into UG Program, University of Delhi, 2014.
- VC's Nominee on the Admission Committee of the Faculty of Music 2014 – 2015, University of Delhi.
- Member, ELPC Apex Committee, University of Delhi, 2014 – 2015.
- Member, Review Committee, National Youth Policy, Ministry of Sports and Youth Affairs, 2011 to date.

- Member, Bhadrajun Artisan Trust on Board of Fabindia School, Bali, Pali (Dist.) Rajasthan.
- Member, (Life) Comparative Literature Association of India (CLAI).
- Member, (Life) Forum of Teachers of English Language and Literature (FORTELL).
- Honorary Member of the Golden Key International Honor Society, 2011 till date.
- Member, National Selection Committee, U.S. Fulbright-Nehru International Education Administrators Seminar, 2012-2013, 2013-2014.
- Member, Academic Council, University of Delhi, 2011-2013.
- Member, High-Powered Committee to recommend and implement under-graduate admissions in Colleges of University of Delhi, 2012-2013.
- Member of the Governing Body of Association for Development, New Delhi. 2006-2012.
- Visiting Lecturer at NIDA School of Translation Studies, Misano-Adriatico, Italy, 2011.
- Delegate representing the education sector on a six–member Women's Committee to Saudi Arabia for a contact program under Delhi and Riyadh Declaration, 2010.
- Member, Governing Council, International Award for Young People (Duke of Edinburgh Award), 2009 to 2012.
- Member, Empowered Committee of the Vice-Chancellor, University of Delhi for the implementation of the Semester System, 2009-2010.
- Member, Board of Non-Collegiate Women's Education, University of Delhi 2009-2011.
- Member, Interview Board for Class I Services (IAS & IFS) UPSC, 2010.
- Consultant, Ministry of Human Resource Development on the Raghavan Committee for the Prevention and Punishment of Ragging, 2007.

Ms. Valsala Kuriakose, Department of Commerce:

- Member of Indian Association for the Study of Population (IASP).

Dr. Anindita Roy Saha, Department of Economics:

- Worked as Guest Editor for the Asian Journal, Special Volume on 'Access, Transport and Poverty Linkages', Vol. 12, No. 1, August 2005.

Ms. Kamlesh Gupta, Department of Economics:

- Member, Managing Committee, Ganga International School, Delhi, 2001-2006.

- Member, Managing Committee, Birla Arya Girls Senior Secondary School, Delhi, 2001-2006.
- Member, Managing Committee, Dau Dayal Arya Vedic Senior Secondary School, Delhi, 2001-2006.

Dr. Anita Elizabeth Cherian, Department of English:

- Member of American Studies Association.
- Member of Performance Studies International.

Ms. Sonali Aggarwal, Department of English:

- Member of Indian Association of Commonwealth Languages and Literatures.

Dr. Nitoo Das, Department of English

- Consultant (Assamese Language) 'Pratilipi', the Multilingual Journal, 2010 till date.
- Member, Virtual Artists' Collective, 2009-2014.
- Peer Review Member, The Four Quarters Magazine, 2014.

Ms. Anindita Ghosh, Department of English:

- Member, Shakespeare Society of India.

Dr. Poonam Trivedi, Department of English (retd. in 2014):

- Member, Shakespeare Society of India.
- Member, Indian Association of Commonwealth Languages and Literatures.
- Member, Indian Society for Theatre Research.
- Vice Chair, Asian Shakespeare Association.
- Member, International Shakespeare Association.
- Editor, Palgrave Board of Profile Series.
- Editor, Cambridge Board for Shakespeare on Films Series.

Dr. Meena Bhargava, Department of History:

- Member, Book Selection Committee, Nehru Memorial Museum and Library, New Delhi, 2011-13.
- Consultant, State Council for Educational Research and Training, New Delhi, for books on History, 2003-2004.
- Member and Writer in a UGC-sponsored Project 'Non-Broadcast Video Model Course Material in History', 1994 – 1995.
- Member, Team of Authors, History Draft Curriculum of National Open School, New Delhi, 1995 – 1997.

Dr. Asha Shukla Choubey, Department of History:

- Member, Editorial Board for CBSE Open School Material for Medieval History, 1988-1989.

Dr. Chitra Joshi, Department of History:

- Member, Module Committee TM2, 'Labour as a Political Category', 2014, International Center for Advanced Studies in collaboration with the German Federal Ministry of Education and Research (BMBF), Bonn, Germany.
- Member, Editorial Board, Brill Studies in Global History, Leiden, Netherlands, 2009 till date.
- Member, Editorial Board, *Revista Ciências do Trabalho* (Labour Sciences Journal, University of Sao Paolo 1SSN 2319-0574), 2013 till date.

Dr. Meenakshi Khanna, Department of History:

- Member, Fulbright Inter-Faith Community Program National Review Committee of the United States India Education Foundation, 2007.
- Member-author of Textbook Development Committee by the NCERT (National Council for Education Research and Training), Government of India, 2006.
- Member Translation Committee of Rampur Raza Library, Ministry of Culture, Government of India.

Mr. Gagan Gera, Department of Mass Media

- Editorial Assistant, Hindi News Room, News Services Division, All India Radio, New Delhi.

Dr. Vagisha Sharma, Department of Mathematics:

- Member, Board of Editors and Authors to prepare text material for 9^{th} standard students, Board of School Education, Haryana, 2006.

Dr. Manasvini M. Yogi, Department of Philosophy:

- Member, Nomination Jury 'The Woodpecker Film Festival and Forum', CMSR Foundation, 2013.
- Member, International Network of Women Philosophers.
- Interdisciplinary.Net- Living Responsibly-Ethical Issues in everyday life.

Mr. Gunjan Kumar, Department of Philosophy;

- Life Member, Association of Geographical Studies.
- Life Member, National Association of Geographers of India.

Dr. Veena Gupta, Department of Psychology:

- Member, Indian Academy of Applied Psychology.
- Member, Committee of Courses, University of Delhi, 2010-2012.

Dr Shrruti Sehrawat, Department of Psychology:

- Member, American Society for Business and Behavioural Studies as 'Track Chair' for their Conference held in Paris, 2011.
- Member, American Society for Business and Behavioural Studies as 'Session Chair' for their Conference held in Las Vegas, USA, 2009.
- Member, Editorial Board, the Encyclopedia of Psychology, Shri Sai Printographer, Delhi.

Dr. Surabhika Maheshwari, Department of Psychology:

- Life member, National Academy of Psychology (NAOP).

Dr. Nidhi Malik, Department of Psychology:

- Member, Indian Career Development Association.
- Member, Indian Association of Positive Psychology.

Dr. Mitu Rohatgi, Department of Psychology:

- Life Member, Indian Career Development Association.
- Life Member, Indian Association of Positive Psychology.

Mr. Arvind Kumar, Department of Sanskrit

- Member, Indian Science Congress Association for the Session, 2015.

Dr. Govind Singh, Department of Environmental Studies:

- Life Member, Indian Science Congress Association.
- Editor-in-Chief of the Award Winning 'Delhi Green Blog' Project – an innovative platform for disseminating environmental research and awareness among the public.

Dr. Seema Singh, Department of Physical Education:

- Joint Secretary, Delhi Basketball Association, 2012 till date.
- Vice President, Delhi Archery Association, 2010 till date.

- Organizing Secretary, Delhi Archery Association, 2010 & 2013.
- Executive Member, Delhi Swimming Association, 2009 till date.
- Manager, Indian Archery Team (Women) for CWG Archery Test Event, New Delhi, 2010.
- Ceremony-in-Charge, Swimming Competitions, CWG Test Events, New Delhi, 2010.
- Manager, North Zone Inter-Varsity Volleyball Tournament, Haryana, 2002.
- Member, DU Sports Council Executive Committee, 2002-2003.

Several faculty members are part of Departmental Research Committees of their respective departments at University of Delhi.

Department	Faculty Name	Duration
Computer Science	Dr. Archana Singhal	
Economics	Dr. Anindita Roy Saha	2011-2013
English	Dr. Babli Moitra Saraf	2013 – 2015
History	Dr. Meena Bhargava	Since 2014 till date
Psychology	Dr. Veena Gupta	2013-2014

Incentives to Faculty for receiving State, National and International Recognitions for Research Contributions

The names of the faculty members who receive any state, national or international recognition for their contributions as per information, are recorded in the College Annual Report, the Annual Report of the University as well as in Minutes of the Governing Body.

3.5 Consultancy

3.5.1 Give details of the systems and strategies for establishing institute-industry interface?

The institute-industry interface is established through:

- Field visits by the Departments of Commerce and Economics, Environmental Studies.
- Internship arrangements: Media industry, BMMMC.

- Availing of Outreach Programs: ASI, NAI, RBI, Lok Sabha, UNESCO, American Embassy, Workshops and Certificate Courses in collaboration with Industry: Psychology Department.
- The CGPC of the College interacts with industry for placement drives.
- Sponsorship drive for prestigious College events

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

The College has no stated policy to promote consultancy. The faculty profiles are up on the College website as well as on the personal webpages of faculty members.

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

The College facilitates, as per DU rules, the individuals as and when their expertise is required by any outside agency. The facilities can be in the form of

- permission of leave from College.
- time table adjustments as per the requirement of the individual, if possible.
- permission/recommendation to work with the agency.

3.5.4 List the broad areas and major consultancy services provided during the last four years:

The broad areas and major consultancy services provided by the faculty are:

- Consultants/ reviewers for Journals (print as well as e-journals).
- Members on Board of Studies for boards of State Universities and School Boards of Delhi and outside Delhi.
- Members on Departmental Research Committees, University of Delhi, Delhi.
- Members, committees for Syllabus Review/ Formation at University of Delhi as well as other Universities.
- Evaluators for thesis/ dissertations.
- Members of Selection Boards/ Observers for entrance exams for governmental organizations/ Universities.
- Consultants for creating e-lessons for SOL, ILLL.
- Consultant on relevant issues raised by the Govt. of India.
- Resource persons for Orientation/ Refresher courses in Academic Staff Colleges of the country.

- Resource persons for Staff Development Programs at college level as well as University level.
- Member/consultant for NGOs.
- Psychological Consultancy- in-house as well as for outside agencies.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved, Institution) and its use for institutional development?

There is no record of such income, apart from the TA/DA received. No income is generated. The policy may evolve as and when cases arise.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

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

The College promotes the institution-neighbourhood community network and student engagement through its various formal and structured societies and units.

Students are required to opt for one of the following three activities:

- NCC*:* The National Cadet Corps is the body regulated under the Ministry of Defence. It operates to render elemental military training that imparts the feeling of comradeship, honor and above all the perception of patriotism.
- NSS: The National Service Scheme basically deals with community service. Its motto 'Not Me but You' itself imbibes the spirit of civic responsibilities. The College has many projects running under it.
- Sports: Sports activities inculcate team spirit and ensure healthy living and fitness.

The NSS in particular collaborates to organize community health check-up which often extends to the neighborhood. Details on eye camps, Cancer awarenesss, Health talks. Sanitation, Cleanliness, HelpAge are at 3.6.2 below.

Through Curriculum Activities:

The students of the departments of Commerce, MMMC and Psychology (optional) undertake project work as part of their curriculum. For these projects,

the students voluntarily/ as per advice of the faculty, choose the current topics related to the community. These hands on experiences give glimpses of society and make students aware about their rights and responsibilities as citizens.

Through Academic Societies:

Each department of the College has an academic society which organizes extension activities of the department. During these activities, the students get a platform to plan and organize the events. They learn to work in teams, interact with peer groups, encounter various problems and learn to negotiate them. These extension activities are actually formative and are arranged under the guidance of experienced faculty.

WDC: The Women's Development Cell organizes extension activities related to women's health and well-being, gender sensitization, women's safety, sexuality, domestic violence, legal issues, and so on. The Cell in collaboration with NGOs, arranges workshops/ talks and thematic film screenings on current issues.

Innovation Project Scheme and Gyanodaya Train Project initiated by University of Delhi are also projects through which students inculcate the knowledge and hands on experience for the community and society.

Through other activities/ societies

- Enactus, known before October 2012 as SIFE (Students In Free Enterprise), is an international non-profit organization dedicated to using the power of entrepreneurial action to improve the quality of life and standard of living of people in need. Guided by academic advisors and business experts, the student leaders of Enactus create and implement community empowerment projects around the globe and fulfill the Enactus motto, 'people, planet, profit' by being environmentally friendly, commercially viable and socially uplifting.
- Dramatics Society: The College has a very active dramatic society that works on the Annual Production, One Act Play and Street Play (Nukkad Natak) that are performed both in and outside the College. Students engage in the creative exercise of script-writing, direction, lights, acting, costume and stage designing etc. to derive a complete knowledge of theater activities.

- ECO Club: The ECO Club is a students' body that aims to promote awareness towards ecological issues among community. The club organizes events independently and in collaboration with various bodies within and outside the College. Its annual festival, 'Prakriti' showcases various environment friendly

activities and products. It is an inter college event with encouraging student participation.

- Discussion Forum: The Discussion Forum of the College is a platform that tries to expose our students to contemporary topics that have relevance in politics, social sciences, human rights and ecology. The Forum seeks to enrich the academic engagement of the College community. It was conceptualized as an attempt to engage with issues of great relevance beyond the classroom. The forum provides an opportunity for our students to meet and interact with distinguished speakers, activists and academicians from the fields of politics, sociology, economics and history.

- SPIC MACAY/Cell for value added skill acquisitions: The College SPIC MACAY society has strengthened and expanded its areas of interaction with other cultural and academic bodies such as IGNCA, Rampur Raza Library, ASI and NAI. It organizes activities and events that help cultivate responsible citizenship and contribute towards community development. In its collaborative effort with ASI, it organized a training camp for heritage volunteers at the Red Fort during the XIX Common Wealth Games hosted in Delhi in 2010. Student volunteers were presented certificates for their outstanding service. A heritage walk to Humayun's Tomb and Dargah of Nizamuddin Awliya exposed our students to the technical aspects of Mughal construction and offered an introduction to the shrine and its complex socio-cultural morphology.
- International Students Desk: The College campus is internationalized with the presence of such a forum. The Vice-Principal acts as a mentor and is the nodal point of contact between foreign students and the College for all their needs. It has a vibrant International Student Society which has its annual festival and food courts to focus on linguistic and cultural diversity. There is a substantial College Prize for the Best Foreign Student (other than Indian origin).
- North East Forum: The College has a well-established North-East Forum, in compliance with the recent directions from the Government of India that focuses on the national and international significance and the cultural diversity of the north-east by organizing talks, seminars, exhibitions and cultural events. This society has an inclusive vision in all its endeavors to bring the region into the main stream of awareness by assimilating substantial section of the College community of students from that region.

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

- Every student has to register with at least two ECA Societies and opt for one of the following activities: NSS, NCC and Sports.
- Each society has a staff coordinator and three students as office bearers. Besides organizing the society events, these office bearers are also responsible for keeping records of the contributions of its registered members.
- The students have to devote minimum mandatory hours in their registered society. At the end of every year, the students are given appreciation certificates, with the recommendation of the society coordinator, for their exemplary contribution to the society.
- Registered members of NCC have to appear for 'B' & 'C' Certificate exams conducted by the NCC wing of Delhi.
- The Students' Union structured, planned and implemented the Cleanliness Drive and took it into the Karmachari Quarters to educate children.
- Besides the above there are interstices in the Curriculum with the potential to develop the mentioned qualities in students. Some are given below:
    - The students of the Department of Psychology take keen interest in applying their class-room learning to real life scenario. In order to gather hands-on experience and develop their skills as Psychologists, students join a variety of organizations for short-term projects, internships and observer's positions. These organizations typically include Hospitals, Schools, Special Schools, MNCs (particularly HR Department), NGOs, Psychotherapy Clinics etc. Many students also volunteer with variety of NGOs and student organizations on a continual basis and serve the underprivileged sections of the society, e.g. many students of the Department provide their services to 'Make a Difference' which is a student run organization that aims at educating the underprivileged children and street kids.
    - The engagement of students with various organizations like ASI & NAI not only help them enhance their employability, but also help them clarify their future professional goals. The students from different departments like History, Political Science, Hindi, English etc. also fulfill their commitment as responsible members of the society and teaching-learning community.
    - Students opting for FCW/FCD undertake several projects related to women upliftment and empowerment, child care and development, care of people with disability and elderly. Applying the theoretical concepts to practical training the students are sensitized to several physical, emotional economic and social issues like female foeticide, reproductive health and hygiene, teaching children, designing and developing audio visual aids for children in all domains of development vis-à-vis physical-motor,

cognitive, language, emotional and creative development, cleanliness and stress management.

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

To solicit stakeholders' perception on the overall performance and the quality of the institution, the College has the following declared mechanism:

- A week has been fixed in the College Academic Calendar to collect feedback on a proforma from students which assesses curriculum, co-curricular activities, pedagogical issues.
- College has a suggestion/ complaint box where students can put their requirements/complaints/ suggestions.
- College website has a link where any of the stakeholders can put his/ her remarks/ feedback
- Any of the stakeholders is free to write to the Principal through the College email ipc1924@gmail.com or principalipc@gmail.com.

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

Planning and Organization***:*** Extension activities and outreach programs are organized by the College through various internal bodies like NSS, EOC, WDC, GSC, North-East Forum, Departments of Sports, Psychology and the College chapters of larger societies like Enactus, 'Pravah' and so on. Additionally, any group of students mentored by a teacher may propose an extension activity or program of outreach. At the beginning of the session, all Staff Advisors usually plan the proposed activities and events of their societies in consultation with the students and curricular needs wherever applicable, along with a schedule for completion. The Union Advisor and ECA Coordinator, in accordance with the College Academic Calendar, prepare a calendar of events for the entire year. This calendar is followed for all academic and co-curricular matters.

Budget***:*** Budgetary allocation for extension and outreach activities are not separate and are made from College receipts under Student Societies Fund. An estimate is initially submitted by the Staff Advisor and accounts are submitted. The estimate may be revisited on justification and the College is flexible regarding expenditure with due approvals from competent authorities.

Major extension programs and outreach activities of the College in the past four years are clustered around the four areas of Women's Empowerment, Community

Awareness of Social Justice, Health Awareness and Self-Employment and Small Scale Industry. Major activities are listed below:

Women's Development Cell

Year	Detail of Activities
Student enrichment programs (special lectures/ workshops/ seminar) with external experts:	
2010	• Two Workshops on Gender Awareness in collaboration with the NGO, Jagori • Movie screening: 'Delhi-Mumbai-Delhi', a documentary by Saba Dewan, Feminist Activist. • In solidarity with the International Campaign to Stop Violence Against Women, a series of events by the name 'Safe Homes- Safe Cities' were organized from December 8 -10. ▪ Discussion on Domestic Violence Act by a young feminist lawyer,Ms. Asmita Basu. ▪ Interaction with the female SHO of the Maurice Nagar Police Station on the importance and procedure of filing complaints. ▪ Interactive session with two founder members of the North-East Support Center and Helpline, Dr. Alana Golmei and Ms. Lansanglu Rongmei, on sexual harassment faced by students, especially from the North-East. ▪ Spreading awareness on College campus by putting up posters related to women's issues, slogan writing, and questionnaires on public safety. ▪ Screening of a number of short films and a full length film on rape, *The Accused.*
2011	• Orientation Program for WDC society members conducted by the NGO, Jagori. • Film and Photography workshop (in collaboration with the Film and Photography society) where students were required to observe women in public spaces, watch their behavior, comfort level and survival strategies and capture relevant images. The photographs were later reviewed by the peer group. Mr. Sanjay Mattoo and Ms. Shikha Sen were also present during the conduct of the workshop.
2012	• Discussion on issues of Gender and Gender Bias in collaboration with the NGO, Jagori. • Talk on women's health and related issues by Dr. Devendra Singh.
2013	• Seminar on 'Gender and Legal Reforms: Limitations and

	Possibilities' (in collaboration with the Discussion Forum). Invited speakers included Kavita Krishnan, Madhu Mehra, and Jagmati Sangwan. • Performance titled 'Walk With Me' by the acclaimed theatre artist, Maya Krishna Rao (in collaboration with the Fine Arts Society) on International Women's Day. • Painting Exhibition on 'Art Unlimited' by a group of artists from Kolkata (in collaboration with the Fine Arts Society) on International Women's Day. • Workshop by an NGO - 'Must Bol' on International Women's Day. • Participation in forums like 'One Billion Rising South Asia Campaign' and 'Walk the Night' event at the American Center to express concern on the issue of violence against women. • Participation in a meeting of the UGC Task Force to review the 'Measures for Safety and Security of Women' on campuses. • Talk on 'Women's Health Today' by Dr. Priti Arora Dhamija, Sant Parmanand Hospital, in association with 'The Weekender'. • Talk on 'New Safety Helpline 55100' by representatives from TBM Technologies Pvt. Ltd. (in collaboration with the Ministry of Women and Child Development).
2014	• Talk on 'Feminism and Queer Movement' by Akhil Katyal on International Women's Day, 2014. • Photography exhibition and on the spot poster making competition on the themes: 'Freedom for me' and 'Another world is possible' on International Women's Day. • A visit to the Kiran Nadar Museum of Art, Saket for the screening of 'The Lightning Testimonies', an 8 projection video-installation by Amar Kanwar about the voices of sexual violence against women from all over India. The screening was attended by more than 70 students of the College in two batches. The visit also involved an exhibition, 'Is it What You Think?' curated by Roobina Karode. It culminated with a discussion stirred by the movie and exhibition which spanned personal narratives, technical aspects of the work, etc. The students had an enriching experience.
2015	• Creative writing competition on 'Empowered at 18 – Free to vote but ….'
Films Screened	
2010	• 'The Mona Lisa Smile' .
2012	• 'Izzat nagar ki asabhya betiyan' – a documentary. • 'Matrubhumi' .

2014	• 'Queen' - The movie explores a girl's identity as an independent entity. The screening was followed by a stimulating discussion. The members present shared their personal experiences, their own viewpoints and alternate perspectives. A discourse on society's perception and expectations of women ensued and the girls voiced their concerns about how, like the protagonist, they also felt a sense of liberation while watching the movie.
Extension Activities	
2013-2014	• One student was selected as mentor for the pilot 'Youth Connect Program' by an NGO - SEWA (Self-employed Women's Association) providing the students with a great opportunity to reach out and make a real difference to the world.
2014-2015	• Seven students have been selected as mentors for 'Youth Connect Program' by an NGO - SEWA (Self-employed Women's Association) providing the students with a great opportunity to reach out and make a real difference to the world. • **Community Awareness of Social Justice** – Twenty Five students have been selected as mentors for the awareness generation project in campus about Incest and Child Sexual Abuse by an NGO -RAHI (Relief and healing from Incest).These students participated in activities such as: ▪ Poster Making Competition ▪ Placard Campaign Online ▪ Photography Competition ▪ Freeze Mob at Connaught Place on The International Day for Prevention of Child Abuse ▪ Peace Walk at North Campus, University of Delhi. The walk is a part of the India chapter of the Óne Billion Rising' movement, a movement started to end all forms of violence against women (economic, state-sponsored, domestic violence against women & girls, child sexual abuse, sexual harassment at workplaces & public places etc). The objective was to the take a stand against sexual violence against women on the streets and ensuring that the streets are as safe for women during the night as they are during the day. ▪ Sensitization to the Third Gender by GSC of the College.

National Service Scheme

Year	Details of Activities

2012-2013	A full health check-up camp was organized in collaboration with Max Hospital, 2012.
	A Breast Cancer Check-up camp was organized in collaboration with the 'Roko Cancer Organization', 2012.
	A Blood Donation Camp was organized on, 2012
	A talk on Thalassemia was conducted in 2012 to create awareness and sensitize students towards the disease and its implications.
	During the Annual Day Function (Shruti 2012), several inter college competitions like self-written 'kavitapath', solo dance, quiz, declamation and Ad-Mag were organized to enable participation from the differently abled students
	The NSS unit invited NGOs like 'Make a Difference' and 'Pravah' (on to the College to motivate students for Social Service
2013-2014	NSS hosted the Pink Chain Campaign Against Cancer, a nationwide Cancer awareness campaign in collaboration with 'Punarjeevan' (an NGO). More than 200 students and many faculty members pledged support for the campaign.
	NSS organized a one day Health Camp in collaboration with 'Young Concepts' to promote awareness about health and hygiene among young women. More than a thousand students were benefitted by the camp.
	NSS proudly launched the HelpAge India initiative **'**Help Unite Generation' (HUG) aimed at promoting youth's awareness and participation in elderly care.
	NSS members of the College participated in the HelpAge India initiative to celebrate the **'**International Day of Elderly Persons**'** at the India Habitat Center.
	One of the important initiatives of the NSS has been to develop leadership qualities in its members. Three NSS members participated in the Asia Youth Leaders' Summit organised by the Commonwealth Youth Program Asia Center and the British Council.
	The Blind Reading/Recording/Writing project of the NSS in the College and in the hostels to assist the differently abled students.
2014-2015	In collaboration with a Delhi based NGO 'Pravah' organized a self-awareness camp called 'Inward Bound' in the College.
	The NSS unit of the College was actively involved in the 'Swachhta Abhiyan' started by the College.
	16 members of the NSS unit represented the College at the Blood Donation Camp at Jawaharlal Nehru Stadium.
	In collaboration with the NGO 'Shades of Happiness', a stationery collection drive was conducted in the College.

	A peer learning program was initiated for English/Hindi. These classes are continuing.

National Cadet Corps

Year	Details of Activities
2010-2011	Deepa (SUO) attended Thal Sena Camp (TSC) at Srinagar.
	Twenty Cadets attended Combined Annual Training Camp at Bawaana.
	Seventeen Cadets attended Pulse Polio Camp and Cancer Rally.
	0ne Cadet attended Republic Day Camp at Kirti Nagar, Delhi.
	Pooja Rani (JUO) received 'B' Grade in 'B' Certificate Examination.
2011-2012	Thirty Cadets attended Combined Annual Training Camp (CATC) in Delhi Cantt.
	Eleven Cadets attended Pulse Polio Camp in Punjab.
	Four Cadets attended National Integration Camp (NIC) in Ajmer.
	One Cadet was selected for the Prime Minister's Rally (PM Rally).
	Ashiya (SUO) received 'A' Grade in 'B' Certificate Examination.
	Teena (JUO) received 'B' Grade in 'B' Certificate Examination.
2012-2013	Cadets participated in the Gyanodaya Educational Trip
	One Cadet attended the Thal Sena Camp (TSC)
	Eighteen Cadets participated in the Drug Rally.
	Twenty Cadets participated in the Polio Drop Camp.
2013-2014	Nine Cadets attended National Integration Camp (NIC), held at Delhi Cantonment.
	Six Cadets attended Army Attachment Camp in Meerut, Uttar Pradesh.
	Ten Cadets attended Thal Sena Camp (TSC) in Delhi.
	Twelve Cadets participated in rhythmic yoga of NCC National Games.
	One Cadet was selected for NCC National Shooting Games.
	Shalini (SUO) received 'A' Grade in 'C' Certificate Examination.

	Mukti (JUO) received 'B' Grade in 'B' Certificate Examination.
2014-2015	Cadets participated in Swachhata Abhiyaan.
	Cadet Harshita Rathore participated in Inter DTE shooting championship, West Bengal and All India GV Mavalankar Shooting Championship, Ahemdabad.
	Five Cadets attended Thal Sena Camp. Kajal Bansala (TSC attendant) won Gold Medal in Masters of the Ceremony competition.
	One Cadet attended OTA, Attachment, Chennai, Tamil Nadu and 3 Cadets attended Army Attachment, Meerut, and Uttar Pradesh.
	Twenty Cadets participated in Closing Ceremony, NCC National Games
	Chamma Yadav (JUO) received 'B' grade in 'B' Certificate Examination.
	Vironika Sharma and Chamma Yadav got selected for Gyanodyaya-V, an educational train journey to North East.
	Cadet Shikha Balliyan perfomed Paraslithering on Republic Day Retreat.
	Cadet Garima Singh was awarded silver medal in anchoring/mike controlling, selected as Best Cadet from Delhi Directorate.

Dramatics Society

Year	Details
2010-2011	• Street Play titled 'Albert Pinto ko Gussa Kyon Ata Hai?' • Stage Play titled 'Cut to Cut'.
2011-2012	• Annual Production 'Medea in MY Mirror' • Street play titled 'Aap Seditionist Hain'. • Stage Play titled 'Crave'.
2012-2013	• Annual Production 'Rehearsing Manto in the Times of Gang Rapes' • Street Play titled 'Mooch Neech ka Paapda'. • Stage Play titled 'The Virtuous Burglar'
2013-2014	• Annual Production 'Gulab Bai'. • Stage Play titled 'As You Like It'
2014-2015	• Annual Production 'Insaaf Ka Ghera'. • Street Play titled 'Manmarziyaan'

Community Activities of Enactus Chapter of the College.

- **SASHAKT*:*** The project model involved imbibing basic sewing and stitching skills in a community of women residing near Shakurpur and Lawrence road with the help of the NGO, Sewa Bharti (regd.). The team collected reusable scraps of discarded cloth from boutiques and households with the aim of making aesthetic and useful bags and accessories to be sold in handicraft hubs.
- **AIPAN**: The project Sashakt focuses on the revival of Aipan through marketing of utility products like folders, envelopes etc. A dying art form, indigenous to the Kumaon region of Uttarakhand, Aipan consists of intricate geometric and rhythmic patterns made traditionally using *Geru* –a red color ochre and rice paste.
  The College team put up a stall at the College's Festival Mela (October, 2014) showcasing products, all hand-made by the team members to raise funds for their upcoming social entrepreneurship project. Glass jars adorned with jute ropes, hand-painted diyas, innovative Diwali-lamps made out of bangles, were put on display for sale and recycled cloth bags (stitched under Sashakt) were exhibited at the stall.

Refer 3.6.1 above.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

The College facilitates and encourages student and faculty participation in Extension Activities in several ways.

- Attendance waivers are given to students to pursue these activities.
- At the end of the year, the best cadet of NCC and the best volunteer of NSS are awarded prizes and certificates.
- Under FYUP, the University permitted the award of marks as both reward and incentive, to the internal assessment of students for their participation.
- Faculty members are facilitated by leave rules to conduct excursions related to extension activities.

Details are at 3.6.2 & 3.6.4 above

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the College to ensure social justice and empower students from under-privileged and vulnerable sections of society?

- The College has enabled access to the differently-abled to all its spaces on the basis of its larger vision and need assessment and thus empowered this vulnerable section with educational facility.
- The Committee for Financial Aid to students has developed its proforma to assess needs to disburse aid. The proforma is subject to review on findings every year. Under-privileged and economically weaker section of students are given financial assistance from the College to enable them to get education including full waivers.
- Career counseling and training in mobility and computers is made available to the visually challenged students.
- Students of the Departments of History, Philosophy and Psychology, offered their services to 'Make a Difference', a student run organization which aims at educating the underprivileged children and street children.

- The Enactus team of the College
    - has visited the target community in Timarpur for the purpose of harboring mutual trust and understanding to start with the project AIPAN. Another purpose of the visits was to gauge their level of skill and willingness to work on the initiative, which has garnered positive results. Future visits have also been planned for the dual purpose of maintaining an open channel of communication and encouraging practice of the art form among the women.
    - The team plans to finalize the products to be marketed by conducting numerous surveys at different avenues to determine what piques the interest of the consumers superlatively.
    - On the basis of the surveys conducted, costs to be incurred and the skill of the women, the group started production of the most cost effective and popular product.
    - The products were then sold in the College Festival Mela and raised Rs.4700/-
- In collaboration with the NGO 'Shades of Happiness', the College NSS unit organized a stationary collection drive in the College. The stationery items and old books thus collected were distributed amongst the children of slum cluster in Central Delhi.
- Surveys have been conducted by students working on projects as part of Psychology curriculum.
- For Innovation Projects of the College sponsored by DU, the interdisciplinary teams of the students undertook various surveys:
    - Project 'Picking up the treads: A study of endangered Arts and Artisans of India'.

In keeping with the objectives of the innovation project, the team conducted various interviews and recorded their experiences, in the hope of capturing the 'last surviving moments' of a 'dying art form'. Over the last one year the team completed three documentaries, and interviewed seven artisans. The research led the team to cover the following art forms-

- Blue Pottery
- Hand-painted Bollywood Posters
- Ladakh Jewellery
- Kite Making

The innovation project team designed and carried out surveys to understand the ground realities pertaining to the survival of arts and artisans in India, the socio-economic disparity between the consumer and producer of the art products, the possible avenues that could open up for the growth of the artisan and the recognition of art.

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

Extension activities are meant to contribute to the holistic development of a student (and faculty) and enrich the experience of formal education to create a good citizen, as envisaged in the vision and mission of the College. The extension and outreach activities identified and promoted by the College, help the student to bridge the gap between the lab and land, even to show the glaring discrepancies between what is preached and practiced at all levels of society. Disappointment and disillusionment are great teachers. They are also the prophets of possibility. The critical awareness and analytical power of that experience only enhances the awareness of the academic and theoretical component of the curriculum. Sensitization and awareness of the real world is an important component of such activities. Curriculum based projects are done by students of Psychology, BMMMC and FCW/ FCD but extend to all departments as internal initiatives.

Specific skills and values inculcated (not necessarily mutually exclusive categories) are people-skills, interpersonal relationships, respect for different points of view, tolerance of the 'other', patience, listening skills and most importantly, compassion. Thus a host of skills which are life-affirming and life-supporting may be inculcated. The academic tools of research are additionally learned. Thus ethnography, surveys, questionnaire designing, data collection, qualitative and quantitative analysis and other methods are learnt. These are always empowering and increase employability.

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

Community outreach and development are a core part of the learning outcomes of the College and an integral part of its mission task. The College starts the sensitization and awareness program internally through talks and workshops, to begin with. Students are encouraged to take up curricular projects which reinforce the learning. The entire community is encouraged and facilitated to participate in mass programs on the national agenda to create solidarity and build a sense of community. These include Health Camps, Cleanliness Drive, Self-Defence Programs, Sports facilities shared with university and neighborhood community, Yoga classes for the College community, celebration of College Annual Sports Day with items of participation from families of colleagues, New Year lunch for the entire community of employees of the College, community celebration of all festivals in organized mela/fairs, financial assistance for medical emergencies of contractual employees etc.

Individual students and societies of the College are facilitated to pursue initiatives they identify. Thus, the Students' Union carried the values of sanitation and cleanliness to small children of staff who live on campus. NSS volunteers have engaged in teaching programs for the children of the less privileged sections of our colleagues on campus. Enactus, EOC, NSS, NCC.

The details are at 3.6.2, 3.6.4, 3.6.5, 3.6.6 above.

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

The College has constructive relationship with the following for working on various outreach and extension activities in the area of health and public awareness, in the locality:

- Sant Parmanand Hospital, Civil Lines.
- Buzz-initiative of the women of Civil Lines for social work in health awareness and facilitation programs.
- Palna, Civil Lines.
- Usha Ganguli Shishu Vihar, University of Delhi.

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

Not applicable as none were received.

3.7 Collaboration

3.7.1 How does the institute collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives – collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

There is no structure for formal collaboration available outside the framework of the University for the courses offered by the College. BMMMC course of the College is a part of the Meta-College concept of DU. The College as a site for the English Language Proficiency Course has (in collaboration with the ELPC Board) shared its facilities with students from other colleges. The College has collaborated with national and international bodies/ universities for conferences and seminars, workshops and talks.

3.7.2 Provide details on the MoUs/ collaborative arrangements (if any) with institutions of national importance/ other universities/ industries/ (Corporate entities) etc. and how they contributed to the development of the institution.

MOUs - Not applicable.

Collaborative arrangements: Episodic collaborative arrangements with organizations such as ASI, NAI, IGNCA, Sahitya Akademi, Sangeet Natak Akademi, ICSSR, ICHR Shakespeare Society of India, Indo-Hellenic Society, Translation Center of the University of Amherst etc. for academic events and programs, extended the scope of the curriculum, provided exposure to the students and expanded the horizons of knowledge and learning. The College was enriched by these experiences and also enhanced its own profile.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/ up-gradation of academic facilities. Student and staff support. Infrastructure facilities of the institution viz. laboratories/ library/ new technology/ placement services etc.

The College in its interface and interaction with industry, community and institutions has been able to create supporting networks and infrastructure in the following areas:

- Emergency Ambulance and Health Care with Sant Parmanand Hospital/ Nu Life, Civil Lines.
- Solid Waste Recycling with NGO 'Jagruti'.
- Biological Waste Recycling and infrastructure with NGO 'Roots and Wings'.
- Student Placement coordinated by the College with industry through the CGPC.

3.7.4 Highlighting the names of the eminent scientists/ participants who contributed to the events, provide details of national and international conferences organized by the College during last four years.

The College has held several international and national conferences in the last four years. Details are at 3.1.6 above.

List of eminent scientists/ participants are in respective ERDs.

3.7.5 How many linkages/ collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/ or facilitated:

a) Curriculum development/ enrichment
b) Internship/ On-the-job training
c) Summer placement
d) Faculty exchange and professional development
e) Research
f) Consultancy
g) Extension
h) Publication
i) Student Placement
j) Twinning Programs
k) Introduction of new courses
l) Student Exchange
m) Any other

University Ordinances do not permit the signing of MOUs and agreements between the Colleges and other agencies in most of the above mentioned areas like curriculum development, study programs, credit transfers etc. All agreements of collaboration on research, consultancy and publication in the College are between individuals and the outside agency – with information to the College and endorsed by it.

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

The College is interested in establishing exchange programs and twinning programs for students. Though the establishing of formal linkages and collaborations, especially with reference to international schools and universities and the College is subject to decisions by other supervisory and regulatory bodies, the College has taken initiatives and stayed networked with the International Educational Services (IES) and the USIEF. It is also a part of the Columbo Plan for links with Australian Universities and has kept the dialogue open with the international peer. At the national level it pursues linkages wherever possible with special agencies such as the ASI, NAI, NIDM etc. The systematic efforts of the College are in the nature of workshops, visits and outreach programs that it organizes or opts for with these organizations.

❖❖❖

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

The College policy for creation and enhancement of infrastructure is driven by the following considerations:

- up-gradation of the obsolete
- keeping abreast of technology and leveraging it for enhancing the quality of institutional life
- providing physically comfortable and ergonomically efficient spaces and environment for optimal output
- creating a workplace which instills a sense of pride and ownership.

This macro assessment is at the level of the leadership, assisted by inputs from the management and administration.

Central to all the above is the teaching-learning process. To facilitate it the institution seeks/receives requisitions from teachers and students. These are based on curricular requirements, like labs, rooms, especially dedicated spaces, like enabling unit, dark room, editing bays, music practice room, public address systems in the classroom etc. and /or equipment of a special nature like projection facilities, recorders, cameras, specially designed teaching-learning aids for the differently-abled and so on. The library is digitized and available online. It is an air-conditioned space.

4.1.2 Details the facilities available:

(a) Curricular & Co-curricular activities:

Type of facility		No.	Description
Class Rooms	With LCD	07	60 seater
		17	40 seater
	Without LCD	05	60 seater
		11	40 seater
	Tutorial Rooms	18	20 seater
		01	07 seater
Laboratories	Computer Labs (with LCD)	Lab I	28 computers and 03 Printers
		Lab II	27 computers and 06 Printers
		Lab III	22 computers and 02 Printers
		Lab IV	24 computers and 01 Printer
		Lab V	25 computers and 01 Printer

	Psychology Labs	• PL • WL • SL	• Fully air-conditioned • 01 computer with LCD • 60 seater each • 150 Psychological Tests • 103 instruments/ apparatus for experimentation • An archive for old materials and apparatus which are out of use and out of production.
		PCL	09 computers with internet facility.
	Studio	01	Fully air conditioned
	Editing Bay Complex	01	
Staff Lounge	Main Staff Room	01	• Fully air conditioned • Wi-Fi enabled
	Departmental Rooms	09	Fully air conditioned having 02 Wi-Fi enabled computer systems with a seating capacity of 10 to 17 persons.
Departmental Room for Psychology		01	• Seating capacity of 16 members • 03 computers with internet facility. • 02 of these three computers have printers while the third one has copier facility • Voice recorder • Canon image class • Samsung galaxy tab • Book Handy Scanner
Vice Principal's Room		01	• Fully air-conditioned • Seating capacity of 20
Library (fully air-conditioned)	Reading Room	01	Seating capacity of 125.
	Cubicles (for VH)	02	
	Cubicles (for all others)	06	

	More details about Library are in point 4.2		
	ICT Hall	01	Wi-Fi enabled with 57 computer systems.
Office	Fully air-conditioned 02 blocks: Administration & Accounts		
Research Centers	Translation and Translation Studies Centre	01	Fully air-conditioned with seating capacity of 100 for lec-dem.
	Museum and Archives Learning Resource Centre	01	Fully air-conditioned
Others	Medical Room	01	With first-aid facilities
	Enabling Unit	01	• Fully air-conditioned • 05 computers with speakers • 02 printers
	Server Room	02	04 servers
Special facilities	For PwD		• Ramps & tactile pathways all across the College • Lift in Library • High resolution scanner and Braille Printer • For more details refer point 4.1.4
	Hostels	02	Capacity to accommodate 370 students (200+170)
	Bank	01	Fully air-conditioned
	Two Guard's Room		
	One Photo Copier cum Stationery Shop		
Garden	Nursery & Green House	02	
	Gardeners' Room	01	
Canteen		01	Two floors
Student Activity Area		01	
Graffiti Wall		01	
In process	Studio	01	
	Cartographic Lab	01	
	Language Lab	01	

(b) Extra-curricular activities:

Type of Facility		**No.**	**Description**
Sports Facility (outdoor)	Tennis Court	02	Standard size with synthetic coat
	Basketball Court	01	Standard size with synthetic coat
	Volleyball Courts	02	
	Shot put and Discuss arena	01	Cemented
	Net Ball Court	01	As per specified norms of Sports Authority of India
	Badminton Court	02	
	Playing Area for Softball, Football, Archery, Cricket, Hockey etc.		
	Swimming Pool	01	25 feet x 50 feet 10 feet deep at deep end Equipped with Filtration point room, Balancing Tank, Sufficient number of changing rooms for females and males
Sports facilities (indoor) and Gymnasium	Shooting Range	01	Fully Air Conditioned
	Squash Court	01	
	Table Tennis area	01	
	Dance Room	01	
	Chess Room	01	
	Martial Arts/ Yoga/ Aerobics Area	01	
	Badminton Court	02	
	Basket Ball Practice Court	01	
	Fitness Center	01	
Auditorium (fully air-conditioned with fire-fighting system, Seating Capacity - 586)		01	• With full acoustics and sound system, stage lights, digital podium • hub for NKN
Seminar Room (150 seats)		01	• fully air conditioned

Conference Room (225 seats)		01	• have projection facility with closed circuit teleconferencing
Audio Visual Room (60 seats)		01	
Others	Exhibition foyers	02	
	Students' Union Room	01	
	NCC Room	01	
	NSS Room	01	
	Music Room	01	
Expert coaching is provided for **Public Speaking and Communication Skills**			

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

- One of the challenges that the College faces is to ensure that the existing infrastructure is optimally used for academic growth. Students are thus encouraged and trained to develop skills of power point presentations, digitized data, electronically disseminated notices and assignments. Work plans and tutorial assignments may be received online, in soft copies. Students are referred to the library for readings and taught to use the search engines. The library conducts an orientation session for new students. The College ensures that available infrastructure is in line with its academic growth by keeping itself abreast of developments in global class educational institutions and continually upgrading itself.

- The College utilizes grants as per guidelines received from UGC and Delhi University of Delhi from time to time and also as per College policies. The details of facilities developed/ augmented and the amount spent are as under**:**

  Refer Table 06

- Master Plan: See Page 335

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

Empowering the physically–disabled lies at the core part of the vision of the College and this has been undertaken as a vocation in the past five years.

- The College is today 100% barrier-free.
- Access to learning aids is given free of cost.
- Transportation is provided for movement outside College.
- Safe spaces in hostels are reserved for priority evacuation in case of natural disasters.
- Employability is created by special training in computer-driven software.
- The College ensures that infrastructure for the disabled is enhanced and upgraded by referring to its Enabling Unit and Equal Opportunity Cell and that of the University while keeping abreast of global developments.

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

- **Hostel Facility- Accommodation available**:- Yes, Indraprastha College has two hostels which provide safe and comfortable boarding-lodging facility to out-station students to pursue higher education. Some of the facilities are as follows:
    - Ceiling fans, beds, one built- in wardrobe/ almirah, a chest of drawers, one study table and chair and a book rack mounted on the wall in every room.
    - Mess and Dining Hall
    - Common Room
    - Laundry facilities
    - First Aid and Medical Emergencies, OTC medicines
    - Sports facilities
    - Banking facilities
    - Telephone, STD and Internet
    - Enabled spaces and aids for the differently abled
    - In-house library and reading room
    - Fire –extinguishers

- **Sports facilities, gymnasium, yoga center, etc.**:- Hostel Residents interested in sports facilities of the College may avail all of them at the time slots outside their classes. Along with the extensive playgrounds, the College offers a wide range of sports activities. Residents can use the Gymnasium-cum-Fitness Center, the Swimming Pool, the Tennis and Badminton Courts, the Basketball, Netball Courts and the Archery facilities.

- **Computer facility including access to internet in hostel**- The College and hostel are Wi-Fi enabled.

- **Facilities for medical Emergencies:-**
  - The College Medical Room is located next to the hostel. A nurse is available in the College Medical Room between 10.00 a.m. to 12.00 noon twice a week.
  - A well- qualified doctor is on duty between 10.00 a.m. to 12.00 noon twice a week.
  - The hostel is in close proximity of two medical facilities, the Meena Devi Jindal Clinic and the Sant Parmanand Hospital.
  - A first-aid box and OTC medicines are available.
  - The College has a counseling service on campus.
  - The students may also avail the W.U.S. (World University Service) health center and students' counseling center on the Delhi University campus.

- **Library facility in the hostels:** There are libraries in both hostels created out of personal donation of books by teachers and students. These are maintained by the hostel union. The hostels also subscribe to newspapers and magazines for the residents.
  - KG Hostel: 7 newspapers and 5 magazines
  - IP Hostel: 5 newspapers and 13 magazine

- **Internet and Wi-Fi facility:** Yes

- **Recreational facility- Common room with audio- visual equipment:** There is a student's common room equipped with recreational facilities such as big screen plasma TV, audio system.

- **Available residential facility for the staff and occupancy, constant supply of safe drinking water:-** Yes

- **Security:** The College has round the clock security guards service. CCTV cameras have also been placed at critical positions.

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

- The students can avail the facilities of the WUS health center by filling up the duly verified membership form of WUS health centre (for a specified period of time).
- Additionally the College has a medical room with a visiting doctor and nurse.
- The College has counseling service on campus.
- The employees of the College are member of WUS health center for which they have to pay monthly fee. Some of the most prestigious hospitals are on the panel of University of Delhi either on direct payment or for money reimbursement.
- Medical facilities are also provided to employees within the rules and regulations of the University.

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

Spaces for special units mentioned above are shared facilities on the campus. Details are at 4.1.2.

4 .2 Library as a Learning Resource

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

Library Committee is a Staff-Council committee, which acts as an advisory committee, and is responsible for effective functioning of the library and formulates the guidelines for purchasing the library resources.

Library Committee comprises the following members who are appointed in the Staff Council:

- Principal, Chairperson
- Convener
- Librarian
- Vice Principal
- Bursar (Ex-Officio)
- Convener, Equal Opportunity cell

- Coordinator, Enabling Unit
- Convener, ASC/ IQAC
- One faculty member from each Department.

Significant initiatives taken by the Library-Committee:

- Library is equipped with the CCTV cameras and Electronic Article Surveillance (EAS) system to prevent the pilferage and overall monitoring and surveillance of the library. After installation of CCTV cameras the library has cut down on its losses significantly for now it is very easy to monitor the library when Library staff is on leave.
- Creation of Braille Books Section
- Organization of orientation for new entrants in the beginning of the academic session
- To look into the complaints/feedback of the users
- Book Bank facility
- Access to e-resources and e-journals through DELNET , NLIST & DULS.

4.2.2 Provide details of the following:

Total area of the library (in Sq. Mts.)	1521.95
Total seating capacity	125 + 80 (ICT) = 205
Working hours on working days, on holidays, before examination days, during examination days, during vacation)	• On working days – 8.30 a.m. to 5.30 p.m. • During vacation - 9.00 a.m. to 5.30 p.m. • Before and during Examination – 7.30 a.m. to 7.30 p.m.
Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)	• Circulation Counter area • OPAC area • Reference area • Reading Hall area • Stack Room • Cubicles (Individual study) area • E-Resource work station area • Bound Periodicals/Journals section • Current Journals, Magazines and Newspapers display area

	• Reprographic service area • ICT Hall • Property/Check Point area

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

Library ensures the purchase of current titles by browsing and consulting the publisher's catalogues, book-reviews and by empanelling the Library book suppliers who bring new titles into the notice of faculty members for their approval on a continual basis. All Books and journals are routed through the Library committee members before purchasing in the Library

Amount spent during last four years:

	Text Books	**Reference Books**	**Journals/ Periodical & Magazines**	**e-resources**	**Braille Books**
Year 2013 – 2014					
Number	866	1156	53 + 31		118
Cost (in Rupees)	1,29,649	7,39,276.80	5,38,923.70		1150
Year 2012 – 2013					
Number	917	883	53 + 31		14
Cost (in Rupees)	2,54,367.50	6,69,277.30	3,67,214.90		Nil
Year 2011 – 2012					
Number	874	2148	41 + 35		35
Cost (in Rupees)	1,95,172	12,19,073	1,98,695.03		Nil
Year 2010 – 2011					
Number	631	1540	38 + 35		26
Cost (in Rupees)	3,18,568	6,25,107	1,13,514.70		Nil

4.2.4 Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

OPAC	Yes • Two terminals at Ground Floor • one terminal at First Floor • one terminal at Second Floor
Electronic Resource Management package for e-journals	User access through User ID and Password created and control by NLIST, DELNET team & in the College campus through the College Network Administrator
Federated searching tools to search articles in multiple databases	As per provision and controlled by NLIST, DELNET and DULS
Library Website	Library webpage linked through the College main website
In-house/remote access to e-publications	• In-house access to e-publication in the library through Delhi-University-wide-Network. • Remote access to e-publications through the UGC-NLIST and DELNET
Library automation	Yes, Library is functioning under fully computerized environment and using 'LsEase' Library Application Software developed by M/s Libsys Corporation since 2007
Total number of computers for public access	12 + 80 (ICT) = 92
Total numbers of Printers for public access	01 through our Reprographic service
Internet band width/ speed (2mbps,10 mbps, 1 gb)	10 mbps
Institutional Repository	Not yet implemented
Content management system for e-learning	Not yet implemented
Participation in Resource sharing networks/ consortia (like Inflibnet)	UGC-NLIST, DELNET and DULS

4.2.5 Provide details on the following items:

Average number of walk-ins	547 per day or 2 lakh per year (approx.)
Average number of books issued/returned	245 per day or 90068 per year (approx.)
Ratio of library books to students enrolled	01 book : 30 student
Average number of books added during last three years	2617
Average number of login to OPAC (OPAC)	375 per day
Average number of login to e-resources	150 per day
Average number of e-resources downloaded /printed	80 per day
Number of information literacy trainings organized	• Minimum of 03 sessions per Academic year for new entrants to familiarize with library resources. • 01 E-resource workshop per academic year for staff & students.
Details of "weeding out" of books and other materials	2010-11 = 04 books 2011-12 = 05 books 2012-13 = 4113 books 2013-14 = 06 books Total no. of withdrawn books till 2013-14 = 16568

4.2.6 Give details of the specialized services provided by the library

Manuscripts	NIL
Reference	Yes, provided to all students and faculty members
Reprography	Yes
ILL (Inter Library Loan Service)	Yes, Provided on demand through DULS and DELNET
Information deployment and notification (Information	• Display of new books to New Arrival rack

Deployment and Notification)	• Display of current magazines and journals • Display of List of new books on Library Notice Board
Download	Yes
Printing (last 3 year average)	Yes, through reprographic service (on an average 29264 pages per year)
Reading List/ Bibliography compilation	Yes, available in Reference section
In-house/remote access to e-resource	• In-house access to e-publication in the library through Delhi-University-wide-Network. • Remote access to e-publications through the UGC-NLIST and DELNET
User Orientation and awareness	Yes, User Orientation and awareness program conducted for fresher students in the beginning of the first semester department wise through power point presentation
Assistance in searching Databases	Yes
INFLIBNET/ IUC facilities	UGC-NLIST, DELNET, DULS

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the College.

The Library staff provides support to the students and teachers of the College by helping:

- to guide the users to access the library resources from the OPAC search engine
- to orient users to browsing and searching e-resources through Jstor etc.
- to assist the differently-abled for all their study needs.
- to search books, periodicals and other library resources.
- to search and download e-resources and scan and print documents

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

The Library is specially equipped to cater to the differently abled.

- There is a lift installed to provide access to all its wings to the OH persons.
- Special cubicles with computers and user –friendly software is available for VH persons.
- Informed and helpful staff are always around to assist the PwD.
- Following facilities are offered by the Library to the visually/physically challenged persons:
  - Three-in-one Angel Pocket Daisy Player issued to every VH users
  - Daisy books available in Library
  - Braille books available in Library
  - JAWS enabled computers with scanner accessible for VH users
  - Embosser Printer available for VH users
  - Lex Air Camera (Print assisting device) with Laptop (Notebooks) available for VH users

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

The Staff Council appointed Library Committee functions with representatives from every department and the Librarian. A process of need assessment of learning resources and sourcing it is factored into its method of functioning. It also reviews the library services from time to time.

Student feedback about Library is usually taken at Departmental SFC meetings and is analyzed by the Faculty Representative on the Library Committee, and appropriate suggestions and directions are informed to the Librarian for further improvement of Library services. Online feedback has also been initiated from the January 2015 session

The latest review of the Library services was undertaken in August 2014. Details are as follows:

- Changing from the previous practice of declaring the funds in January-February, funds available to the library will now be declared in the first meeting of the committee at the beginning of the academic session since the number of students on rolls and the library contribution is a matter of accounting. The budget estimate be prepared accordingly, and allocation made to various departments.
- The unspent funds to be declared in January so that departments may procure by March i.e. by the end of the financial year.

- The process of procurement is to be reviewed to ensure financial propriety. For this, all departments are to constitute sub-committees which would receive requisitions and recommend purchase along with a check to see if the book is already available in the library. There would be no direct orders placed by teachers.
- The librarian is the competent authority to order and purchase after running the necessary check and also to receive the delivery.
- The Book Bank requisition by students is to be routed through the departmental sub-committee to expedite procurement, contrary to past practice.
- The procurement of books for the general/reference/fiction sections would be through departmental sub-committees, in the interest of democratization of functioning.
- All requisition is subject to available funds and copies restricted, if necessary.
- The departments must encourage the use of e-resources, especially in the case of expensive books.
- The classification of books be done as per university and universal practice and not department-wise.
- All students, especially new entrants, be mandatorily run through an orientation of the Library and its resources.
- Teachers to continue to purchase books individually, wherever required in student and institutional interest, and submit the books along with the bills to the Library. Expensive purchases made individually would require prior sanction/information.
- On-line purchase is permitted and will continue and is subject to approval and the usual financial regulations of the library.
- The books and other resources like films or software for PwD should be procured at the beginning of the academic session/semester.
- Library continues to be on DELNET, NLIST & DULS that facilitates e-resources and e-journals.
- There should be regular and rationalized weeding–out of books to make space, for updated versions of books.
- The possibility of transferring rare books on to micro-film is to be explored.

4.3 IT Infrastructure

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

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

S.No	Configuration of (300) Desktops	QTY
1	AMD PhenomTM IIx4 810 @2.60 GHz, RAM 2GB, HDD 300GB,	77
2	Intel P4 3.0 GHz, RAM 1GB, HDD 40 GB	1
3	I 3 3.20 GHz, RAM 2GB, HDD 500 GB	7
4	P-4-2.6 GHz, RAM 1GB, HDD 320 GB	12
5	CORE 2 DUO 2.53 GHz, RAM 1GB, HDD 160 GB	1
6	2GHz PowerPC G5,RAM 2GB, HDD 250 GB	5
7	2.16 GHz Intel Core 2 Duo, RAM 2GB, HDD 250GB	10
8	2.66 GHz Intel Core 2 Duo, RAM 4GB, HDD 320 GB	6
9	Intel core i3 3.07 GHz, RAM 2GB, HDD 500GB	46
10	Intel core2 duo 2.00 GHz, RAM 2GB, HDD 160 GB	3
11	Intel core2 duo 2.40 GHz, RAM 2GB, HDD 500 GB	2
12	Intel core2 duo 2.00 GHz, RAM 2GB, HDD 500 GB	2
13	IBM Intel P4,RAM 1GB, HDD 80 GB	1
14	Intel core2 duo 2.00 GHz, RAM 1GB, HDD 80 GB,	19
15	Intel core2 duo 2.00 GHz, RAM 1GB, HDD 160 GB,	8
16	Intel core i5 3.2 GHz, RAM 4GB, HDD 500 GB,	21
17	Intel core2 duo 2.00 GHz,RAM 4GB, HDD 500 GB,	18
18	Intel core2 duo 2.00 GHz, RAM 2GB, HDD 500 GB,	6
19	AMD Phenom II x4810 2.6 GHz, RAM 2GB, HDD 320 GB,	1
20	HP Copmpaq Elite 8300 MT, Intel Core i5 - 3470 3.20 GHz, RAM 4GB, HDD 500 GB , Win 7 Ultimate 32 bit	4
21	Intel Core 2 DUO 2.4 GHz,RAM ?? GB, HDD 80 GB,	1
22	HP Compaq dx 2480, Intel Core 2 Duo E7400 2.8 GHz, RAM 2GB, HDD 320 GB, Win XP Prof. SP2	1

23	Compaq SG 377 0il, Intel Core 2 Duo 2.8 GHz, RAM 2GB, 320 Gb, Win Vista Home Basic sp1 (32 bit)	1
24	i- 3 540 @ 307 GHz,RAM 2GB, HDD 500 GB, Win 7 home basic 32-bit	1
25	HP Compaq dx 2480, Intel core 2 duo 3.0 GHz; RAM 1GB, 80 GB, Winxp pro sp2	1
26	Intel C2D 4400@200 GHz; RAM 1GB, HDD 160 GB, Windows 7 Ultimate 32-bit	2
27	Intel R Core TM i5-3470 @3.2 GHz,RAM 4GB, HDD 500 GB, XP Service Pack3 32 bit	1
28	Intel Core TM i-3 540@3.07 GHZ, ,RAM 2GB, HDD 500 GB	1
29	Intel(R) Core(TM) i-7-3770 CPU@3.40GHz, ,RAM 8GB, HDD 1TB	5
30	Pentium 4 3.0GHz, ,RAM 2GB, HDD 80 GB	1
31	i- 3 540 @ 307 GHz, ,RAM 2GB, HDD 500 GB	1
32	Intel Core i-3 3220 CPU23.30 GHz, ,RAM 2GB, HDD 300 GB	1
33	Pentium 4 3.0GHz, ,RAM 3GB, HDD 80 GB	1
34	Intel(R)Core(TM) i3-220 @3.30GHz, ,RAM 2GB, HDD 500 GB	1
35	Core D 2.8 GHZ, ,RAM 3GB, HDD 320 GB	1
36	Pentium (R) (D) 3.00 GHZ, ,RAM 1 GB, HDD 160 GB	1
37	Intel(R) core(TM)2 quad CPU Q8400 @2.66 GHz, ,RAM 3GB, HDD 500 GB	1
38	Intel Core 2 D 440 @ 2.00 GHZ. ,RAM 2.5GB, HDD 160 GB	1
39	Pentium IV 3.0 GHZ, HDD 500 GB	1
40	Pentium Dual E2140@1.6GHz, ,RAM 1GB, HDD 160 GB	1
41	Intel Core 2 Quad Q8400 @ 2.66 GHZ, ,RAM 3GB, HDD 640 GB	1
42	Core 2 Duo, ,RAM 1 GB, HDD 160 GB	1
43	C2D E7400@ 2800 GHZ, ,RAM 2GB, HDD 320 GB	2
44	Intel Core 2 6600@ 2.40, ,RAM 2GB, HDD 80 GB	10
45	Intel Pentium ® G 2010 @ 2.8 GHZ, ,RAM 2GB, HDD 80	1

	GB	
46	Intel Core 2 4300 1.8 GHZ, ,RAM 2GB, HDD 40 GB	6
47	Pentium 4 3.0 GHZ, ,RAM 2GB, HDD 80 GB	1
48	Intel Core L-3 2120 T 2.60 GHZ, ,RAM 2GB, HDD 500 GB	2
49	Intel Core L -3 550 @ 3.30, ,RAM 2GB, HDD 500 GB	1

S.No.	Configuration of (1155) Laptops	QTY
1	CORE 2 DUO 1.60 GHz, RAM 2GB, HDD 250 GB	2
2	P-1.73 GHz, RAM 1 GB, HDD 80GB	1
3	2.4 GHz Intel Core 2 Duo, RAM 2GB, HDD 200GB	2
4	2.53 GHz Intel Core 2 Duo, RAM 4 GB, HDD 500 GB	1
5	2.26 GHz Intel Core 2 Duo, RAM 3 GB, HDD 300GB	1
6	Intel Core 2 Duo 2.20 GHz, RAM 2GB, HDD 160 GB	5
7	Intel Core 2 Duo 2.0 GHz, RAM 2GB, HDD 160 GB	1
9	HP Elite Book 6930P, Core 2 DUO p8400 , RAM 4GB, HDD 250 GB	1
10	HP Pavilion, Intel(R) Core(TM) 2 DUO T5750, RAM 4 GB, HDD 250GB	1
11	HP Probook 445G1, AMD Elite A6 5350M 2.9 GHz Processor, RAM : 8 GB ,HDD: 320 GB	1077
12	Lenovo X131e, AMD E1-1200 APU with Radeon(tm) HD Graphics 1.40 GHz, RAM 4GB, HDD 300 GB	14
13	HP Probook 445G1, AMD Elite A6 5350M 2.9 GHz Processor, RAM : 6GB ,HDD: 320 GB	24
14	HP Probook 4430s, Intel(R) Core(TM) i5 -2450M @2.50GHz, RAM 4GB, HDD 500 GB	25

Server	Configuration of (04) Servers	QTY
DU Server	ACER AR380 F1, Intel(R)Xeon(R) CPU E5620 @2.40GHz,4 cores(Quad core),8 logical Processors, RAM 8GB, HDD 550 GB	2
Local Server	IBM Server /X3300M4 7382IA4, Intel Xeon	1

	ES2403(quadcore) 1.8 GHz,10 MB Cache /1066 MHz FSB/SATA HDD/multiburner/RAID 01, RAM 8GB, HDD 500 GB	
Library Server	IBM Server X225(8649-12S), 1X Xeon/3.6 GHz/ultra 320 SCSI/48X IDE CD-ROM, RAM 512 MB, HDD 36 GB	1

- Computer-Student ratio: 1356 / 3012 = 1 : 2

- All Desktops are connected through **LAN**

- All Laptops are **Wi-Fi** enabled.

- **Stand alone facility**: All computers and Laptops are stand alone as well as connected with LAN

- **Licensed Software**
  - through DU network:
    - Microsoft Windows Server 2008 R2 Enterprise
    - MATLAB 2014a
    - Maxima 5.28
    - SPSS 22.0
    - Symantec Endpoint Protection (Antivirus)
    - Mathematica 9
  - Purchased by College**:**
    - Mathematica 9
    - Microsoft Windows Server 2008 R2 standard
    - Microsoft Windows 7 and 8.1
    - Microsoft Office 2013 std
    - Tally 9.0
    - Lybsis for Library management system
    - Account Leader for Account department
    - Payroll for salary management, Accounts department
    - CMS for Student management system
    - Freedom Scientific JAWS for Windows (screen reader software for VH)
    - TNet for broadcasting
    - Quick Heal Antivirus pro 2014
    - MAC OS
    - Final Cut Studio Version 5

- **Number of nodes/ computers with Internet facility:** All 1455 nodes are connected with internet.
- **Any other:**
  - Active Directory is maintained for the students, faculty and staff for accessing Wi-Fi for security purpose.
  - Domain/official email ids for faculty and staff
  - Broadcasting facility
  - Open Source Software (currently in use): Open office, Dev C++, Ubuntu 10.04, TC30, mysql, CPU Sim3.6.9, Weka3.6.10, emu 8086, logisim2.7.1

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

- 1077 laptops dedicated for students off campus and 37 laptops are dedicated for faculty off campus
- 258 computers are available on campus for students and 40 computers are on campus dedicated for faculty use.
- The ICT Centre with 57 computers is a dedicated space to work collectively or individually on the computer with connectivity.
- The two hostels have in-house computers and connectivity.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The College has an extensive IT infrastructure. Apart from deploying it for academic and information purposes, it is also in the process of e-governance for transparency and accountability. The College plans to digitize all its files. In the long run, the College proposes to move to a paperless governance. For this, policy changes are also required at the level of higher authorities. In the short term, the College would like to develop and maintain its own website and ERP which is currently availed from a vendor. A comprehensive plan is being developed which caters to all sections of the College community.

4.3.4 Provide details on the provision made in the annual budget for procurement, up gradation, deployment and maintenance of the computers and their accessories in the institution (Year wise for last four years)

The College prepares a budget as per the guidelines/norms prescribed by UGC.

The details of expenditure made, during the last four years, is as under:

	2010-2011	2011-2012	2012-2013	2013-2014
Computer purchase	Rs.44,400/-	Rs.24,50,025/-	Rs.16,10,100/-	-
Maintenance of Computers & equipment	Rs.2,67,364/-	Rs.1,39,976/-	Rs.2,37,090/-	Rs.2,67,364/-
Computer (minor repair and other expenses)	Rs.1,19,605/-	Rs.4,53,432/-	Rs.3,12,652/-	Rs.2,02,350/-
Total	Rs.24,64,410/-	Rs.30,43,433/-	Rs.21,59,842/-	Rs.4,69,714/-

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and student?

The institution facilitates through procurement, training, repair and maintenance of its systems. The use of computer-aided teaching/learning materials is in the domain of individual teachers and departments and the College supports these financially, whenever required or requisitioned.

Details are at 2.3.5 above.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching-learning resources, independent learning, ICT enabled classrooms/ learning spaces etc.) by the institution place the student at the center of teaching-learning process and render the role of a facilitator for the teacher.

All the above infrastructure enables interactivity in the classroom.

- Since most students are techno-savvy, multi-media approaches are both familiar and interesting for them.
- The Audio-visual mode has always been an effective strategy which is more stimulating than blackboard learning or dictation of notes.
- A student is motivated by her curiosity and is also able to access the material around a topic independently through e-resources and other resources.
- Direct interactivity online is also possible be in the classroom. The College makes available laptops and students also use their smartphones to go online. What the teacher says can be verified, endorsed, reinforced or refuted on the basis of available information on the world-wide web.
- The departmental web portals also provide links to online lectures and e-resources for the student to explore on her own.

- The details of the library resources for student-centric learning is also available in point 4.2

4.3.7 Does the institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

The National Knowledge Network connectivity is through the Intranet of Delhi University. Its usages in the College are still limited and are as below:

- Internet Connectivity
- Video conferencing among colleges and between the College and the University. E.g. The Vice Chancellor has addressed students in the College several times through this facility.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)

Optimal allocation is on the basis of assessments and average spending over the years. This is done as per norms. Maintenance of equipment is usually not more than 10% of the initial cost of the equipment. The College receipts under various heads and grants received are on the basis of its estimates under those heads. The College assesses the infrastructure and equipment from time to time. As and when required the College reviews its policies. AMC and other repair resources are assessed and allocated funds accordingly.

The College utilized financial resources as per guidelines received from the UGC and University of Delhi from time to time. The details of expenditure made (in rupees) during the last four years is as under:

S. No.	Particulars	Amount in Rupees			
		2010-2011	2011-2012	2012-2013	2013-2014
1	**Building & General Maintenance**	4470563	5274541	4240595	7853071

2	**Furniture**	13000	273580	57993	459750
3	**Equipment**	315137	724945	362345	634650
4	**Computers**	Refer 4.3.4			
5	**Vehicles**	-	-	83167	155358
6	**Any other**	650332	2689694	2100428	542253

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the College?

- The College awards AMCs through due process for all its heavy equipment like transformers, ACs, CCTVs, Water Coolers, etc. annually.
- It has an in-house team for the maintenance of its Systems and Network and minor hardware day-to day repair. For all major computer related problems a reputed service provider is called in.
- The studio equipment is maintained/ repaired by the company supplying it, because it is often specialized or the sole authorized agency.
- The College has a Caretaker who is the nodal person to receive and redress complaints. It has an appointed team of electrician, plumber and handyman for routine problems. Complaint registers are available for all services which are required to be maintained with dates of complaint, its nature, nature of repair and date of redressal, to be countersigned by complainant on redressal.

4.4.3 How and with what frequency does the institute take up calibration and precision measures for the equipment/ instruments?

Not applicable.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

- The College has Annual Maintenance Contracts (AMCs) for sensitive equipment.
- The College has a generator of 320 KVA for round-the-clock power back up. The Hostels have generators of 125 KVA and 100 KVA for the same. These are kept in secure locations designed as per applicable norms.
- For housing the College servers there are two separate air-conditioned rooms.
- The computers have U.P.S with at least 15 minute back up.
- Computers are updated with anti - virus software to protect them from malicious programs.

- There is an underground water tank with 3 H.P. water pump for constant water supply in the College premises.
- The Solar Panels in the Hostel are maintained through an AMC.

❖❖❖

CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

5.1.1. Does the institution publish its updated prospectus/ handbook annually? If 'yes' what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes, the College publishes its Prospectus every year. Following details are provided to the students through its Prospectus:

- The admission schedule of the upcoming academic year.
- A brief about the history of the College.
- A brief about the facilities provided by the College.
- Courses provided by the College
- Admission guidelines and procedure.
- Fee structure
- Details of the Orientation Program.
- Faculty details of various courses.
- List of Distinguished Alumnae
- Rules and Ordinances of the College. e.g. Maintenance of discipline among students of the University, Prohibition and Punishment for Ragging etc.
- Format of Undertaking by the Student and Parent/ Guardian.
- Academic Calendar

5.1.2 Specify the type, number and amount of institutional scholarships/ freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

The College over the last five years has emphasized the facility of providing financial assistance to its students and financial aid is made available and disbursed on time as a commitment to justice and equity, a core principle of the College. Institutional support in terms of scholarships and freeships are as below:

- There are partial or full waivers at the time of admission to needy and eligible students
- Financial assistance is given by the Student Aid Committee annually to 12% - 15% of students.
- Assistance from the Kul Vikram Trust, private donor is made available
- Scholarships instituted by donors to the College.

For details refer Table 07.

5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

The details are as follows:

Year	Total Student	Financial Assistance received by students					
		State Govt.		Central Govt.		Other National Agencies	
		No.	%	No.	%	No.	%
2010-2011	2282	59	2.6	0	0.00	139	6
2011-2012	2678	2	0.07	0	0.00	246	9.18
2012-2013	2749	15	0.54	0	0.00	205	7.45
2013-2014	3053	0	0.00	0	0.00	55	1.80

5.1.4 What are the specific Support Services/ Facilities available for:

Students from SC/ST, OBC and economically weaker sections:

- Fee waiver has been given to all the reserved category students and economically weaker section students.
- Seats are reserved for students belonging to SC/ST and OBC category and they are given relaxation in the cut off percentage at the time of admission.
- Counseling services are available at the time of admission.

Students with physical disabilities:

- Full fee is waived off and other infrastructure and equipment which enable them to access academics and the corporate life of the institution is provided by the College.
- Hostel facilities are provided and customized to needs, wherever possible.
- Employability skills are imparted in the form of computer training.
- Mobility programs are regularly conducted to assist navigation. The College has barrier- free access.
- Escorted transport is provided to enable students to participate in various events in the city. Transport is also provided to convey students to their destinations in winter after dark, during examinations.
- Extra time as per disability norms set by the University is available to all PwD students.
- The College has an Enabling Unit to specifically address needs of PwD. The College EOC remains in regular touch with the University to get updated and latest teaching-learning aids, training programs and any other opportunities and assistance EOC.
- Counseling is available through faculty member from Psychology Department who is usually encouraged to be the Coordinator EOC.

- The College has endowments for special prizes and scholarships for high achievers.
- The College organizes an annual inter-college cultural festival 'Samarthya' to encourage and showcase extra-curricular talent. Inter-College Sports activities are also specially organized for differently-abled students during the Annual Sports Day celebration.
- A separate cell assists and counsels during admissions and a separate orientation program is organized for new entrants.
- Talks and seminars focusing on special problems and solutions are organized through the year.
- Special teaching and learning aids including equipment are made available along with equipment in the Library.

Overseas Students: There is an International Students Desk headed by the Vice-Principal who acts as a mentor and is the nodal point of contact between foreign students and the College for all their needs. The College is unique in the University for organizing an International Students' Festival every year which focuses on linguistic and cultural diversity. There is a substantial College Prize for the Best Foreign Student (other than Indian origin).

Students to participate in various competitions/ National and International: In respect of participation in competitions of National and International level, the College assesses the demand and academic/sports profiles. After scrutiny, the College provides financial assistance and other facilities on case to case basis. For local participation, transport facilities/reimbursements are provided by the College.

Medical Assistance to students: The College has linked with Sant Parmanand Hospital for medical emergencies and ambulance services. It has appointed a part time visiting doctor and nurse and has a Medical Room where these services are available along with First-Aid and OTC medicines for minor ailments. This latter facility is also available in the Hostels. Nomination forms of desirous students to the Health Centre of the University of Delhi to become members of W.U.S are forwarded by the College. The College has a part-time professional Student Counselor.

Organizing coaching classes for competitive exams: None

Skill Development (Spoken English, Computer literacy etc.): The College organizes ELPC Program as well as remedial classes on assessment and demand to improve communication skills. It has also procured specialized software for the purpose. Computer literacy classes are organized for VH students on specialized software. There are training programs periodically to

upgrade or build capacity for students and faculty. The College is in the process of installing a Language Lab for English Communication.

Support for "slow learners": College has organized extra classes for slow learners and teachers devote time other than scheduled class time for them. Peer group teaching as part of the NSS program was initiated from the last semester. Bi-lingual teaching and separate tutorial groups are organized to facilitate easy learning. Counseling is available, wherever required and teachers often function as mentors.

Exposures of students to other institutions of higher learning/ corporate/business house etc.
Internships are facilitated in corporate organizations and other prestigious bodies. College committees like CGPC organize special sessions, department field trips are organized. Students' presentations in peer institution is facilitated and encouraged as is their participation in cultural festivals all over the country. Programs like the Golden Key International expose students to the demands of global higher education.

Publication of student magazines: The Annual Student magazine 'Aaroh' is brought out with enthusiasm and support, including the audio edition for VH students. The College Translation Journal for students, 'CODE' is just published. Besides, most departments have their newsletters as do the two hostels. All of them are supported by the College.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

The College chapter of Enactus, erstwhile SIFE (Students In Free Enterprise), is an international non-profit organization dedicated to using the power of entrepreneurial action to improve the quality of life and standard of living of people in need. Guided by academic advisors and the larger network in which it is embedded, the student leaders of Enactus create and implement community empowerment projects facilitated by the College. Some workshops organized under the aegis of CGPC included Entrepreneurship Development field workshop by NSIC, Okhla (2011), ICFAI seminar on Foreign Direct Investment (2012), Workshop on Entrepreneurial skills by iSEED (2013), Psychometric Testing workshop by Concept Tree (2014). The College is also in the process of considering availing of the GOI's NSDC's outreach programs and courses.

The impact has been in terms of exposure and awareness and opened up possibilities for students to pursue after graduation.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, quiz competitions, debate and discussions, cultural activities etc.

To promote participation

- Each student of the College has to enroll for one of the following:
    - NCC: National Cadet Core
    - NSS: National Service Scheme
    - Sports

  The students are required to devote a prescribed minimum number of hours per year to the chosen activity. The contribution of more than minimum hours is credited.
- Besides the above three, there are around 15 active societies which give opportunities and facilities for students to showcase/ develop their talent. Each student is required to be a member of at least two of these societies:
    - Career Guidance and Placement Cell
    - Dance Society
    - Discussion Forum
    - Dramatics Society
    - Eco club
    - English Debating Society
    - English Editorial
    - Film and Photography Club
    - Fine Arts Society
    - Gandhi Study Circle
    - Hindi Debating Society
    - Hindi Editorial
    - Indian Music Society
    - North East Forum
    - Western Music Society
    - Women's Development Cell
- Students are elected /nominated as office-bearers of the society and under the guidance of the Staff Advisors prepare a calendar of events to be organized over the year and maintain accounts of the same. The contribution of all students is certified and enter their CVs.

- The College permits the following:
    - Students are given attendance waiver for the days of absence from classes to represent College in various competitions.
    - Participants are facilitated with extra time granted for submission of assignments/ projects.
    - At the departmental level, the faculty members arrange special tutorials/ classes for these students, if required.

- The College provides for special dietary requirements, sports kit and transport to its sportswomen who represent College as detailed below**:**

  - Daily refreshment of Rs. 25/-per head during practice session and Rs. 50/- and Rs 75/-during tournament.
  - Free Sports kits to all team players.
  - Sports equipment /facilities to the players.
  - College provides transport for all teams participating in competitions.
  - College provides financial assistance to players seeking additional training.
  - College provides escorted transport to VH students to enable them to participate.
  - College organizes various kinds of Inter-College and Intra-College sports events for both general and PwD students.
  - College arranges special coaching for various games/ sports.
  - The College bears medical expenses for a player/s hurt/injured while training.
  - College pays the entry fees for all competitions on behalf of students.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR-NET, UGC-NET, SLET, ATE/CAT/GRE/TOFEL/GMAT/Central/State services, Defense services, Civil Services, etc.

There is no structured mechanism for student support and guidance for competitive exams and the College does not yet have a database of the kind mentioned above.

5.1.8 What type of counseling services are made available to the students (academic, personal, career, psycho-social etc.)

The students avail various types of counseling services in the College:

Academic Counseling:

- The College provides academic counseling to students during admissions to
  - help students select their course of study at the College
  - advise students regarding their choice of interdisciplinary subjects
  - counsel students of reserved categories including PwD.
- All departments organize an orientation for the new entrants.

Career counseling: The CGPC is a unit of the College dedicated to enhance employability and related skill for all students. It organizes talks, seminars and workshops with counselors, experts and recruiters to address students.

Personal Counseling: The College employs a Professional Counselor (part-time) who visits the College twice a week.

Psycho-Social Counseling*:* Issues of socialization arise in all categories of students, including PwD and these are handled by the College Counselor or other competent faculty/mentor, usually from the Department of Psychology.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and programs)

The Career Guidance and Placement Cell (CGPC) is a unit of the College dedicated to enhance employability and ensure adequate institution-industry interface and is networked with the Placement Cell of the University. The services provided by the CGPC are as follows:

Employability Skills Workshops

Various workshops are organized by the CGPC in order to enhance the employability skills of the students such as communication skills, self-presentation esp. during interview, inter-personal skills, resume writing etc. Some workshops organized under the aegis of CGPC in last five years include Entrepreneurship Development field workshop by NSIC, Okhla (2011), ICFAI seminar on Foreign Direct Investment (2012), Workshop on Entrepreneurial skills by iSEED (2013), Psychometric Testing workshop by Concept Tree (2014).

Career Counseling: Information Seminars, Lectures and Workshops:

Seminars and workshops are organized to create awareness among students about higher education opportunities, from industry representatives and higher education experts. Most of these seminars are conducted in collaboration with well-known foreign universities and educational agencies/institutes. Some of these initiatives over past years include seminars on GRE/GMAT preparation by EGE Global Education (2011), Career Guidance Workshop by Concept Tree (2012), seminar on Investor Awareness by BSE (2012), NDTV-INDIA CAN seminar on career opportunities in TV Journalism (2012), interactive Seminar by SPJ School of Global Management (2013), Career Guidance and SWOT Analysis workshop by MBA Guru (2013), seminar on global

internships and job opportunities by AISEC (2014) etc. In Nov 2014, a seminar was conducted in collaboration with the European Higher Education Fair outreach program of the European Union on the topic of 'Higher Education and Financial Assistance Opportunities'.

Placement Sessions

This is one of the most important activities of the CGPC where the potential employers visit the campus for recruitment purposes. These sessions begin with an employer presentation which is followed by the selection process. The sessions are planned, coordinated and organized by the student members of the CGPC under the guidance of the Convener. Students are also sent for interviews on request from potential employers

Creation of Employer and Student Database

Every year, significant effort and time is spent in creating and upgrading.The student and potential –employers' database is regularly updated for effective interface between students and the industry.

Employers & Placements:

The organizations that have approached the College for placement and internship in recent years are as follows:

ITES		**Education & development sector**	**Media, advertising & PR**	**Consulting & research**	**Miscellaneous**
Google	Evalueserve	Infinity Business School	Viacom 18	Ernst & Young	BVG India Ltd.
IBM	Libsys	Teach for India	Tehelka Foundation	Grail Research	Oberoi Hotels
TCS	Jagbros	Piramal Foundation	Zomato	Protiviti	Indigo Airlines
WIPRO	Rockstand Digital	Gandhi Fellowship	Smartican	Capital IQ	Judgments Today
HCL	Digivation World	SP Jain School of Global Management	Oberoi Media Services	Nielsen Company	Citibank
Genpact		Epoc Elder Care	Info Edge	TAF Marketing	RBS

				Ventures	
SAP Labs		Skill Hippo	Hit 95 FM	iACT	Career Net
Aptara		ICFAI	Roopantaran Comm.	Versatile Consultants	Ashoka.com
			Somersault Productions	KPMG	Air India SATS Airport Services

The CTC package offered to students ranged from 2 Lac-15 Lac per annum.

5.1.10 Does the institute have a student grievance redressal cell? If 'yes', list (if any) the grievances reported and redressed during the last four years.

The College does not have a structured mechanism called Student Grievance Redressal Cell. Students are directed to the University Grievance Cell as per rules. The grievances at the level of the College are resolved by the administrative and teaching staff, including the Principal. Students may voice their grievance to their Union.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

The College until 2014 was governed by Ordinance XV-D of the University of Delhi according to which it had duly constituted the College Complaints Committee to address the issue of Prohibition and Punishment of Sexual Harassment in the Workplace. Subsequently, in January 2014 as per the Notification by the University of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013 the College has constituted the Internal Complaints Committee as per the provision of the Act.

5.1.12. Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what actions has been taken on these?

Yes, the College has an Anti-Ragging Committee as per University Ordinance XV-C.

No cases of ragging have been reported in the last four years.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

The welfare schemes which are available to the students of the College:

- Admission Counseling
- Book Bank in the Library
- Career Guidance and Placement Cell
- Computer Training Program for VH students.
- Distribution of Laptops
- Distribution of Special Learning Resources to PwD.
- Enabling Unit
- Equal Opportunity Cell
- Financial Aid And Scholarships
- Free Sports kits and Special Diets for sportspersons
- Gender Sensitization Committee
- International Students' Desk
- Medical Support and Health Services- WUS
- NCC
- North East Society
- NSS-Service In Education
- Remedial Classes
- Student Counselor
- Transport facilities to PwD, and for cultural and sports activities.
- Women's Development Centre

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructural development?

The College has an effective Alumnae Association which is not yet registered. It contributes significantly to the corporate life of the College.

- The Association has instituted scholarships for the College students, to be given on the basis of merit-cum-means.
- A sum of Rs. 2,50,000/- was contributed by the Alumnae Association to set up the College Archive.
- Many of our Alumnae are now part of the College community as teaching or non-teaching staff.
- An alumna who has distinguished herself in any way is invited as a guest to the Annual College Day to share her experience with the College students and thus relives the history and ethos of the College over time.
- The second Saturday of February each year has been fixed for the Annual Alumnae Lunch. The office bearers are elected on that day every two years.

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

There is no computed information available with the College. The process has been initiated**.**

- After graduation most students opt for national and/ or international programs to pursue different kinds of post graduate courses, both academic and professional.
- A few students also benefit in terms of employability by the CGPC unit of the University and the College.

5.2.2 Provide details of the program-wise pass percentage and completion rate for the last four years (cohort-wise/ batch wise as stipulated by the University). Furnish program wise details in comparison with that of the previous performance of the same institution and that of Colleges of the affiliating university with in the city/district.

Refer Table 03 & 04

5.2.3 How does the institute facilitate students' progression to higher level of education and/ or towards employment?

- Post-graduate admissions are centralized and the College enrolls students for PG Courses wherever these are available as per directions of the University. The College specifies the number of seats available and facilitates the admission process.
- The CGPC of the College holds activities to facilitate employment. Details are at 5.1.9 above.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

The drop-out rate in the College is almost negligible.

Students who are at risk of dropping out due to financial reasons are provided free ships/ scholarships and individual assistance by faculty or other donors. Students are counseled at the departmental level by teachers/mentors and the Principal. The student counselor is also available for the purpose. The College counsels the families/ parents of such students, whenever required.

5.3 Students Participation and Activities

5.3.1 List of range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

Sports & Games:

- Basketball
- Volleyball
- Baseball
- Softball
- Netball
- Tennis
- Squash
- Badminton
- Ball Badminton
- Yoga
- Judo
- Taekwondo
- Chess
- Wrestling
- Shooting
- Archery
- Swimming
- Boxing
- Gymnastics
- Table-Tennis
- Athletics

Co-curricular activities

- The Annual public Lecture
- NSS (National Service Scheme)
- NCC (National Cadet Corps)
- WDC-Women's Development Cell
- GSC- Gender Sensitization Committee
- ECO CLUB
- North-East Society
- Gandhi Study Circle
- The Discussion Forum: organises interactive sessions on topical issues with public intellectuals and practitioners.
- ENACTUS: Community related extension activities
- Career Guidance and Placement Cell
- Departmental Academic Societies

Cultural Activities:

- Abhivyakti- Dramatic Society:
  - Theatre workshops
  - Nukkad: Street Plays
  - Kirdaar: Inter-college Drama Competition
  - Annual Play for public performance
- Mridang: Indian Dance Forms

- Afroza: Western Dance
- Aalap: Indian Music Society
- Crochet: Western Music Society
- Croydon: Fine Arts Society:
- Simulacra: Film and Photography club
- Vivaad: English and Hindi Debating Society: National Parliamentary Debate is the highlight, including the Freshers'Parliamentary Debate.
- Editorial Society: Hindi and English**:** organise Poetry Writing competitions, the Wall Magazine, Creative Writing competitions, Kamath Lirerary Essay writing competition, 'Girija Kumar Mathur Kavita Pratiyogita' and 'Adarsh Kumari Nibandh Pratiyogita'. The Editorial Society produces the College magazine '**Aaroh**' with Hindi, English and Sanskrit sections and an audio version of it for VH students.

Details of participation are at 5.3.2 below.

Recent Program Calendar (for Semester January-May 2015);

Date	Event
05 January	Work Plan to all students
6-12 January	Department SFC week
22 January	Lecture-I on Mahatma Gandhi by Dr. Dilip Simeon.
24 January	Republic Day
30 January	Martyr's Day
9 February	College Day
12 February	Enactus Day
13 February	Kirdaar
13 February	Learn India Series – Mr. Arjun Mahey
14 February	Alumnae Day
14 February	Sports Day- Preliminary
16 February	Annual Sports Day
18-19 February	National Conference- Department of Commerce
19 February	Lecture-II on Mahatma Gandhi by Prof. Rajeev Bhargava
20-22 February	Antardhvani
25 February	Public Performance of College Play
27 February	Samarthya - EOC Festival
1 March	Inauguration of Translation Centre
2-4 March	International Conference on Translation
9 March	International Women's Day (IWD)

11 March	IWD Contd.- WDC and Discussion Forum
13-14 March	Annual Festival – Shruti
23 March-04 April	Department Academic Society Meet
25 March	Eco Club- Prakriti Bazar
26 March	1st Event of Translation and Translation Studies Center
26 March	NCC Festival
30-31 March	National Conference-Department of Computer Sc.
6 April	Round Table Conference on Gandhi
9 April	Conference on Disaster Management
17 April	Lecture-III on Mahatma Gandhi by Prof. Krishan Kumar
17-24 April	Student Feedback Week
20-24 April	Department Farewell Week
24 April	College Farewell
24 April	College Academic Review

Details of Participation are at 5.3.2 below

5.3.2 Furnish the details of major students achievements in co-curricular, extracurricular activities and cultural activities at college levels, University/ State/Zonal /National/ International level etc. for the previous four years.

SPORTS

YEAR 2010-2011			
Game	**Name**	**Tournament**	**Result**
Wrestling	Aanchal	All India Inter-varsity Wrestling Championship	Participation
Wrestling	Aanchal	National Wrestling Championship	2 Medal
Basketball	Mansi Choudhry	All India Inter-varsity Basketball Championship	Bronze
Basketball	Mansi Choudhry	North-East Zone Inter-varsity Basketball Championship	Gold
Swimming	Madhulikha	All India Inter-varsity Swimming	Participation

Swimming	Anusnigdha	Championship	
Swimming	Pallavi	Senior National Swimming Championship	Participation
Swimming	Sugam		
Swimming	Prerna		
Taekwondo	Nikita Meel	All India Inter-varsity Taekwondo Championship	Participation
Korfball	Mona Rawat	All India Inter-varsity Korfball Championship	Participation
Korfball	Garima Choudhry	Senior National Korfball Championship	Gold
Korfball	Mansi Choudhry		
Korfball	Mona Rawat		
Netball	Preeti Choudhry	Senior National Netball Championship	Gold
Netball	Preeti Choudhry	Junior National Netball Championship	Gold
Netball	Preeti Choudhry	Sub-Junior National Netball Championship	Gold
Netball	Shobhita Sharma	Senior National Netball Championship	Gold
YEAR 2011-2012			
Football	Sophia	Inter-varsity Championship	Participation
Swimming	Sugam	Senior National Aquatic Championship	Participation
Swimming	Chetna		Participation
Swimming	Prerna		Participation
Swimming	Madhulika		Participation
Shooting	Vartika	Junior National Shooting Championship	Participation
YEAR 2012-2013			
Football	Shammi P.Madhu	Inter-University Football Team	Participation
Baseball	Priyanka Rawat	All India Inter-University	Participation
Baseball	Priya	Baseball Championship	1st Position

Volleyball	Ritu Sharma	Youth National Volleyball Championship	Participation
Archery	Sushma	Senior National Archery Championship	Participation
Swimming	Madhulikha	Women National Swimming Championship	Participation
Softball	Priyanka Rawat	Senior National Softball Championship	Participation
YEAR 2013-14			
Baseball	Pinky	All India Inter-varsity Baseball Championship	Participation
Softball	Pinky	All India Inter-varsity Softball Championship	Participation
Archery	Rakhi	All India Inter-varsity Archery Championship	Participation
Archery	Mainsha		
Archery	Sushma		
Archery	Mainsha	Senior National Archery Championship	Participation
Archery	Sushma		
Swimming	Divyakahi	Women's National Aquatic Championship	Participation
Boxing	Swati Saini	All India Inter-varsity Boxing Championship	Participation
Boxing	Gurmanprit Kaur		
Gymnastic	Preetika	All India Inter-varsity Gymnastic Championship	Participation
YEAR 2014-2015			
Boxing	Gurmanprit Kaur	Senior National Boxing Championship	Participation
Boxing	Swati Saini		
Baseball	Pinky	All India Baseball Inter-varsity Championship	Gold
Baseball	Pinky	Senior National Baseball Championship	Bronze
Baseball	Preeti Yadav		

Basketball	Pritha Kanduri	North Zone Intervarsity Basketball Championship	Silver
Basketball	Pritha Kanduri	All India Inter-varsity Basketball Championship	Participation
Archery	Sakshi Gupta	All India Inter-varsity Archery Championship	Participation
Archery	Kirti Chillar		
Archery	Himanshi Choudhry		
Archery	Kirti Chillar	Senior National Archery Championship	Participation
Archery	Himanshi Choudhry		
Swimming	Esha Dalal	Women's National Swimming Championship	Participation
Gymnastic	Japji Kaur	Women's National Gymnastic Championship	Participation
Volleyball	Priyanka Rawat	Women's National Volleyball Championship	Participation
Volleyball	Pranika Kaushik		

NCC ACTIVITIES

Year	Details of Activities
2010-2011	Deepa (SUO) attended Thal Sena Camp (TSC) at Srinagar.
	Twenty Cadets attended Combined Annual Training Camp at Bawaana.
	Seventeen Cadets attended Pulse Polio Camp and Cancer Rally.
	0ne Cadet attended Republic Day Camp at Kirti Nagar, Delhi.
	Pooja Rani (JUO) received 'B' Grade in 'B' Certificate Examination.
2011-2012	Thirty Cadets attended Combined Annual Training Camp (CATC) in Delhi Cantt.
	Eleven Cadets attended Pulse Polio Camp in Punjab.
	Four Cadets attended National Integration Camp (NIC) in Ajmer.
	One Cadet was selected for the Prime Minister's Rally (PM Rally).

	Ashiya (SUO) received ‘A’ Grade in ‘B’ Certificate Examination.
	Teena (JUO) received ‘B’ Grade in ‘B’ Certificate Examination.
2012-2013	Cadets participated in the Gyanodaya Educational Trip (July 8-July 19, 2012).
	One Cadet attended the ThalSena Camp (TSC)
	Eighteen Cadets participated in the Drug Rally on November 23, 2012.
	Twenty Cadets participated in the Polio Drop Camp (November 3-5, 2012).
2013-2014	Nine Cadets attended National Integration Camp (NIC), held at Delhi Cantonment (June 10-21, 2013).
	Six Cadets attended Army Attachment Camp in Meerut, Uttar Pradesh (July 21-31).
	Ten Cadets attended ThalSena Camp (TSC) in Delhi (August 16-26).
	Twelve Cadets participated in rhythmic yoga of NCC National Games (October 18-28, 2013).
	One Cadet was selected for NCC National Shooting Games.
	Shalini (SUO) received ‘A’ Grade in ‘C’ Certificate Examination.
	Mukti (JUO) received ‘B’ Grade in ‘B’ Certificate Examination.
2014-2015	Cadets participated in Swachhata Abhiyaan, on 2nd October 2014.
	Cadet Harshita Rathore participated in Inter DTE shooting championship, West Bengal and All India GV Mavalankar Shooting Championship, Ahemdabad.
	Five Cadets attended Thal Sena Camp. Kajal Bansala (TSC attendant) won Gold Medal in Masters of the Ceremony competition.
	One Cadet attended OTA, Attachment, Chennai, Tamil Nadu and 3 Cadets attended Army Attachment, Meerut, and Uttar Pradesh.
	Twenty Cadets participated in Closing Ceremony, NCC National games in October2014
	Vironika Sharma (SUO) received ‘A’ grade in ‘C’ Certificate Examination.
	ChammaYadav (JUO) received ‘B’ grade in ‘B’ Certificate Examination.
	Vironika Sharma and ChammaYadav got selected for Gyanodyaya-V, an educational train journey to North East.
	Cadet Shikha Balliyan performed Para slithering on Republic day retreat.

	Cadet Garima Singh was awarded silver medal in anchoring/mic controlling, selected as best cadet from Delhi Directorate and is Rajpath Holder

NSS ACTIVITIES

Year	Details of Activities
2012-2013	A full health check-up camp was organised in collaboration with Max hospital on April 3, 2012.
	A breast cancer check-up camp was organised in collaboration with the "Roko Cancer Organization" on February 18, 2012.
	A Blood Donation Camp was organised on October 19, 2012
	A talk on Thalassemia was conducted in March 2012 to create awareness and sensitize students towards the disease and its implications.
	During the Annual Day Function (Shruti 2012), several inter college competitions like self-written *kavitapath*, solo dance, quiz, declamation and Ad-Mac were organised to enable participation from the differently abled students
	The NSS unit invited NGOs like "Make a Difference" (on September 7 and September 24, 2012) and "Pravah" (on October 30, 2012) to the College to motivate students for social service
2013-2014	In August 2013, NSS hosted the 'Pink Chain Campaign Against Cancer', a nationwide Cancer awareness campaign in collaboration with 'Punarjeevan' (an NGO). More than 200 students and many faculty members pledged support for the campaign
	In September 2013, NSS organised a one day Health Camp in collaboration with Young Concepts to promote awareness about health and hygiene among young women. More than a thousand students were benefitted by the camp
	In September 2013, NSS proudly launched the Help Age India initiative 'Help Unite Generation' (HUG) aimed at promoting youth's awareness and participation in elderly care
	In October, 2013, NSS members of the College participated in the Help Age India initiative to celebrate the 'International Day of Elderly Persons' at the India Habitat Centre
	One of the important initiatives of the NSS has been to develop leadership qualities in its members. Three NSS members participated in the Asia Youth Leaders' Summit organised by the Commonwealth Youth Program Asia Centre and the British

	Council in October 2013.
	The Blind Reading/Recording/Writing project of the NSS in the College and in the hostels to assist the differently abled students
2014-2015	In collaboration with a Delhi based NGO 'Pravah' organized a self-awareness camp called 'Inward Bound' in the College on 12th September 2014.
	The NSS unit of the College was actively involved in the 'Swachhta Abhiyan' started by the College on 29th September 2014
	16 members of the NSS unit of the College went as volunteers for the Blood Donation Camp at Jawaharlal Nehru Stadium on 1st October 2014
	In collaboration with the NGO 'Shades of Happiness', there was a stationery collection drive in the College on 3rd November 2014. The stationary items and old books thus collected were distributed among the children of slum clusters in Central Delhi.
	A peer learning program was initiated for the students who are not very fluent in conversation in English or Hindi. These classes took place from 27th October to 15th November 2014 and are still going on.

ECA ACTIVITIES

The College has a vibrant cultural life celebrated in the free and liberal ambiance of the institution. It attracts a wide spectrum of students looking for a well-rounded education. The numerous extra–curricular and co-curricular activities offered in the College through various societies help to expand the curriculum and encourage students to push the limits of their knowledge and skills into tertiary areas and tangential zones. The students have exceled in the opportunities availed in the co-curricular sphere. Details are in as follows:

AFROZA: Western Dance Society

Year	College	Position
2014	IIT Kanpur	First
	Amity University	First
	Daulat Ram College	First
	Jagannath Institute of Management Studies	First
	Jaypee Institute of Information Technology	First
	Shaheed Rajguru College of Applied Sciences	First
	St. Stephen's College	Second

	Mata Sundri College	Second
	Satyawati College	Second
	Bharati Vidyapeeth College (BVP)	Second
	GTB IT	Third
	NSIT	Third
	Shyam Lal College	Third
	HT City Youth Nexus	Finalist
	Nokia India Fest	Finalist
	HCL Flashmob	Participant
2013	Delhi Dance Fever (DDF)	Participant
	HT City Youth Nexus	Finalist
2012	HT City Youth Nexus	Best Team Award
	Delhi Dance Fever (DDF)	Best Team in Delhi
	India's Got Talent (IGT)	Selected in Auditions
2011	Delhi Dance Fever (DDF)	First
	BITS Pilani	Third

ENGLISH DEBATING SOCIETY

Year	Teams/Students	Place	Result
2015	Niharika Prabhakar	Khula Manch, organised by Gandhi Study Circle	First
	Shaonlee Patranabis, Anandeshwari Singh	Debate organized by Gandhi Study Circle	Best Team
	Shaonlee Patranabis, Anandeshwari Singh	Debate organized by Gandhi Study Circle, Gargi College	Best Team
	Akanksha Vardhani, Aneesha Parvateneni	St. Stephen's College	Semi Finalists
	Rupanshi Taneja	I.P.C.W.	First
	Niharika Prabhakar	Turn coat, I.P.C.W.	First
2014	Anandeshwari Singh	Fresher's Tournament, I.P.C.W.	Second
		Ram Manohar Lohiya National Law University	Second
	Anugya, Niharika Prabhakar, Oditi Anand	Kirori Mal College	Special Mention
2013	Anandeshwari Singh	Gandhi study circle debate	Best speaker
		Psychology department debate	Best speaker
		Jamia Milia Islamia	Fourth

HINDI DEBATING SOCIETY

2012	Arjita Gupta	Inter-Hostel Bilingual Debate, Kalavati Gupta Hostel, IP College	Best Team, Second Runner Up
2014	Arjita Gupta	J. R. Media Institute PUNJAB KESARI National.	Ten Best Speakers
		Janki Devi Memorial College	Second
		Inter-College Debate, IP College for Women	Best Interjector
	Nihita Kumari	Gandhi Study Circle: Khula Manch IP College for Women	Second Best Speaker
		First Round Table Conference on Gandhi, IP College	Second
		Inter-College Debate, IP College	Second
		Bhashan Competition, IP College	Second

ALAAP: Music Society

Year	Student/Team	Place	Position
2013	Group Song Competition	Maharaja Agarsen College	First
	Nikunjika Kamra (solo)	Janki Devi Memorial College	Third
	Upasana Sarma (solo)	North East Society Fest (IP College)	Third
	Anju Sharma (solo)	Sri Venkateshwara College	First
2014	Group Song Competition	Deen Dayal Upadhayay College	Second
	Group Song Competition	Kirori Mal College	Second
	Group Song Competition	Lady Irwin College	Third
	Group Song Competition	Miranda House	Third
	Agatha Singh (solo)	Kirori Mal College	Third
	Agatha Singh (solo)	Miranda House	First
	Agatha Singh (solo)	St. Stephens College	Second

MRIDANG: Indian Classical Dance Society

Year	Form	Place
2012 – 2013	Kalbelia (Team – 06 Members)	• Gargi College • Dyal Singh College • Antardhwani

		• Alumnae Meet (Non – Competitive)
2013 – 2014	Lavani (Team – 09 Members)	• Indira Gandhi Delhi Tech. University • Gargi College • Antardhwani • Delhi Technology Universty • SGTB Khalsa College • Alumane Meet (Non – Competitive) • Jamia Milia Islamia (3rd Prize)
2014 - 2015	Garba (Team – 10 Members)	• Maitryi College • Indira Gandhi Delhi Tech. University • SGND Khalsa College • Gargi College • Antardhwani • Alumnae • (Non – Competitive) • Sports Day (Non -Competitive) • PGDAV College • Miranda College • St. Stephens College • Jamia Milia Islamia

CROYDON: Fine Arts Society

Year	Student/Team	Competition	Place	Position
2013	Rupika	Poster Making conducted by Election Commission of Delhi	IP College for Women, DU	First
	Surbhi Dua			Second
	Akriti Goenka Navya Harshleen Vishakha Babbar Kirti Goyla Neha Agarwal	Rangoli Making Competition	IIT Kanpur	Third
2014	Kritika Aneesha	Quilling	IIT Kanpur	Consolation Prize
2015	Kritika Ayushi Dhwani Vishakha Babbar Shriya Mittal	Rangoli Making Competiton	Lady Harding Medical College, DU	First
	Dhwani	Confest, 2015	IP College for Women,	Participated as an artist

QUIZ CLUB

Year	Category	Details & Place	Position
2015	Bollywood Quiz	Hindu College, DU	Third
	FLAMES Quiz	Hindu College, DU	Third
	North-East Quiz	ARSD College, DU	Third
2014	Literature Quiz	Bharati College, DU	Second
	North-East Quiz	Shankar Lal Hall, DU	First & Second
	General Quiz	Dept. of Commerce, IP College, DU	First
	General Quiz	Dept. of Political Sc., IP College, DU	First
	India Quiz	National Quizzing Fest, SRCC, DU	Semi-Finalist
2013	FLAMES Quiz	Women's Quizzing League, IP College, DU	Finalist
	General Quiz	Kalindi College, DU	First
	General Quiz	Jamia Milia Islamia	First

ABHIVYAKTI: Dramatics Society

Year	Play	Place	Position
2014-2015	Street Play: 'Manmarziyaan'	LSR College	First
		St. Stephen's College	First
		SGND Khalsa College	First
		Hindu College	First
		SRCC	First
		ARSD College	Second
		Shivaji College	Second
		PGDAV College	Second
		Sri Venketeswara College	Second
		Miranda House	Second
		IGDTUW	Second
		Shaitya Kala Parishad	Second
		NSD	Performed
		SSCBS	Performed
	Stage Play: 'Us Se Kah Do'	IIT Kanpur	Third
		Old World Theatre	Performed

5.3.3 How does the College seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

From Graduates: There is no structured mechanism to seek feedback from the graduates. During the Annual Alumnae meet, the College receives feedback through informal discussions. An alumnae corner has been created on the College website where suggestions and remarks may be posted.

From Employers: In the quarterly meetings of the Governing body held in the College, all reports on academic and administrative matters are formally presented. Members share their views and opinions on various issues and activities related to the College. These are recorded in the Minutes as observations, decisions and directives.

5.3.4 How does the College involve and encourage students to publish materials like catalogues, wall magazines, college magazine and other material? List the publications/ material brought by the students during the previous four academic sessions.

Workshops are organized by the College Editorial Society. Experts in the field of writing and editing are called in to train students. A resource person is being appointed to impart writing and editorial skills. The academic societies of various departments encourage students to design the publicity material for their events. In the national and international conferences/seminars organized by the College, teachers and students work together on production of brochures, posters and folders. A wall for student graffiti has been provided in the Student Activity Area. Every event in the College is publicized all over the city or University, as the case may be, through posters, flex banners and fliers. The College keeps a record of these in its archives.

The details of the published magazines are:

- The Annual Student magazine 'Aaroh' is brought out with enthusiasm and support, including the audio edition for VH students.
- The College Translation Journal for students, 'CODE' is just published.
- Besides, most departments have their newsletters as do the two hostels. All of them are supported by the College.

5.3.5 Does the College have a Students Council or any other similar body? Give details on its selection, constitution, activities and funding.

Students' Union**:** The College has an elected Students' Union, and both Hostels of the College have their separate Hostel Students' Union elected by the hostel residents.

Constitution: The Student Union has a democratically developed and duly passed Constitution with provisions for Amendments. Composition, role, process, procedure and penalties are clearly laid out.

Activities: The Student Union organizes major College events: Annual College Day, Annual Public Lecture, Republic Day, Independence Day, Gandhi Jayanti, Martyr's day, College Orientation and the College Annual Festival-SHRUTI. It is also the interface between the College and its students for student welfare, facilities, grievances and redressal. It functions as the conduit for the administration to co-opt the student body as a core component into its agenda of activities and policies. In this role it also organizes the General Assembly as a forum of interaction with the College authorities. The Union also addresses the Student General Body before and after events or issues.

Funding: College receipt under the relevant financial head provides the fund. Budget allocation is undertaken once the annual election of office bearers is completed.

5.3.6 Give details of various academic and administrative bodies that have student representatives on them.

- The in-house Hostel Committees
- Magazine Committee
- Student-Faculty Departmental Committees
- Admission Counseling Cells
- College Day Committee
- Sports Admission Committee
- All Academic Societies of Departments
- All Cultural Societies of the Staff Council
- Extra-Curricular and Co-curricular Societies
- The Website Committees of all Departments.
- International Student Desk
- College Complaints Committee (under Ord-XV-D) up to Dec.2013.

5.3.7 How does the institution network collaborate with the Alumnae and former faculty of the institution.

- The College has a dynamic database of its alumnae and provides for their online registration. Former faculty mailing list is also updated regularly.
- The College invites alumnae and former faculty to all its major events.
- College affiliation and library resources are available to retired teachers.
- The contribution of former faculty as resource persons for academics and activities is welcomed. Increasingly, the College plans to tap into this pool of available expertise.
- Many former faculty members have instituted prizes/ scholarships for students.
- Former faculty have also developed and donated study material to VH students.

- The alumnae network is kept alive through the glorious tradition of the College to invite a Distinguished Alumna guest to its Annual College Day event to address the audience from the dais.
- There is also a day fixed on the College Event Calendar for the Annual Alumnae Meet.
- Many enrolled teachers are alumnae and they maintain their networks at a personal level too.
- Departments have initiated the practice of inviting their alumnae for interactive sessions with students.

❖❖❖

CRITERION VI

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.

Established in 1924, in the movement of nationalist philanthropists for women's education in Delhi, housed in a heritage building, marching towards its centenary, the College is proudly aware of its glorious history and tradition. The institution is the oldest women's college of the University of Delhi. Its institutional vision is to 'educate, enable and empower young women, emphasizing the need to mainstream the marginalized and weaker sections among them to ensure justice and equity in society'. Its mission is to steer the education it offers not only to lead to the pragmatic goal of employability, but also to build a life of the mind and sensitize and orient its students to service of the community, in the quest for a better life for society and the world that we inhabit. The College endeavors to nurture confident and responsible citizens who will uphold the values enshrined in the motto of the College 'Truth, Love, Knowledge, Service'. To this end the College's mission statement is set out as definite tasks which define the College's distinctive characteristics in terms of addressing the needs of society, the students it seeks to serve, the institutions traditions and value orientations, its vision for the future etc.

Woven into the fabric of the College's multi-faceted life are the activities that are aligned to its vision and ramify its mission.

Mission Statement stated at 1.1.1

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The top management, namely the Governing Body (GB) of the College cognizes the practice of participative management and decentralized functioning envisaged in the Statutes, Rules and Ordinances (SRO) of the University of Delhi. The GB plays a supportive role in matters of academic policy formulated by the faculty in the Staff Council (SC) and initiates policy on building infrastructural support based on assessment and feedback from the faculty routed through the Principal. It determines and monitors income and expenditure and acts as the sanctioning authority for finances required to implement quality policy and plans. The Principal as part of the top management is the Member-Secretary of the GB, CEO of the institution as well as the Principal –in- Council, as per SRO. She is also the Head of the Department of BMMMC. In all these roles, the Principal acts with advice from appointed faculty teams who participate to formulate and plan academic and

management policies and processes of governance, and seeks their ratification in the GB wherever required.

6.1.3 What is the involvement of the leadership in ensuring?

- **the policy statements and action plans for fulfillment of the stated mission**
- **formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**
- **Interaction with stakeholders**
- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**
- **Reinforcing the culture of excellence**
- **Champion organizational change**

In pursuit of participative management, the leadership is constituted by a number of teams of varied profiles which engage in setting forth policies, supervise implementation including recruitment of personnel for a range of tasks, receive feedback and review.

- The Staff Council meets three to four times a semester. In the first meeting the policy statement and action plans are fitted into time –frames and set out in the College calendar of events for the semester.
- Department meetings and Student-Faculty Committee (SFC) meetings are held micro-planning and implementation.
- Since the institution is an organic entity it is important to formulate plans for all its units in order to operationalize the institutional strategy, in tandem. The seven units broadly identified are
    - Academic Affairs including Departmental Affairs
    - Administrative Affairs which include the functioning of the Administration and Accounts
    - the units of Library
    - Sports
    - Hostels
    - Co-Curricular activities including those of the Students' Union
    - Systems and Network of the College.

  Teams determine the design and time-bound schedules for delivery, after due discussions and deliberations in the respective committees.
- The Staff Council through its Academic Standards Committee and the Monitoring Committee is central to the academic aspects of internal quality assurance, whereas the administrative team of the Vice-Principal, Bursar and Administrative Officer assisted by the Section Officers of both Accounts and Administration regularly engage in stock taking and review of administrative quality.
- The Librarian is assisted by a Library Committee which overhauls its functioning after due deliberations and review.

- The Department of Physical Education is assisted by the Sports Committee to supervise and upgrade the sports facilities.
- The Principal is available to interact with all stakeholders daily. Timings for Meeting with Principal may also be fixed in advance. In that role she is also part of larger networks both personal and professional, which feed into enhancing institutional quality as well as into mobilizing financial support, if and when necessary.
- The Principal has held the academic review sessions with the faculty since last year, which are in the nature of reflections on the direction of the academic trajectory of the College. In such meetings the vision of the College is reiterated and the tasks set out in its mission are evaluated for any deficiency. Such review meetings are routinely held in the administration also to monitor for efficient and compassionate functioning.
- A culture of excellence is fostered and reinforced by the effort to create ownership and pride in the College, and by raising the bar for all members of the College community.
  - Faculty and Staff are both encouraged to upgrade their academic qualifications and skills.
  - Students are facilitated to pursue not only curricular excellence but also activities that they undertake out of individual initiative going beyond the curriculum.
  - The College gives financial support for undergraduate students presenting papers in international seminars and conferences by recognized academic bodies. A Centenary Decade Research Grant for undergraduate students has been announced for original and innovative research.
  - Experts and eminent academics are invited for interaction with students and faculty.
  - Student papers and presentations are to take place compulsorily once a semester, in the academic societies of departments.
  - Governance in the College is a blend of motivational interaction, hard work, uncompromising honesty, appreciation and reward. The leadership's exposure to a variety of educational systems both local and global, and a knowledge and assessment of their best practices help to reinforce the culture of excellence by replication or adaptation.
- Organizational change is recommended after an assessment and review of outdated systems, ideas or infrastructure which is effected always in reference to the need of the hour. Several such mechanisms have been added or deleted in the interest of a more streamlined and modern organizational set-up. Though organizational change is encouraged, traditional and time –tested practices which have worked, are endorsed and consolidated. Continual review and stock taking is undertaken at regular intervals by the Principal, faculty and other staff.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

Monitoring and evaluation of policies and plans is a continual activity and happens at various levels: academic, administrative, infrastructural and managerial, whereas evaluation is largely dependent on results, feedback and efficacy.

- The Monitoring Committee sets out the academic vision and strategies which are shared with the larger body of the SC and put into discussion.
- Statutory committees exist to implement plans, sometimes in full, at other times in a phased manner. In this way the task is owned by a collective and decentralization is built into the system.
- There is periodic feedback or assistance from the Principal.
- The ASC organizes semester reports, feedback from colleagues and students with the help of departmental committees.
- The Principal, faculty and students interact in the General Body Meetings of students on academic, administrative and cultural issues.
- Interactions with various segments of the College administration are also organized on a regular basis outside formal structures.
- Annual brainstorming sessions in the Staff Council help to monitor and evaluate policies.
- The Monitoring Committee and the Administration help to carry out assessments and reports. These are documented as Minutes of the committee for the record and continuity.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The top management may be here defined as the Governing Body and the Principal of the College. While the GB is in a supportive role in academic matters, it falls to the Principal to provide academic leadership. This is best done through personal example.

- The Principal has continually upgraded her academic credentials by advancing her own research and presenting it in the peer group. She has engaged classes regularly, and especially in moments of crisis, like the one encountered with the sudden teacher crunch that arose with the reorganization of teaching in July 2014, after the rollback of the FYUP.
- The Academic Standards Committee was instituted in the Staff Council in 2010, to monitor and streamline academic functioning in a decentralized way and work towards internal quality assurance.

- Beginning March 2014 a day-long academic review of all aspects of College activities happens in the Staff Council annually, to debate and organize academic matters.
- From 2014, the mandatory student presentations in Academic Societies of departments, once a semester has been introduced. Students have found this a useful and exciting space and advanced learners have been motivated to present their work in national and international forums and have won prizes.The Principal has earmarked time to attend and Chair student presentations herself to motivate and evaluate the ways in which students are shaping to meet the challenges outside.
- A Centenary Research Grant for Undergraduate Research efforts has been announced by the leadership to enable undergraduate students to undertake original and innovative research.
- Departments have been encouraged and supported with financial and human resources to hold National and International Seminars in order to create a wide-ranging exposure to both academics and industry. Written work and presentations are especially encouraged, both for self-upgradation and for student employability.

The faculty is encouraged and enabled to upgrade their credentials and explore the vista of their opportunities at both the national and international level. This is done by disseminating information of available openings regularly at research and employment levels. Since 2011, when the Principal became an awardee in the first cohort of the Fulbright-Nehru International Education Administrator Seminar, at least three teams of international education administrators have visited the College as an area of their own interest to explore exchanges and collaborations. Several global education bodies have conducted outreach sessions in the College including the European Union's Global Education Program. These too opened up academic opportunities for faculty and students with potential funding. Recently, the first ever International Conference-Festival on Plurilingualism and Orality in Translation was held in the College, conceptualized by the leadership and supported by the GB. The interdisciplinary topic was chosen so that faculty and students across departments could participate. It was a very successful event and a large number of teachers and students appreciated the leadership's effort to ensure exposure to new ways of thinking and presenting that the Conference-Festival provided, and expressed a sense of pride and belonging.

6.1.6 How does the College groom leadership at various levels?

The College encourages its students and faculty and the administrative staff to assume positions of responsibility and become accountable.

- At the level of faculty the principle of seniority-by-rotation applies to the position of in-charge of a department and ensures that each teacher participates in running the department. This non-statutory but democratic

interface is enabled by the top management, in order to carry on the administrative functions of the departments.

- Faculty is schooled in the practices of ensuring transparency, accountability and democratic functioning by insisting on documentation of decisions as Minutes, the circulation and display of the same and compliance of the participative decision. Financial management is emphasized. The crucial importance of processes and procedures which protect both the individual and the institution are described and explained.
- Positions in the College like Deputy Superintendent Examination, has also been made rotational by seniority, a practice introduced since 2011 to demystify the role, as well as to groom the entire faculty in that supervisory role. The very structure and practices of the College as a part of the University of Delhi ensures that every teacher is put in a leadership role.
- Student–Faculty Committees have been formed in departments and meet at least once a semester to interact on departmental issues. Class representatives are appointed to assume responsibilities.
- At the level of students, the same principles of transparency, accountability and democratic functioning are emphasized. Documentation, display and dissemination of information are part of the practices of the Student Union and other Student Societies. Budgeting and accounting are taught and practiced because the College does not release funds without these. Students are encouraged to hold GBMs from time to time on important matters and to value democratic functioning.
- Leadership among the non-teaching staff is along the same principles though the milieu is more structured in terms of the hierarchy. The College respects the process of debate and discussion with the Karmachari Union and appreciates its ownership of responsibility. It accords full recognition to the elected leadership and enables it to function democratically. It also assesses individual qualities of the staff differentially, to accord opportunities and exposure to those who display interest and engagement with tasks beyond the defined ones. Such colleagues are drawn out and endowed with incentivized tasks.

  The College has instituted since 2011 the Certificate of Appreciation for those employees who go beyond the call of duty to manage their work. The College recognizes that as an important dimension of leadership.

6.1.7 How does the College delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

The Statutory position of the Principal-in-Council under Ordinance XVIII-D of the University, itself envisions a delegation and decentralization of authority in all academic matters.

The Chair may propose plans and action plans, and may co-ordinate and implement the resolutions of the Council on all matters under the purview of the Staff Council.

The College tasks are carried out in committees of the Staff Council under the leadership of the conveners / coordinators. The departmental tasks are handled by various committees of the departments under the supervision of the Teachers-in-Charge, and sub-committees under designated coordinators.

Operational autonomy to departments is ensured by a policy of non-interference in departmental arrangements which work, and are demonstrated to work effectively in institutional interest. Thus work-allocation, formation of departmental committees, work plans, distribution of tasks, the recommendation of departments regarding appointment of teachers-in-charge where there is a crisis or controversy or difficulty, crisis management, conflict resolution and so on are matters internal to the departments.

The constitution of the various committees of the Staff Council is displayed in the public domain. Additionally, the post of Vice-Principal and Bursar and Administrative Officer, accords the space for further decentralization of governance in administrative matters since those are not within the purview of the Staff Council.

The Principal perceives her role as that of an appellate and arbitrating authority and as a determinant of policy in certain matters and as the implementing authority of the policies and directives of the competent authorities.

6.1.8 Does the College promote a culture of participative management? If 'yes', indicate the levels of participative management.

The belief in a non-hierarchical and collegial mode of academic governance is realized through the available structures of the Staff Council, which ensure participative management. The committees of the Staff Council are constituted in the Council and function under Conveners appointed in the Council. Participative management is also by delegation of authority and decentralization. The administration of the College carries on the routine management of the College. The Principal is advised by the Monitoring Committee on all academic matters and both units come together to advise on infrastructural requirements. Equally, the Principal, when she envisions an idea or task takes it to the administration /Monitoring Committee for assessment and implementation, monitoring and review. The Monitoring Committee comprises Secretary Staff Council, Bursar/Vice-Principal and two nominated members. The Vice-Principal and Bursar both have been the senior-most willing persons. However, with the insistence on API by the UGC, the post of Vice-Principal as a rotational one is undermined and the

requisite points have to be satisfied to become Vice-Principal. This however, has not impacted the participative management system.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

The institution has not made a formal statement of a quality policy. The quality policy is implicit in the mission tasks of the College. Quality as a value is developed and realized through a set of goals and objectives discussed in reflective sessions with the GB, the Staff Council, the Administration and in the classroom. It is driven by praxis, by organizing institutional activities realizing the mission tasks. It is deployed by identifying best practices and consolidating those across the various units of the College. Reviews are a result of comparative assessments, additional goals and objectives, efficacy of an existing set of practices and external developments, trends and demands with which the institution desires to align itself. These reviews are already worked into the administrative and academic practices and structures of the College.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The perspective within which all development takes place is worked into the vision statement of the College. Development is envisaged and planned under the heads of Academics, Infrastructure and Human Resources. The aspects under consideration are those that enrich the quality of life in the institution and enable the community to realize its potential. In this endeavor, there is expansion of activities, opportunities and infrastructure for students; latest technologies are brought in for the differently–abled and to optimize time and efforts to run the College. Training and skill development among the non-teaching staff is encouraged and faculty is encouraged to upgrade itself and expand the scope of academic activities beyond the curriculum.

6.2.3 Describe the internal organizational structure and decision making processes.

The internal organizational structure is as laid down in the Rules , Regulations and Statues of the University of Delhi and is clustered under Academic and Administrative with the Governing Body as employer and top management. The cluster structure permits a multi-pronged process of decision making under defined areas. The 15 member GB is headed by the elected Chairman

with the elected Honorary Treasurer as the custodian of finances and legal processes of the College. The Principal is its Member Secretary authorized to execute its decisions on administration, admission, finances, development, recruitment etc. The Staff Council is the academic cluster and the Principal in Council is the implementing authority of decisions taken there in a collegial mode and implemented through its various committees. The administrative cluster is hierarchical with the Administrative Officer as the supervisory authority of the Non-Teaching Staff and assists the Principal in administrative matters. All decisions, policy, budget and expenditure are reported and ratified in the GB. The decision–making process is a democratic one and promotes participative management, ownership and accountability.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- **Teaching & Learning**
- **Research & Development**
- **Community engagement**
- **Human resource management**
- **Industry interaction**

The College has a wide range of quality improvement strategies which are periodically developed, implemented, assessed and reviewed within the structures of the committees of its various units.

- Teaching and Learning quality is ensured and enhanced by regular engagement of curriculum, broad spectrum activities around it, emphasis on writing and presentation skills, internal assessment and examination and result analysis thereafter. Pedagogical strategies are also reviewed.
- Quality of Research and Development at the level of teachers is ensured at the level of the individual in conformity with global practices. In their roles as supervisors of students, such practices are implemented and incorporated. These are assessed, monitored and reviewed, whenever necessary. Quality is sought to be enhanced by emphasizing the necessity of formal presentation of research, which is one of the weaknesses identified across the board.
- Community Engagement is integral to the College policy. Areas of engagement are identified after need assessment .The quality of the engagement is monitored by the ethical committee which creates awareness and sensitivity around the methodologies of engagement. The final assessment includes a review of quantification of the engagement in productive output.
- Quality of Human Resource Management is sought to be developed through daily stock-taking and accountability practices by the Principal,

Vice-Principal, Bursar and AO. In-house informal training and briefing of teams of both teachers and non-teaching staff for specific purposes, like examination and admission, conferences and events and encouragement to further professional development through participation in up-gradation programs in education and skills is also undertaken.

- Industry interaction in the College is organized around the curriculum for hands-on experience of skill and knowledge application. It is considered also from the point of view of internship and employment opportunities for students, expert interaction with them and collaboration opportunities. Personal and professional networks are activated for interaction and assessed and reviewed through student and departmental feedback on productivity and quality of the exposure.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The Principal relies on feedback from teachers and students, reports submitted to the Staff Council and the necessary and relevant information is submitted in the Annual Report. College activities are reported in the GB. The GB issues directions as per its assessment but does not intervene in activities envisaged by the departments except in matters of protocol and policy.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The GB is supportive both morally and financially of all ventures which enhance institutional prestige by enhancing the academic, cultural and community life of the College. It formally recognizes exceptional work and makes it a part of the College records. It has instituted the Certificate of Appreciation for the non-teaching Staff which is awarded on College Day.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions

There were 42 major resolutions of the GB from January 2014-2015. The majority of these have been implemented and the rest are in the continual process of implementation.

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

Not Applicable

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

In the day-to-day running of the College, grievances are sorted by engaging the involved parties in the spirit of conflict resolution and reconciliation. Course correction is made wherever necessary. During the admission process, there is a Grievance Committee set up under directions of the University. The University has a Committee to directly entertain grievances of all members of its community and the public. The nature of contentious grievances are reported in the Staff Council usually under Any Other Matter and discussed at length. Serious administrative matters are in the purview only of the GB.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

Against the College:

S.No.	Year	Name of Petitioner	Issues	Decision
1	2014	Rekha Sethi & Ors. V/s IP College and Ors.	HRA and License Fee	Still in Court
2	2013	IP College V/s Jagdish Prasad and Ors.	Release of HRA in respect of UGC order for non-releasing of HRA of Staff Quarter Residence	Still in Court
3	2013	Aarti V/s Kalawati Hostel & Ors.	Release of Hostel fee for the period during which student was not staying	Release of Hostel fee for remaining period
4	2012	Aeshna Kharbanda V/s IP College	Release of Hostel fee for the period during which student was not staying	Release of Hostel fee for remaining period
5	2012	Harsha Choudhry V/s IP College & Another	Detention due to short of attendance	College decision upheld
6	2012	Himani Malhotra V/s IP College & Ors.	Service matter. Suspension pending inquiry due to charges of misconduct	Domestic inquiry under process

Cases filed by the Trust through the College:

S.No.	Year	Name of Petitioner	Issues	Decision
1	2012	Indraprastha Educational Trust V/s University of Delhi	Challenge of University of Delhi notification regarding sending of 15 names of Trust nominee in lieu of 10 nominee	Still in court

6.2.11 Does the Institution have a mechanism for analyzing student feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

From the current session, January 2015, for the first time student feedback has been sought on a proforma. In the past, such feedback was received and addressed through the Student Faculty Committees, at departmental/individual levels or in the case of a formal complaint, through the Principal.

6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?

Teaching staff is facilitated to attend academic up-gradation courses from time to time and also take on research projects. Skill development in computers and academic resourcing are also conducted at the institutional level for teachers.

Non-teaching staff is also encouraged to attend training and skill up-gradation programs conducted in-house and also by the University and other bodies. Acquiring additional academic qualification is facilitated. Departmental Promotion Committees sit at regular intervals, whenever there are vacancies at various levels of the administration and teaching staff.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

The College encourages and expects individual teachers who undergo training to share the skills/knowledge acquired in their departments and the larger body of teachers, as the case may be. Regular workshops are held by the College to orient them to the Student Information System.

The College holds workshops and talks for Library Staff, Technical Team, Garden Staff and others separately. Expert interaction through talks, seminars and invited speakers motivate employees. The administration at various levels meets with the Staff for motivational and orientational purposes.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

Performance Appraisal System (PAS) is an official mechanism for self–appraisal and is on a prescribed proforma designed as per University norms.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

PAS is for promotional purposes. It is not customary for the management to review self-appraisals unless there are glaring discrepancies in the claims of the applicants. Any observations are communicated informally.

6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

Medical Benefits, HTC and LTC, PF and NPS and all other welfare schemes instituted under SRO are provided. Emergency Medical Support under ISR for contractual employees has been instituted from this year.

Percentage of staff availed benefit of schemes in the last four years

Welfare Schemes	2013-2014		2012-2013		2011-2012		2010-2011	
	Teaching	Non-Teaching	Teaching	Non-Teaching	Teaching	Non-Teaching	Teaching	Non-Teaching
LTC	10.28	22.41	6.42	14.75	2.67	9.52	7.75	5.00
HTC	3.73	17.24	2.75	24.59	2.67	22.22	2.58	23.33
Medical	45.79	96.55	46.78	98.36	42.85	93.65	44.82	30.00
GPF	42.05	75.86	43.11	77.04	43.75	74.60	44.82	81.66
CPF	9.34	1.72	9.17	1.63	9.82	1.58	10.34	1.66
NPS	48.59	22.41	47.70	21.31	46.42	23.80	44.82	16.66

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

Not Applicable.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

Following are the institutional mechanisms to monitor effective and efficient use of available financial resources:

- Student activities
  - Budget presentation by every academic and other student societies.
  - Approval of estimates.
  - Payment of bills and reimbursement of expenses as and when received, as per rules.
  - There is a committee for financial aid which recommends names of students for financial aid/fee waiver.

- Infrastructure development
  - The College has a Plan & Purchase and Building Committee under direct control of Governing Body which examines proposals received from various departments/sections. The Governing Body after due scrutiny accords its approval on all such proposals.
  - After scrutiny of the proposals, the College invites quotations or floats tenders as per General Financial Rules (GFR) and College policies.
  - The College also seeks approval and sanction on proposals (on actual expenses) from the Governing Body.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major Audit objections? Provide the details on compliance.

- The internal audit is being done by the auditor appointed by Governing Body of the College as per norms and duly approved by the University of Delhi. The internal audit is also done by the University of Delhi and UGC.
- The Governing Body monitors financial issues and the same are reported in the GB meetings.
- The external audit is being done by the CAG, GOI.

- The last audit upto March 31, 2014 was done by the CAG in April/May 2014.

For CAG Compliance Report: Refer Page 341

6.4.3 What are the major source of institutional receipts/ funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund / corpus available with Institutions, if any.

Major source of institutional receipts/ funding:

- UGC grant
- Governing Body share
- Students fees
- Donation/sponsorship

There is no deficit

Income & Expenditure Statement:

Year	Income	Expenditure
2013-2014	Rs.23,35,49,807/-	Rs.22,59,52,964/-
2012-2013	Rs.22,96,69,324/-	Rs.22,70,08,344/-
2011-2012	Rs.18,78,47,389/-	Rs.18,69,21,999/-
2010-2011	Rs.19,20,00,084/-	Rs.18,68,67,166/-

Reserve Fund/Corpus Fund available:

Year	Funds Available
2013-2014	Rs.8,56,15,939/-
2012-2013	Rs.7,05,03,851/-
2011-2012	Rs.6,26,68,297/-
2010-2011	Rs.5,41,31,222/-

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

- The College, in order to upgrade its Sports infrastructure, had made efforts to avail of the Commonwealth Legacy Fund to create a Multi-Facility Sports Hall, out of the old, dilapidated gymnasium. A proposal for Rs.2.5 crores during the financial year 2011-12 was prepared by the Architect and forwarded to the Ministry of Sports, GOI. The estimated amount of Rs.2.5 crores was received by the College for the said purpose.

Funding Agency	Particulars	Amount
Ministry of Sports GOI	Renovation of gym and its building	Rs. 2,50,00,000/-
Kul Vikram Trust	Financial Aid to Students in need of Assistance	Rs. 5 lakhs to be disbursed over 5 years @ 1 lac per year.

For Grant Utilization Certificates: Refer Page 346.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?

b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

d. How do students and alumni contribute to the effective functioning of the IQAC?

e. How does the IQAC communicate and engage staff from different constituents of the institution?

The College does not have a formal IQAC but the internal quality of the College in the domain of academics is ensured by the Monitoring Committee and the Academic Standards Committee in consultation with all departments.

- Every department also has an SFC in which the teaching-learning process is planned, described reviewed/reinforced.
- The workload of departments is assessed as per norms. Student options are sought wherever the scope arises. These are incorporated into the logistics of recruitment, work-allocation, availability of infrastructure and human resources.
- The requirement of teaching aids, space and technology as well as of teachers or other support staff is also formulated by these committees.

- There are meetings, at least 3 times in a semester to streamline and address the process of teaching-learning. Meetings can also be requisitioned whenever needed.
- The formalized structure helps to organize the process which all colleagues have found useful to ensure the monitoring of quality.
- Committees of the Staff Council such as Library, Hostel, Sports, General Facilities, Extra-Curricular Activities, Financial Assistance to Teachers, Student Aid, NSS, NCC, WDC, ECO Club, Equal Opportunity Cell, Gender Sensitizing Committee Discussion Forum etc. meet regularly to give their inputs in areas of their operation to monitor the quality of the teaching –learning process.

6.5.2. Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalization.

The College ensures continual quality development, assessment, review and monitoring through available mechanisms in the University Ordinances which meet regularly at the level of faculty and students. These are the Academic Standards Committee, the Student Faculty Committees at the level of Departments, and the Monitoring Committee at the level of the College. All decisions and observations are reported and discussed in the Staff Council for necessary action or course correction.

At the level of the Administration and other institutional levels, like the Accounts and Library and Hostel, the College has a set of best practices, which has enabled it to ensure that quality is enshrined as a value. A brochure enlisting the Best Practices was brought out to showcase the College achievements on the occasion 'Antardhvani 2013', the University Annual Festival.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

Since tasks are not specifically allocated and personnel are not specialists most of the time, the College trains and orients its Staff in the procedures of particular processes such as admissions, examination, data management, event management etc. Since this training and orientation is outside the formal structures of governance, the impact has not been quantified. However, there is qualitative and visible impact on the overall functioning of the College and such training is a crucial process in governance and management of the College.

The College regularly sends its staff for training programs organized by competent authorities and agencies.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

There is no provision for Academic Audit in the SRO of the University or a structured internal policy and mechanism. However, the mechanisms of the Staff Council and its Committees ensure the monitoring, maintenance and improvement of quality of academics in the College.

Annual Academic Review: to discuss and review learning objectives and pedagogical strategies at the macro level of the College. The Library facilities are reviewed and updations made in terms of books, journals and e-resources commensurate to requirements and demands of stakeholders.

Monitoring Committee: to propose, review, implement and monitor systemic checks and balances put in place to improve academics in the College. Thus it assesses curriculum, gathers departmental feedback through the ASC, to suggest infrastructural changes or additions, workload and recruitment and reconciles available infrastructure and human resources with the academic flexibility that the College may affirm for optimization of its activities.

Academic Standards Committee: to decide at the department level, the logistics required for effective implementation of the curriculum, including the academic schedule of assignments, submission of marks and attendance.

Departmental Committees: to analyze and compare results of the final exams and moderate the results of class tests that are components of internal assessment.

Student-Faculty Committee: to review as a department the teaching-learning related issues like optional papers, evaluation, assignments and other academic events in the department.

The outcomes of all these exercises regularly and meticulously undertaken by the College feed into its academic environment to improve quality and delivery of its various academic programs.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

The College in all its efforts as detailed above, seeks to align with the ideals of excellence and progress articulated in the University and the national agenda of higher education and laid out in its vision statement and mission tasks.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

Refer 6.5.4. above.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The mere absence of a formally stated internal quality assurance mechanism has neither inhibited quality nor its communication to internal and external stakeholders. The College has upheld and improved on its high standards largely, through infrastructural development in alignment with actual performance in academics and organizational management. The College's policies and outcomes are communicated to all stakeholders and put in the public domain.

The Annual Report of the College enumerates the various ways in which the College continually raises the bar for itself. Student results and activities are documented therein and speak for themselves, as do the annual record of incremental acquisition of qualification and skills by the staff, both teaching and non-teaching.

The College reports all developments and achievements to the top management in the GB meetings and puts all the information in the public domain through its website, the Principal's Report and the Annual Report made for the University.

Any other relevant information regarding Governance, Leadership and Management which the College would like to include.

An important intervention in governance of the College is the daily meeting of the administrative management. Though it is not part of any formal structure of governance, this interaction promotes the review of tasks projected and undertaken to be completed in a time-bound manner, and streamlines the functioning of the College.

The College undertakes an Annual Review of all aspects of the institution with teaching and non-teaching staff to make projections and plan.

The Principal is an active and visible participant during student presentations at Academic Society Meets across departments to encourage and motivate students to take their quality seriously and raise the bar of performance.

A Centenary Decade Research Fund has also been announced for undergraduate students, to encourage and support innovative and original research as there is no mechanism for such support elsewhere.

The College has a cloud-based ERP system to manage academic and administrative information on all matters related to students, teachers and non-teaching staff.

The Principal's Honor Roll has been instituted in 2012 to recognize and reward individual initiatives of students which take them beyond their curriculum. This has added value and prestige to students' achievements.

A Certificate of Appreciation has been instituted since 2011 to recognize and reward the non-teaching staff of the College for going beyond the call of duty and for excellence in their work.

The Principal holds classes regularly and has acted as the resource person in workshops from time to time for students and teachers on areas of common interest. In 2014 she coordinated several such meetings on language and translation. She has held workshops in 2013 on pedagogy of the IMBH course with teachers, in addition to teaching and administrative duties.

The College envisaged and held its first International Conference-Festival in March 2015 in an interdisciplinary area to enable students and teachers across departments to participate in various ways in the event. The feedback received was very positive in terms of the exposure and opportunity it accorded to the College community. The success of that initiative in enhancing the quality of academic and community life in the College has further encouraged the College to plan an academic event on that scale on a regular basis.

The College hosts the Annual Public Lecture which is endowed by the Management of the Indraprastha Girls Senior Secondary School, the College's parent body and fount, where an eminent public intellectual is invited to speak. The College hosts a lunch on the day to promote good-will and interaction between the teachers of the School and the College. The College teachers have proposed educational counseling sessions for the school students to empower them for University education.

The belief in the importance of a vibrant and dynamic community life in the College has engendered community development activities through informal interaction over New Year get-togethers on the Principal's Lawns for the staff. Teachers and students celebrate festivals together in the Hostels in the Students' Activity area and on the Principal's Lawns. The Principal's residence is an open house and resident students and staff meet over snacks, music and colors on Holi. Yoga classes are being organized for the College community from this summer. The College views these as confidence building measures which raise the quality of life and performance in the College.

❖❖❖

CRITERION VII

INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

The College as yet has not conducted a Green Audit of its campus and facilities formally, but has sought and got advice on ways in which sustainability may be implemented. For instance, when the College initiated a project for water harvesting, experts opined that the College lying on a river bed had a water table which was in abundance.

7.1.2 What are the initiatives taken by the College to make the campus eco-friendly?

- **Energy conservation**
- **Use of renewable energy**
- **Water harvesting**
- **Check dam construction**
- **Efforts for Carbon neutrality**
- **Plantation**
- **Hazardous waste management**
- **e-waste management**

The College mission statement incorporates awareness, sustenance and promotion of heritage as a value. Located as it is within a heritage property and exposed from all directions, with an extensive green cover and bio diversity, a love and respect for the environment is built into the holistic vision of the College. The College believes in sustainable development, optimization of available resources and inculcation of a life-style and habits which lead to conservation of energy and other natural resources.
The College has initiated and developed measures which dovetail into the global and national agenda to be eco-friendly, reconciling all such initiatives with creation of an optimal ambience of functionality and operationalization of both its material and human resources.

Energy conservation:

- The College has maximized the use of daylight and daylight hours to begin its teaching schedule at 8.40 am and operates mostly from high-ceiling and well-lit classrooms where artificial lighting and cooling is minimally required.
- Solar Panels are used in one of its hostels and the College is examining its implementation in the other hostel.
- The ECO Club of the College undertakes a promotion drive for saving of fuel by a bicycle riding marathon in the area as part of its annual festival.
- Earth Day is also observed by turning off all lights on the campus for a stipulated number of hours.

Paper recycling:

- The College has a tie-up with an NGO to recycle waste paper. Student projects under extension activities of recycling also source waste paper.
- The use of paper is sought to be minimized by encouraging the use of ERP. The College encourages the use of both sides of paper.

E-waste disposal and recycling is undertaken through a tie-up with an NGO. The College does not generate hazardous waste.

Carbon footprint is being sought to be minimized by proposing waste water management all over the campus.

- Use of natural manure and a minimal use of fertilizers. Eco-friendly pesticides are preferred.
- The use of plastic is discouraged and so are the use of disposable cups and plates is discouraged in Canteen and the Hostel Mess.
- Compliance of the Hon'ble Supreme Court order on the burning of leaves is ensured.

Plantation drives are undertaken on the campus and in the hostels to augment green cover.

- The College has a strict policy for pruning of its trees, in alignment with the laws governing it.
- Compost Pit is a project of the ECO Club with an NGO.
- Student creativity with waste is encouraged.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the College.

In its continual pursuit to develop human potential, the College has made innovations at the levels of academic transaction, infrastructure development and institutional management

Innovative Academic Transaction:

- Film and documentation in the Multi Media and Mass Communication Department**:**

    - Curriculum in the BMMMC Course is transacted along interdisciplinary lines with structured readings interfacing with topical issues. The tasks of the institution are undertaken as projects with credits. For example, the history of the College which the College

wanted to screen as a film in the University festival 'Antardhvani' was conceptualized as a project with various groups of students focusing on different units of the project - oral narratives, archival material, heritage building etc. to produce the documentary.

- The College has been able to document its activities and events as ongoing projects of the MMMC department and use its expertise and equipment to train students driven by curricular requirements. This has produced a vibrant ambience in the College with student supervised cameras and surveys visible as other activities go on.

- Addressing Urgent Social Concerns in the Psychology Department:
  Curricular components like projects also function as a research and development resource to comprehend and confront urgent concerns like transgender sexualities. Such research is being used in tandem with workshops by activists in the area, to create awareness and sensitization around the imminent visibility of the transgender on College campus as a result of the order of the Hon'ble Supreme Court granting education rights to them.
- Heritage Tour of the College conducted by Department of History**.**
  The College is a milestone in the formal Heritage Walk of Colonial Delhi and itself contains much heritage, not only in its building but also in the fauna and flora of its environment. As an unfolding process of motivation and methods, teachers and students routinely conduct the heritage tour of the College for visitors or fresh arrivals in the College.
- Supplementing Curricular Learning through Interdisciplinary Programs:
  - The Innovation Project program of the University of Delhi has given a major fillip to interdisciplinary activity and interaction in the College and five innovation projects involving students and teachers have been successfully completed.
  - The activity of translation has been a major thrust area this year and students and faculty have enthusiastically participated in the language and cognitive processes of translation through workshops, discussions and seminars. Knowledge locked by language is encouraged to be unbound through language acquisition. The many ways in which language expresses the social, historical and cultural life of the region of South Asia was sought to be explored in an International Conference-Festival held in the College in March 2015, with the momentum building over a year.
  - The College has encouraged its students and faculty to supplement curricular learning across departments.
    - During the FYUP, teachers of the English and History departments conducted interdisciplinary projects with mixed groups of students.
    - The College has hosted programs

  - on legal literacy by lawyers' initiative and Women's Development Cell;
  - electoral literacy programs initiated by the Mr. S.Y. Quraishi, Chief Election Commissioner and Government of India;
  - Financial Literacy program by the RBI for the students of Department of Economics;
  - In collaboration with ASI, the students of Department of History interned at Red Fort, seventeenth century Mughal Monument to supplement their curriculum.
- Computer Literacy Programs and Mobility Training Programs for VH students.
- The North-East Forum Meet to incorporate the region into mainstream perceptions and also supplement the curriculum
- The Discussion Forum to hear voices of eminent public persons on issues in the public domain, in interactive sessions.
- The International Students' Day, a cultural and academic festival which showcases different cultures and peoples through exhibitions, academic and cultural presentations, popular art and cultural artifacts and cuisine.
- Programs like Golden Key International and International Award for Young People which serve as an interface for academic and life-long learning.

Innovative Infrastructural Development and Expansion through Optimization:

The College being a heritage building and campus contained by a boundary wall and strict building by-laws offered very little scope for expansion into space especially faced by the challenge of OBC student intake. There was no scope for frontal vertical or lateral expansion. However, there were large spaces within the College building which were residual halls and corridors lying unutilized except in temporary and transient ways. All these spaces were re-conceptualized and reinvented to create state-of-the–art infrastructure adapting the heritage features and working around them. Some of these are as follows:

- In 2010, the old ballroom and assembly hall of the College became the New Conference Hall with the original three graceful arches and four pillars worked into its design. It is fully equipped with acoustical and projection facilities and seats 225-250 people. The seats were left unfixed to allow some flexibility of numbers within the parameters of safety. It has since been the main hub of academic gatherings. The annexe is used not only as the reception area for academic seminars but is also an exhibition foyer. Additionally, it functions as a utility area for students where notices

are displayed and proforma are filled and is also the covered passage to access the eastern wing of the quadrangle.

- The Principal's Office complex was a large common area which has been reworked to create the two work stations, those of the Administrative Officer and the SPA to Principal as well as a Committee Room for meetings which doubles up as the reception area for College guests. It seats 15-20 people. The cupboards have been recessed into the walls.
- The dilapidated, quasi-abandoned gymnasium has been recast as a Multi-Facility Sports Complex with indoor badminton courts which double up as a basketball practice court, table tennis areas, and a squash court. The vast interior vertical space has a hanging mezzanine floor now which is the martial arts and aerobic dance area. A chess room and fitness centre are adjacent to the mezzanine. The fitness centre has the latest equipment. The Department room of the Sports and Physical Education is also located there. Rest rooms are built in all areas.
- The corridor connecting the old gym and auditorium has been reworked into the dance hall, shooting gallery, green rooms and a toilet.
- The auditorium which could earlier seat 350 now has a balcony inserted and seats 586 students. It is 100% barrier free and has the latest safety measures and stage equipment. A foyer for exhibitions adjoins it which doubles as the reception area. There is an office space and toilets in all areas.
- The ICT Centre was created out of the Library Hall and the spaces utilized for shelves to accommodate spillovers. Empty, open, unused terraces are now wings of the Library complex which house the Translation and Translation Studies Centre and the Museum and Archives: Learning Resource Centre.
- The Seminar Room on the first floor in a visionary decision, can be accessed by students on wheelchairs from the AV Room below it on the ground floor, in which a teleconferencing connection has been installed to facilitate parallel viewing and participation.
- A lift has been installed in the Library which caters to all the connected areas so that all of them are 100% barrier free and accessible to the orthopaedically-challenged.

Institutional Management through Innovative Managerial Practices

The creation of a work culture which is ethical, transparent and accountable is central to the health of the institution. The College believes that this is a dynamic process in which the obsolete and flabby must be discarded and practices introduced which motivate all members of the College community not only to give their best but also create a sense of belonging.
Some of the steps taken in this direction are as follows:

- Transparency and accountability in all dealings within and outside the College by ensuring a paper–trail on decisions and action, with information, documentation and display in the public domain.
- Daily briefing, and stock-taking of tasks and their review at the close of day by the Principal.
- Proactive approach to clearing of all pendency of employee entitlements in a time-bound way through biennial stock-taking.
- Regular interaction with Non-Teaching Union to pre-empt grievances.
- Recording all Non-Teaching achievements in the College Annual Report.
- Creating space in the vanguard for Non-teaching Staff on College Annual Day.
- Certificate of Appreciation for excellence in discharge of duties for Non-teaching Staff.
- PF Committee meeting every month to recommend to the GB the steps that may be taken to augment and maximize benefits to employees, creating a paper/information-trail, for continuity so that no public dealing is held up due to absence of a dealing person.
- Facilitation of all office dealings of differently-abled persons.
- Response time frame for administrative queries.
- Ensuring prompt response to public correspondence on e-mail through random checks.
- Transfer of all files to ERP over fixed time-schedules.
- Effective and efficient Student Information System.
- Regular interaction in the General Assembly with students.
- Principal's Honor Roll of Students, for individual initiative and significant achievements beyond the curriculum.
- Opportunity for students to intern in the College Office during vacations, on request.
- Responsibility of Examination Supervision allotted on seniority-by-rotation basis to allow all colleagues space to assume positions of responsibility.
- Daily Stock-taking and briefings by Principal in the Admission Committee during the admission period.
- Health and other awareness camps like financial and electoral services for the entire College Community.

7.3 Best Practices

7.3.1 Elaborate on any two best practices in the given format at page no. 98, which have contributed to the achievement of the Institutional

Objectives and/or contributed to the Quality improvement of the core activities of the College.

The two best practices which have both contributed to the achievement of Institutional Objectives of justice, equity, empowerment and excellence and have improved the quality of the core activity of academics in the College, are identified as

- **Mainstreaming Persons with Disability (PwD)**
- **Financial Support to Students**

at various levels of engagement. It must be stated at the outset, that the support of the Governing Body in promoting these practices has been unconditional and unstinting.

Best Practice I

1. **Title of the Practice:**

   Barrier-Free Access and Empowerment of Persons with Disability (PwD)

2. **Goal:** To create 100% barrier free access in the College and leverage financial resources and technological advances to enable and empower the PwD community of the College and integrate it into the mainstream of College life and activities, working towards the larger aim of self-reliance, confidence and a life of dignity for the differently-abled.

   The underlying principles have been a belief in justice and equity which must translate into equal opportunity for all; the conviction that issues of physical access are central to the concept of equal opportunity for the differently-abled and that the one cannot exist without the other; a belief in equal opportunity and a life of dignity to be a human right; the importance of inculcating in the larger community a compassionate consideration and sensitivity to the needs of PwD.

3. **The Context:** The design was conceptualized and cast in the context of the structural amnesia that has traditionally and culturally prevailed in our country regarding physical disability over centuries. The College had not engaged with it as an issue. Apart from the educational tools of Braille, daisy players and recordings and some computer enabled software for the Visually Challenged students, which were obligatory for a HEI to offer under compulsory admission under PH category in the College and the Hostel, there was nothing else. The College did not have any other category of the PwD, and the Govt. of India had not declared the admissibility of various kinds of disability, such as dyslexia and cerebral palsy. With a change in governance in 2009 came a change in ways of imagining the space for the differently-abled. Working as a catalyst in this transformation of space, the first student of the College on a

wheelchair came in and the College was compelled to think seriously about the pragmatics of physical access.

4. **The Practice:** Designing a barrier–free environment is a passionate engagement and a labor of love. No space may be left out. It becomes a special kind of challenge when it is to be worked through in an old heritage building like this College, which has many constraints of construction imposed by civic and urban heritage bodies and old and worn-down structures. The external space has been laid with track-tiles right from the gate of the College. Ramps were built at every change of level after working on the routes of access. Fences and railings were put on raised walks from where earlier VH students had regularly fallen. Toilets were revamped and redesigned with cubicles for orthopaedically-challenged members.
Internal spaces posed more problems to resolve. The grand library in three floors was fitted with a lift and through that to the new Museum and Archives and the Translation and Translation Studies Centre. The first floor Seminar Room which could not be made accessible through installing a lift was fitted with teleconferencing facilities to enable a student on wheelchair on the ground floor AV room, to present her work in the Seminar Room and have an interaction with her peers and others. .

   In tandem with the infrastructure comes the issue of visibility of PwD in higher education and the need to draw out more such women to public spaces. The College introduced a need-blind admission policy which attracted potential learners from marginalized sections including the PwD. The College went beyond the fixed quota of Hostel seats to accommodate PwD candidates. Full and partial fee waivers were granted as per need. The VH students were shifted to a section of the Hostel where their rapid evacuation could be ensured in case of natural disasters. The College declared the policy of distribution of CD players and subsequently, notebooks from the university to individual students. A bus and car has been procured for the transportation of the PwD to various events all over the University, colleges and the city. Transport is also provided to VH students by the College for safety, during the winter semester final exam as it gets dark by the time the evening shift is over.
   Central to the development of the infrastructure is its optimum utilization. The College appoints a Mobility Training instructor for a two week Orientation Program for its VH students when the co-ordinates of direction and location are taught, so that the students can navigate in the College along the track–tile paths. Students are taught to use the computers upgraded with the latest programs and technology in the Enabling Unit set up under UGC guidelines. Sports and Cultural festivals are organized by the College in which students with disabilities from all over the University participate. The College is working actively on various governmental initiatives to ensure additional skill development for employability after the MOU signed by the Ministry of

Social Justice and Empowerment and the National Skill Development Corporation.

Awareness of special needs of the differently-abled is created through targeted programs by the Equal Opportunity Cell and the NSS Unit of the College. A large number of student volunteers in the NSS program are sensitized to the special needs of the differently abled and are doing commendable work through blind-reading programs and as assistance escorts. Student cultural programs have integrated the differently-abled across a process of accommodation.

Constraints: The only constraint is that of not having enough time to compensate for years of neglect of the differently-abled or enough space to accommodate students beyond a point.

Limitation: Like all assistance programs this too fosters a dependency factor which is disconcerting in the context of what lies ahead for these young women in life, in a society where such assistance is not easily forthcoming, either in terms of infrastructure or awareness. Many of them are already rejected and abandoned by their natal families. They receive no support whatsoever and are dependent on welfare schemes. It has been observed that self-reliance enabled by technology and other navigational and access aids is not easily accepted by the differently–abled students. For instance, there is resistance to the use of the white–stick and the notion of having to take online examinations, that is, without writers. Sometimes, there is a sense of entitlement to the facilities without reciprocated responsibility towards themselves.

5. **Evidence of Success:** In the year 2013, the two top awards of the College, one for the Outstanding Student and the other for All Round Excellence, went to visually-challenged students competing with all students and not in the category. One of them went on to receive the Shankar Dayal Sharma Award for All Round Excellence from the University of Delhi, again competing with general students. The other cleared her NET exam even while she was a student of MA Part I. The increase in the number of differently-enabled students in the College is already a mark of its success. Even with centralized admissions, there is an acknowledgement in the University of the College as a preferred destination. Students are enthusiastic about competing in the various events of the University. They write their own scripts and perform them with confidence in public and participate in sports events. In the year 2015, the College has set itself the theme of Visibility of Disability and would like to project high-profile role models as inspirational and aspirational figures. On College Day, the famous disability activist Mr. Javed Abidi was invited as the Chief Guest. He congratulated the College for having passed his own stringent and critical assessment standards for access, as he self-navigated through the

College. On Sports Day, Mr. Navin Gulia an adventure sportsman and motivator on the wheel chair, was invited as the Chief Guest. He addressed students from the playground of the College to waves of applause as he spoke about his disability and the determination to soar above it.

6. **Problems Encountered and Resources Required:** The lack of awareness among construction industry contractors and workers about meeting specifications professionally spelt out is a major problem. If the work is not supervised to the last detail by experts or aware people, there are rough edges because there is no understanding of the nature of the work. That is why track–tiles on the pavements of Delhi streets run straight into trees and other obstructions instead of going around them. Apart from the usual financial resources required for a complete overhaul of access systems and technological up-gradation on a continual basis, resources of imagination are required to engage creatively with resolving the bottlenecks encountered.

7. **Notes (optional)**: The most important requirements are compassion, vision and will.

Best Practice II

1. **Title of the Practice**

   Walking the Extra Mile: Enabling Students with Financial Support

2. **Goal:** To help realize dreams, mundane and grand, of the young women around us. In a society where women's dreams die young, the College exults in giving wings to fly for those who wish to soar. Thus the aim of the College here is to help young women who need some hand-holding in terms of financial assistance in order to realize the possible and their own potential. Families who encourage women to go out in the world are often unable to meet the financial requirements of that condition. The College in such cases walks the extra mile with them**.** The College also considers financial support to achievers as an incentive and reward for individual initiatives and significant achievements beyond curricular goals.

3. **The Context:** The College has a student profile which cuts across a wide range of economic conditions, not necessarily limited to those who come from special categories covered under the Government and the University policies of affirmative action. Girls from families of street vendors, small farmers, factory workers, auto-rickshaw drivers and those employed in the unorganized sectors seek admission but turn away unable to bear the cost. The College to enable admission, has to intervene on the spot if it wishes these girls to

continue with their education. Though the notion of financial assistance only to students with a defined income parameter is a social and institutional obligation and responsibility which the College readily meets, it is a limited concept. While assessing candidates to receive aid from the College, the Committee has found that there are many who cannot furnish income certificates and others who fall outside the parameters defined as and when. However, they too require assistance. There are several contexts in which the College has extended support in the last 4-5 years, recognizing the dynamism of the requirement that may arise and needs to be decided on a case to case basis.

4. The Practice:

- **Need Blind Admission Policy**-Though many institutions offer merit and need-based scholarships and freeships to students, these are disbursed once the academic session has begun and the student has already secured admission. A need-blind admission policy has been formulated to target those aspirants who would be unable to complete the admission process if they could not pay their dues at the time of admission. It ensures that every student who is eligible as per the admission criteria set by the College is admitted and the College facilitates the payment of the fee partially or fully, as the case may be, with information to the Student Aid Committee. When the Committee meets on disbursal of Student Aid, such students' fee waivers/discounts are factored into the total disbursal.

- **Financial Assistance** is annually provided to 350 students approximately, under the Student Aid program of the College. The duly notified call for applications is answered by hundreds of students, with back up documents. These are scrutinized under income parameters which emerge from the applications and the slabs fixed for proportionate support. Students who do not qualify under the fixed parameters may represent their case for consideration of financial support with their papers in person to the Principal. The forms of financial sssistance are as follows:

    - Full fee waivers in College and Hostel, or both in dire cases of need are under the direct supervision of the administration with information to the Student Aid Committee. The circumstances of the case are studied before full waiver is given as it runs into over a lakh.
    - Financial support in case of decease of an earning parent is considered by the College, regardless of the family income, in case a student represents her case.
    - Financial help for extraordinary endeavor, as in the case of a student who required a very large amount to enable her to register to climb Mount Everest, is subject to the approval by the GB. The

GB sanctioned the amount and enabled her to register and plan. Later, the College helped to find sponsors for her expedition.

- Financial support to travel to recognized bodies as a College representative on individual initiative, is provided on application and if found suitable by the College. Thus a student might want to participate in the United Nations Meet abroad and is selected to do so. She may approach the College for finances as she would be a representative of the College. The College may consider her case and support her financially with some component of her expenses, subject to the approval of the GB.
- Financial support to outstanding sportswomen to travel to national tournaments by air during examination period, for paucity of time has been disbursed by the College in students' interest and institutional interest.
- Financial support towards registration fee for students who are accepted by recognized academic bodies to present papers in international seminars/conferences is given by the College to encourage its undergraduates to raise the bar for themselves. Receiving such support has become a reward and recognition in itself for students who repeat the attempt or others who emulate them.
- Financial and infrastructural support to victims of domestic violence abandoned by family, is given by the College in dire cases, to align with its vision to empower and enable women to complete their education and become economically and emotionally self-reliant.
- Financial waivers to the differently–abled has been a College policy even before the University directed the policy of such waivers in colleges and hostels since 2013.

- **Prizes:** Prizes for paper presentations in academic societies as incentive and reward, impels students to propel themselves, just a little more.
  Substantial Prizes for presentations in the competitive Centenary Decade event of Round Table Conference on Gandhi for merit and incentive, has been introduced since 2014. The nature of the event has promoted research and presentation skills among students and mentorship among faculty.
  Prizes and Scholarships instituted by faculty, alumnae and staff of the College has been a wide-spread practice over the decades. A large volume of small endowments have sustained student financial assistance annually.

- **Grants:** The Centenary Decade Research Grant to Undergraduate Students for Innovative and Original work has been announced from the next academic session 2015, in view of the spurt in student motivation and interest in undertaking and presenting their research in the peer group.

- **Internship in the College:** Internship in the College Office/Library on a stipend during vacations on request, is available to enable a student to earn a small amount in a safe environment. The College permits a paid internship for a very limited number of applicants. This stipend may even permit a student to pursue her hobby. There is a certain sense of achievement for the College to enable a student who does not want to burden her family in order to indulge her passion.
  A student, in extraordinary circumstances, who receives full waiver and sustenance allowance from the College, may be advised to contribute her services to the College during vacation, if she is unable to return home, to promote a sense of self-worth and self-esteem.

- **Any Other** need in which a requisition is made to the College is assessed on its merits. Funds have not been a constraint as they are earmarked under 10% of College receipts, 10% of tax benefits and from other private donors like the Kul Vikram Trust.

5. **Evidence of Success**: The possibility of being heard in times of need for a young girl and the assurance that she is secure to pursue her education, is a huge confidence and character building prop which promotes hope, trust and belief in the institution and its systems. It inculcates a sense of responsibility in the student and encourages the virtue of gratitude. The sense that she is cared for and appreciated for what she is and encouraged to be more, takes her forward and the College has seen success in both tangible and intangible ways.

   The need blind admission policy has encouraged girls from poor families falling within the admission eligibility criteria, to pursue their dream of education in numbers that are growing in the College. They approach the administration in the confidence that they will be admitted without any delay ending an agonizing wait for, or lack of finances.

   Support to students going for international conferences has also seen a growth in numbers who want to do the same. The depreciation of the rupee has not acted as a deterrent.

   Our student has gone on from the Everest to climb more peaks after her initial selection and she has also found other sponsors. The student who was supported by the College to make her initial foray into the international scene is the recipient of a scholarship from the French Government and is on challenging internship assignments.

   Another student is working in a managerial position with The Royal Society of Chemistry in Bengaluru.

A victim of violence who the College supported has passed her B.A. in Political Science with a first division and is now preparing for the Civil Services and also working.

Our dreamer learnt the drums.

The true success of the financial support lies in the fact that students are encouraged to give rein to their imagination and dreams knowing that they will find support if they so need. This has led to an exuberance and vitality in the ambience of the College which bodes well for the institution as well as for society and is indicative of self-confidence and courage to explore their own potential.

6. **Problems Encountered and Resources Required:** On this issue, two kinds of attitudinal positions have been observed from time to time. One is a tendency to mislead the administration on the nature of the need at the time of admission. The other is a sense of entitlement in the expectation that financial assistance will continue as a result of the College's policy, regardless of the reciprocal effort and may be taken for granted by the student. The College has thus put in place an undertaking and condition that the assistance will continue only if the student has the minimum attendance requirement, and that she has fulfilled all conditions to pass to the next year. Also, she should not have any pending disciplinary charges or proceedings against her.

7. **Notes (Optional):** A number of private donors like the Kul Vikram Trust may be mobilized through personal networks and credentials, but the funds should be disbursed through collective decision and information and utilization record maintained.

8. **Contact Details**

Name of the Principal: Dr. Babli Moitra Saraf
Name of the Institution: Indraprastha College for Women, University of Delhi.
City: Delhi
Pin Code: 110054
Accredited Status: Awaited
Work Phone: 011-23962009
Website: ipcollege.ac.in
Mobile: +91 9811017064
FAX: 011-23962009
email: ipc1924@gmail.com

❖❖❖

EVALUATIVE REPORTS OF DEPARTMENTS

1. **Name of the Department:** COMMERCE

2. **Year of Establishment:** 1977

3. **Names of the Programs/Courses offered (UG, PG):**
   UG: B.Com. (Hons) and Discipline Course in B.A. Program

4. **Names of the interdisciplinary courses and the departments/units involved:**
   i. Department of English
   ii. Department of Hindi
   iii. Department of Philosophy
   iv. Department of Political Science

5. **Annual/Semester/choice base credit system:** Semester System

6. **Participation of the department in the courses offered by other Departments:**
   - *Interdisciplinary Concurrent Course*: Dept. of Mathematics
   - *Discipline Centered Course*: Dept. of Mathematics
   - *Foundation Course: Sem I & II of all Hons. courses:* Business Entrepreneurship and Management (under FYUP) in 2013-2014.

7. **Courses in collaboration with other Universities, industries, foreign institutions, etc.:** Not permitted as per University Ordinance.

8. **Details of courses/programs discontinued (if any) with reasons:** Nil

9. **Number of teaching posts:** Refer Table 08

10. **Faculty Profile with name, qualification, designation, specialization:** Refer Table 09

11. **List of senior visiting faculty:** Nil

12. **Percentage of lectures delivered and practical classes handled by temporary faculty:**

Semester: January to May 2015

Program	Total no. in department			Handled by temp/adhoc staff			Percentage		
	Lect.	Labs	Tutes	Lect.	Labs	Tutes	Lect.	Labs	Tutes

UG	298	50	234	89	Nil	70	29.87	NIL	29.91
PG	NA								

13. Student –Teacher Ratio: 1:21

14. Number of academic support staff (technical) and administrative staff:

a. **Sanctioned:** Nil
b. **Filled:** Nil

15. Qualifications (highest) of teaching faculty (including Temp/Adhoc):

	July 2014 – Dec 2014	Jan 2015 – May 2015
Ph.D.	2	2
M.Phil.	8	8
M.A.	7	9
D.Litt./D.Sc.	-	-

16. Contribution to curriculum: Refer Table 10

17. Number of faculty with ongoing projects from:

a. **National funding with name of agencies and grants received:** Nil
b. **International funding with name of agencies and grants received**: Nil

18. Departmental Projects (not individual teacher's) funded by any external agency like DST-FIST, UGC, DBT, ICSSR etc. and total grant received: None

19. Research center/facility recognized by University: None

20. Publications: Refer Table 11

21. Areas of consultancy and income generated: None

22. Faculty as member in National Committees/ International Committees/ Editorial Boards: Refer 3.4.4

23. Student Projects:

a. **Percentage of students who have done in-house projects including inter-departmental program**
100 % of third year students (99 in number) as part of their curriculum

b. Percentage of students placed for projects in organization outside the institution i.e. research labs/industry/other agencies
20-25 % of third year students (99 in number)

c. **Interdepartmental projects:**
Innovation Project 2013-14 with code IP-201 (Arushi Sharma and Agreni)

24. Awards/Recognitions received by

a. **faculty:** Refer 2.4.5

b. students:

- Apram Kaur, Sayantani Sarkar and Surabhi Rastogi were awarded a cash prize of Rs. 01 Lac for their project "Laadli: Biodegradable Sanitary Napkins" at the Next Great Entrepreneur Business Plan Competition jointly organized by FICCI, US Embassy and The Indian Angel Network, 2013-2014.
- Ranjana Sengupta was awarded the 'Fellow of the Youth ACT Fellowship, 2013' by Happy Hands Foundation, NGO for the upliftment and strengthening of the Coir Craft Cluster in Odisha, June-July 2013.
- Tanisha Sharma's story selected for an online book 'We are not alone' published by Cypher Publishers and is available on www.amazon.com.
- Suhasini Dayal was selected for an International Internship to Sri Lanka for a community development project named 'Ripple Effect 2.0'. The team won the 'Best Global Community Development Project Award'.
- Vijeta Sikaria and Samriddhi Jaiswal were selected for Advanced Student Ambassadors Program at S.P. Jain Global School of Management, Singapore. Both students earned a scholarship and were promised admission to the Institute upon completion of B. Com. (Hons) Course.
- Kritika Narula is the founder of First Indian and International Chapter of Spoon University (an online food publication for college students) in New York. She is also the Vice President of Operations there and handles PR, Marketing, HR etc, apart from overseeing the Operations.
  She has a book review blog http://kritikabibliophile.blogspot.com/ with 1000+ views every month where she has reviewed and

interviewed authors from India and across the US, UK and Australia.
She works as a correspondent with DU Beat, a student newspaper.

25. List of eminent academicians and scientists/visitors to the department:

- Mr. Ankur Bisen, Senior Vice President, Retail and Consumer Products, Technopark.
- Dr. Harsh Verma, Faculty of Management Studies, DU.
- Dr. Angad Chowdhry, Quantum Consumer Solutions, Delhi.
- Mr. Amitabh Pandey, Former President & Head, E-business, Thomas Cook, India.
- Mr. Dhruv Raj Gupta, Co-founder, Seeksherpa.com.
- Ms. Nidhi Kumar, CEO & Co-founder, Hoipolloijobs.com.
- Prof. Sri Ram Khanna, Faculty of Commerce, Delhi School of Economics, DU.
- Mr. Abhishek Kumar, Head, Corporate Development, Snapdeal.com.
- Mr. Sandip Tarkas, President, Customer Strategy, Future Group.
- Mr. Shelly Singh, Senior Assistant Editor, Economic Times, Delhi.
- Prof. Sangeeta Sahane, Faculty, IBS Business School, ICFAI Group.
- Prof. Prapti Paul, Faculty, IBS Business School, ICFAI Group.
- Mr. Arjun Malhotra, Co-Founder, HCL.
- Mr. M. Damodaran, Ex-Chairman, SEBI.
- Dr. A.K. Singh, Faculty of Commerce, Delhi School of Economics, DU.
- Dr. Mahima Thakur, Faculty of Management Studies, DU.
- Prof Sanjay K. Jain, Faculty of Commerce, Delhi School of Economics, DU.
- Mr. Anish Wig, Director and Chief Executive Officer of International College of Financial Planning.
- Ms. Arti Swaroop, Regional Representative-North, Chartered Institute of Management Accountants (CIMA).

26. Seminars/Conferences/Workshops organized and source of funding:

a. **National** Seminar 'Online Retail in India: Emerging Trends and Future Challenges', 2015 funded by College**.**
b. **International:** Nil

27. Student Result Analysis: Refer Table 03 & 04

28. Diversity of students:

Name of	% of students	% of students	% of students

the course	from the same state	from other states	from abroad
UG	48.9%	48.9%	2.2%
PG	NA		

29. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services, etc.:

There is no computed information available with the College. The process has been initiated.

30. Student progression: Refer 5.2.1

31. Details of infrastructural facilities:

- **Library:**
  - There is a common Library for all students of the College.
  - In the last four years, 269 titles were added to the departmental section of the College Library.
- **Internet facility for staff & students**:
  - Wi-Fi connectivity throughout the College campus.
  - Two computers with internet facility are available in the Department Room for use by teachers and students use computers available in the Computer Labs/ ICT Center.
- **Class rooms with ICT facility**: All rooms of the College are shared by all students.
- **Laboratories**:
  - Computer Labs are also shared by all students of the College
  - HP Laser-jet multi-function printer, funded by DU for 'Innovation Projects for Colleges', 2013-14.

32. Number of students receiving financial assistance: Refer Table 12

33. Details on student enrichment programs (special lectures/ workshops/ seminar) with external experts:

Refer 3.1.6 and Point 26 above. Additional information is listed below:

2013-2014

- Motivational Lecture on 'Entrepreneurship' by Mr. Arjun Malhotra (Co-founder HCL).
- Special Lecture on 'Financial Sector- Prospects and Problems' by Mr. M. Damodaran Ex- Chairman, SEBI.

- Lecture on 'Emerging Career options in Business Media' by Ms. Mehak Kasbekar, Delhi Bureau Chief at Bloomberg TV, India
- Educational trip to the main office of 'Snapdeal.com'. Students interacted with the CEO and other key officers of the company.

2012-2013

- Special Lecture on 'Advertisement Technique' by Mr. Nirmalaya Samanta, DU.
- Educational Trip to National Stock Exchange (NSE) to provide students with the knowledge of capital markets, derivatives and risk management. This included a demonstration on online trading and an introduction to educational initiatives launched by the NSE, such as NCCMP and NCFM.
- Seminar by Banking, Insurance and Financial Markets institute (BIFM).
- Seminar on 'Human Resource Development - Energizing Performance'. Speakers were Dr. A.K Singh, DU, Dr. Mahima Thakur, Faculty of Management Studies, DU and Dr. Neeru Kapoor, Delhi College of Arts and Commerce, DU.

2010-12

- Seminar on 'Contemporary tools of Marketing: Green Marketing and E-Marketing'. Speakers were Prof. Sanjay K Jain, Delhi School of Economics, DU and Dr. Vipul Goyal.
- Lecture on 'Career for Women in Banking and Financial services' by Mr. Anish Wig, Director and Chief Executive Officer of International College of Financial Planning.
- Lecture on career options and job prospects available after completing CIMA by Ms. Arti Swaroop, Regional Representative - North, Chartered Institute of Management Accountants (CIMA).
- One day workshop was conducted at National Small Industries Corporation (NSIC) which created awareness among students about the option of setting up new small business enterprises.

34. Teaching methods adopted to improve student learning:

In the course of the 3-Year Undergraduate Program, the faculty carries out ongoing assessment of students. The following methods are used:

- Tutorial discussions and the solving of problem sets prepared by teachers
- Paying special attention to weak students and those who have problems grappling with the medium of instruction
- Paper presentations and group discussions by students
- Assignments and tests
- discussing the assignment/test performance with each student individually.

35. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- With the initiative of the students of department, a unit of Enactus was established in the College in 2014. Under the leadership of Pallavi Tyagi, the Enactus team of the College is currently involved in a project 'Revival and Commercialization of AIPAN'.
- Ranjana Sengupta was part of the youth ACT fellowship conducted by the NGO 'Happy Hands Foundation' in which she went to Satasankha, Odisha in 2013 and worked with coir artists. She along with her teammates worked with the artists in developing new product designs, and teaching the artists marketing strategies and maintaining accounts. They also assisted them with technology (MS Excel, Word, Developing a Facebook shop etc.).
- Students of the department are also actively engaged in various other ISR and Extension Activities:
  - Blind Reading (NSS), teaching basic English to Blind School boys in Amar Colony, teaching in neighbourhood slum areas.
  - Shram Daan in Old Age Home helping old people in their daily activities.
  - Working with NGOs namely Wake Up India Foundation, Make a Difference, Mother Teresa Orphanage, Lakshmi Devi Educational Society, Happy Hands Foundation, YP Foundation, Seva Mandir, and Umeed (a drop of hope).
  - Actively engaged in mobile recycling and dealing with environmental issues, paper collection drive and cleanliness drive for ECO Club and NSS respectively.
  - Working with DU 360.
  - Part of IPC Team for the College Leadership Program of SSCBS Project Enactus, Project Akshar, worked on Project SRCC, AZMAT (Enactus) Project Sashakt (under Project AIPAN).
  - The students of the department have completed fellowship with SEWA. They have worked as campaigners with RAHI (against child sexual abuse), and volunteered for event ADAPT which focused on tree plantation.
  - They are working with Global Youth India – IP Chapter 'Igniting Young Minds'.

36. SWOC - Analysis of the Department and Future plans:

Strengths

- Academic Flexibility: Within the constraints of a syllabus set by the University, the department has striven to introduce practical components

of courses over the years. The establishment of state of the art computer laboratories has facilitated the introduction of the above in courses related to information technology and accounting. The department also offers job-oriented optional courses related to finance and marketing.

- Student Assessment: The department carries out ongoing assessment of students through assignments, group presentations and discussions, class tests and quizzes and an active tutorial system that ensures personal teacher-student interaction in addressing course-related issues.
- Benchmark: The department traces the progress of every batch of students by analyzing their performance in the University examinations from the inception of the course to its conclusion and making a general comparison every year to the performance of students of a few other colleges with a similar profile to ours.
- Our findings over the years indicate that students generally show an improvement in performance over time and also evolve into more mature and rounded young adults through their participation in academic and other activities not directly connected with the course.
- Academic Activities (Extra-curricular): Paper presentations by students, faculty paper presentation sessions within the Department and exposure to eminent resource persons in extension lectures, seminars etc. organized by the department.
- Pedagogical Methods: The department blends conventional methods i.e. classroom lectures and the use of the blackboard with computer-mediated methods i.e. Power Point Presentations. Students have over the years been taken on educational tours to places like the Office of the Registrar of Companies, the Delhi Stock Exchange, Snapdeal.com and Anand, Gujarat.
- Pass Percentage: The department has shown a progressive improvement in pass percentages over time. Today, over 95% of students graduate annually.
- Counseling: The tutorial slot allows for teacher-student interaction on academic and other matters. The faculty assists students in taking decisions related to further studies and career choices.

Weaknesses

- Infrastructural Constraints: The size of classrooms relative to the size of the classes is less than optimal. Teacher audibility and blackboard visibility are a problem at times.
- Large Classes: The size of the class creates a sense of psychological distance from the students.
- Non-Permanent Faculty: The large turnover of ad-hoc faculty affects continuity.

Opportunities

- Career Counseling: As almost all students of the Department are interested in pursuing a career, the faculty is gearing to adopt a more proactive approach to career guidance and providing job placements through active collaboration with the Career Guidance and Placement Cell of the College.
- Information on Further Studies: With increasing interest in the pursuit of higher studies, the faculty hopes to be able to guide students to make appropriate choices in this regard.

Challenges

- To help students to improve language/mathematical/analytical skills
- Encourage the use of technology in the teaching/learning process Students need to be guided in the correct methods of creating computer-mediated presentations
- Developing skills in paper presentations, group discussions etc. given the job oriented nature of the course
- Creating a database of alumna. This is a project the Department has already initiated.

❖❖❖

1. **Name of the Department:** COMPUTER SCIENCE

2. **Year of Establishment:** 1997

3. **Names of the Programs/Courses offered (UG, PG):**
   - **UG:** B.Sc.(Hons) Computer Science, Discipline and Application Courses in B.A. Program
   - **PG:** NA

4. **Names of the interdisciplinary courses and the departments/units involved:**
   - *Department of Mathematics*:
     - Calculus and Matrices
     - Calculus and Geometry
     - Statistics and Probability
     - Differential Equations
     - Operational Research I
     - Real Analysis
     - Statistical Methodology,
   - *Department of English*: Technical Writing and Communication in English

5. **Annual/Semester/choice base credit system:** Semester System

6. **Participation of the department in the courses offered by other Departments**:
   Foundation Course: Sem. I & II of all Hons. Courses: Information Technology (under FYUP) in 2013-2014.

7. **Courses in collaboration with other Universities, industries, foreign institutions, etc.:** Not permitted as per University Ordinance.

8. **Details of courses/programs discontinued (if any) with reasons**:
   B. Tech. Computer Sc. introduced under FYUP in 2013 converted back to B.Sc. (Hons) Computer Sc., w. e. f. 2014-2015 due to rollback of FYUP by University of Delhi.

9. **Number of Teaching Posts:** Refer Table 08

10. **Faculty profile with name, qualification, designation, specialization**:
    Refer Table 09

11. **List of senior visiting faculty:** Nil

12. Percentage of lectures delivered and practical classes handled by temporary faculty:

Program	Total no. in department		Handled by permanent staff		Handled by temp/adhoc staff		Percentage	
UG	**Lect.**	**Labs**	**Tutes**	**Lect.**	**Labs**	**Tutes**	**Lect.**	**Labs**
July - December (2014)	72	80	8	38	27	7	53%	34%
January – April (2015)	67	88	5	31	18	5	46%	20%
PG	NA							

13. Student Teacher Ratio: 1:20

14. Number of academic support staff (technical) and administrative staff:

- **Sanctioned:** Technical – 01, Administrative Staff - 01
- **Filled:** Technical – 01, Administrative Staff - 01

15. Qualifications (highest) of teaching faculty (including Temp/Adhoc):

- **Ph.D.** 4
- **M.Phil.** 1
- **M.A.** 4

16. Contribution to curriculum: Refer Table 10

17. Number of faculty with ongoing projects from:

- **National funding with name of agencies and grants received:** None
- **International funding with name of agencies and grants received:** None

18. Departmental Projects (not individual teacher's) funded by any external agency like DST-FIST, UGC, DBT, ICSSR etc. and total grant received: None

19. Research center/ facility recognized by University: None

20. Publications: Refer Table 11

21. Areas of consultancy and income generated: None

22. Faculty as members in National/ International Committees/ Editorial Boards:
Refer 3.4.4.

23. Student Projects:

- **Students who have done in-house projects including inter-departmental programs:**
  - Students of B.Sc. (Hons) Computer Science Part II do software engineering projects as part of their curriculum.
  - Batch of 3rd year students which passed out in 2011 did projects based on study of research papers as part of the curriculum.
- **Percentage of students placed for projects in organization outside the institution i.e. research labs/industry/other agencies:**
  5-10% of our students do projects with outside agencies during their vacations.
- **Interdepartmental projects:** None

24. Awards/Recognitions received by

- **Faculty:** Refer 2.4.5
- **students:** None

25. List of eminent academicians and scientists/visitors to the department:

- Dr. Neelima Gupta, University of Delhi.
- Dr. Vasudha Bhatnagar, University of Delhi.
- Ms. Renu Chaudhary, Science Applications International Cooperation.

26. Seminars/Conferences/Workshops organized:

National Seminar: 'Frontiers of Computational Research', 2015, funded by the College.

27. Student Result Analysis: Refer Tables 03 & 04

28. Diversity of students:

Name of the course	% of students from the same state	% of students from other states	% of students from abroad
UG	56%	44%	0%
PG	NA		

29. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services, etc.

There is no computed information available with the College. The process has been initiated.

30. Student progression: Refer 5.2.1

31. Details of infrastructural facilities:

- **Library:** There is a common Library for all students of the College. In the last four years, 214 titles were added to the departmental section of the College Library.
- **Internet facility for staff & students**:
  - Wi-Fi connectivity throughout the College campus.
  - Two computers with internet facility are available in the Department Room for use by teachers and the students are encouraged to use computers available in the Computer Labs/ ICT Center.
- **Class rooms with ICT facility**: All rooms of the College are shared by all students
- **Laboratories**: Computer Labs are shared by all students of the College.

32. Number of students receiving financial assistance: Refer Table 12

33. Dept. Newsletter/Magazine, if any

Departmental Magazine 'Vinculum' is published annually.

34. Participation in Institutional Social Responsibility and Extension activities:

Students of the department actively participate in NSS activities which include reading for visually challenged students and teaching children from underprivileged sections.

35. SWOC- Analysis of the Department and Future plans:

Strengths of the department comprise its faculty and students, infrastructure and the academic program itself. The faculty members are interested in diverse fields such as Artificial Intelligence, Approximation Algorithms, Operating Systems and Cloud Computing, Data Mining, Software Engineering, Pattern Classification and Recognition. Most faculty members are actively involved in research and keep themselves academically updated by attending workshops and seminars. They are also part of curriculum development committees in the University of Delhi.

The Department has five well equipped computer labs with internet connectivity. These Labs are upgraded on a continual basis and either licensed or open-source software are used for practical work.

The curriculum is a well-structured academic program updated frequently by the University to meet the demands of the corporate sector. The course has high employability potential. Many students are recruited annually through campus placements. Some students pursue post graduate courses at national and international universities.

Weaknesses: There is no scope for flexibility in the course taught since it is designed by University of Delhi for all colleges alike.

Opportunities: With Information Technology being at the helm, the department has several opportunities to tie up with the industry and offer due and adequate exposure to its students.

Challenges: Teaching and keeping ourselves updated in a field that is continuously evolving and tap the potential of tie up with industry.

❖❖❖

1. **Name of the Department**: ECONOMICS

2. **Year of Establishment**: Department was added as the College evolved from 1924 onwards.

3. **Names of the Programs/Courses offered**:
   - **UG**: B.A. (Hons) Economics and Discipline Course in B.A. Program
   - **PG**: Nil

4. **Names of the interdisciplinary courses and the departments/units involved**:
   The departments/units involved are:
   - *Credit and Qualifying Language* : Departments of English, Hindi and Sanskrit
   - *Interdisciplinary Concurrent Courses*: Departments of English, Hindi, History, Mathematics, Political Science, Philosophy and Sanskrit
   - *Discipline Centered Courses*: Departments of English, Hindi, History, Mathematics, Political Science, Philosophy, Psychology and Sanskrit
   - *Allied Courses (for erstwhile FYUP):* Departments of English, Hindi, History, Mathematics, Political Science, Philosophy, Psychology and Sanskrit

5. **Annual/Semester/choice based credit system:** Semester System

6. **Participation of the department in the courses offered by other Departments:**
   The department is involved in teaching:
- *Discipline Centered Course*: Departments of English, Hindi, History, Mathematics, Music, Political Science, Philosophy, Psychology and Sanskrit.
- *Allied Course (for erstwhile FYUP):* Departments of English, Hindi, History, Mathematics, Music, Political Science, Philosophy, Psychology and Sanskrit

7. **Courses in collaboration with other Universities, industries, foreign institutions etc.:** Not permitted as per University Ordinance.

8. **Details of courses/programs discontinued (if any) with reasons**: PG course in Economics was discontinued as per the policy of the Department of Economics, Delhi School of Economics, University of Delhi

9. **Number of teaching posts:** Refer Table 08

10. **Faculty Profile with name, qualification, designation, specialization:** Refer Table 09

11. **List of senior visiting faculty:** None

12. **Percentage of lectures delivered and practical classes handled by temporary faculty:**

Program	Semester	Total No. in Department		Handled by Temp/ Adhoc faculty		Percentage	
		Lect.	Tut.	Lect.	Tut.	Lect.	Tut.
UG	January to May	107	65	38	16	35.5	24.6
PG	NA						

13. **Student –Teacher Ratio:** 1: 22

14. **Number of academic support staff (technical) and administrative staff:** None

15. **Qualifications (highest) of teaching faculty (including Temp/Adhoc)**:
    Ph.D. 3
    M.Phil. 2
    M.A. 5

16. **Contribution to curriculum:** Refer Table 10

17. **Number of faculty with ongoing projects from:**
    - **National funding with name of agencies and grants received**: Nil
    - **International funding with name of agencies and grants received**: Nil

18. **Departmental Projects (not individual teacher's) funded by any external agency like DST-FIST, UGC, DBT, ICSSR etc. and total grant received**: Nil

19. **Research center/facility recognized by University**: Nil

20. **Publications:** Refer Table 11

21. **Areas of consultancy and income generated:** Nil

22. Faculty as member in National/ International Committees/ Editorial Boards: Refer 3.4.4

23. Student Projects:

- **Students who have done in-house projects including inter-departmental program**
  Each semester, students are required to present papers for 2-3 subjects as part of their curriculum. Eighteen students have presented papers at the intra-department level.
- **Students placed for projects in organizations outside the institution i.e. research labs/industry/other agencies:**
  Forty Four students have worked as interns for various government and private organizations, NGOs and research institutes.
- **Interdepartmental projects**: Nil

24. Awards/Recognitions received by:

- **faculty**: Refer 2.4.3
- **students**:
  - Shefalika was conferred the 'Budding Economist of South Asia 2014' award at the 11th South Asian Economics Students Meet (SAESM). She was a member of the winning team in Inter-Country Economics Quiz competition. She won the first prize in an Essay Writing Competition organized by the Election Commission and received cash prize.
  - Aneesha Parvathaneni and Akanksha Vardani presented their paper 'Sanitation and Development: A Special Focus on Gender Issues' at the National Symposium on 'Health: The next right?' at Loyola College, Chennai. Their paper was also published in the conference volume of the same.
  - A short story written by Ayesha Sareen has been published in an anthology titled 'DU Love' in 2014.
  - Shefalika, Aneesha, Akanksha and Ayesha have been included in the Principal's Honour Roll for the College Day 2015 for their extra-ordinary achievements.
  - Rupanshi Taneja was adjudged the Best Speaker in the Oratory Competition held in the College, on Good Governance Day, 2014.

25. List of eminent academicians and scientists/visitors to the department:

- Dr. Montek Singh Ahluwalia, Planning Commission
- Prof. Suresh Tendulkar, Delhi School of Economics, DU.
- Prof. Prabhat Patnaik, Jawaharlal Nehru University
- Prof. Utsa Patnaik, Jawaharlal Nehru University
- Prof. Anjan Mukherjee, Jawaharlal Nehru University

- Prof. Santosh Panda, South Asian University, New Delhi
- Prof. B.L. Pandit, Delhi School of Economics, DU.
- Prof. B.N. Goldar, Institute of Economic Growth, DU.
- Prof. Jayati Ghosh, Jawaharlal Nehru University.
- Prof. C. P. Chandrashekhar, Jawaharlal Nehru University.
- Prof. Arun Kumar, Jawaharlal Nehru University.
- Prof. Mahesh C Purohit, National Institute of Public Finance and Policy.
- Prof. Rohini Somanathan, Delhi School of Economics, DU.
- Prof. J.V. Meenakshi, Delhi School of Economics, DU.
- Prof. D.N. Rao, Jawaharlal Nehru University.
- Prof. Amit Shovan Ray, Centre for Development Studies, New Delhi.
- Prof. Indrani Gupta, Institute of Economic Growth, DU.
- Mr. Vivek Bharti, Federation of Indian Chamber of Commerce and Industry (FICCI), New Delhi.
- Prof. Kanchan Chopra, Institute of Economic Growth, DU.
- Prof. B.B. Bhattacharya, Institute of Economic Growth, DU.

26. Seminars/Conferences/Workshops organized:
Refer 3.1.6

27. Student Result Analysis: Refer Tables 03 & 04

28. Diversity of students: Academic Year 2014-2015:

UG:	Students from the same state	70.5%
	Students from other states	29.5%
	Students from abroad	0.0%
PG:	NA	

29. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services etc.
There is no computed information available with the College. The process has been initiated.

30. Student progression: Refer 5.2.1

31. Details of infrastructural facilities:

- **Library:** There is a common Library for all students of the College. In the last four years, 256 titles have been added in the departmental section of the College Library.
- **Internet facility for staff & students**:
  - Wi-Fi connectivity throughout the College campus.

- Two computers with internet facility are available in the Department Room for use by teachers and students are encouraged to use computers available in the Computer Labs/ ICT Center.

- **Class rooms with ICT facility**: All rooms of the College are shared by all students
- **Laboratories**: Computer Labs are shared by all students of the College

32. Number of students receiving financial assistance: Refer Table 12

33. Details on student enrichment programs:

- Inter College Paper Presentation, 2014.
- Intra College Paper Presentation, 2014.
- Inter College Quiz, 2014 and 2015.
- Students accompanied by faculty members visited and surveyed the e-waste recycling establishments, 2014.

34. Departmental Newsletter/Magazine, if any: 'Prophets of Profit' managed by students of the department with faculty as supervisors.

35. Participation in Institutional Social Responsibility (ISR) and Extension activities:

The students of our department are actively involved in community outreach program such as Enactus and other extension activities through organizations such as Make a Difference, Centre for Civil Society etc.

36. SWOC- Analysis of the Department and Future plans:

Strengths

The Department has a highly qualified and professional faculty that maintains a strong focus on classroom teaching, research guidance and extracurricular activities.

Students strongly feel that the faculty members are easily accessible and they take an active interest in their co-curricular and extracurricular activities. Besides taking an active part in the corporate life of the College, teachers have published a number of papers in national and international journals. They have also presented papers and delivered lectures in various international and national forums. Some teachers have been engaged in post graduate teaching and supervision and examination of M.A./ M.Phil. dissertations and Ph.D. theses. Teachers are also continually engaged in the process of undergraduate and post graduate curriculum development. Some teachers have also been members of Departmental Research Committees of the University.

Students of the department strike a positive balance between their academic and co-curricular interests. They have held key positions within the College Union.

Students have participated in the South Asian Economic Students' Meet (SAESM) since 2006-2007. They have bagged prizes for Best Paper and one won awards such as that of 'Budding Economist' etc.
Students actively participate in the Golden Key initiative. Anisha Gulati was selected for the Best New Member Award by 'Golden Key International Honour Society', University of Delhi Chapter, 2013-14.
Students have figured in the Principal's Honour Roll on College Day for their extraordinary achievements in academic and co-curricular activities. Students have been recipients of the Outstanding Student of the College and All Round Excellence Awards.

The students' academic society in the department is a very active one. The office bearers of the society are elected through a democratic election process. The society organizes regular academic events like guest lectures by eminent speakers, workshops, field trips, paper presentations, debates and discussions. The students of the department actively participate in events organized by other institutions and bring laurels to the College.
SFC meetings held regularly through the academic session facilitate open and healthy interaction between the faculty and students.
The department undertakes personal counseling of students, as and when required.

Weaknesses and Opportunities

The department does not have a regular structured career counseling program per se but faculty members are constantly involved in guiding and mentoring the students for their future pursuits.
The alumni database of the department is limited. The process of strengthening the database is under progress. As a first step in this direction, the department organized its first alumni reunion this year. The department has also formed a group on Facebook for a speedy and wider dissemination of information.

Challenges

Lack of required exposure to Mathematics at the intermediate level, makes it difficult to cater to the needs of such students within the short span of one semester only.
In the absence of readily available study material in Hindi, it becomes difficult to reach out to the mixed ability students groups in the class room.

❖❖❖

1. **Name of the Department:** ENGLISH

2. **Year of Establishment:** Department was added as the College evolved from 1924 onwards.

3. **Names of the Programs/Courses offered (UG, PG):**
   - **UG:** B.A. (Hons) English
     Language Course, Discipline Course and Foundation Course in B.A. Program.
   - **PG:** M.A. English

4. **Names of the interdisciplinary courses and the departments/units involved:**
   The departments/units involved are:
   - *Credit and Qualifying Language*: Departments of Hindi and Sanskrit.
   - *Interdisciplinary Concurrent Courses*: Departments of Hindi, History, Mathematics, Political Science, Philosophy and Sanskrit.
   - *Discipline Centered Courses*: Departments of Economics, Hindi, History, Mathematics, Political Science, Philosophy, Psychology and Sanskrit.
   - *Allied Courses (for erstwhile FYUP):* Departments of Economics, Hindi, History, Mathematics, Political Science, Philosophy, Psychology and Sanskrit.

5. **Annual/Semester/choice base credit system:** Semester System

6. **Participation of the department in the courses offered by other Departments:**
   - *Credit and Qualifying Language*: To all other departments except MMMC and Computer Science.
   - *Interdisciplinary Concurrent Course*: Departments of Economics, Hindi, History, Mathematics, Music, Political Science, Philosophy, Psychology and Sanskrit.
   - *Discipline Centered Course*: Departments of Economics, Hindi, History, Mathematics, Music, Political Science, Philosophy, Psychology and Sanskrit.
   - *Allied Course (for erstwhile FYUP):* Departments of Economics, Hindi, History, Mathematics, Music, Political Science, Philosophy, Psychology and Sanskrit.
   - *Foundation Courses: Sem I & II of all Hons. Courses:* Language, Literature, Culture and Translation and Interpretation (under FYUP) in 2013-2014.
   - Select courses in BMMMC.

7. **Courses in collaboration with other Universities, industries, foreign institutions, etc.** Not permitted as per University Ordinance.

8. **Details of courses/programs discontinued (if any) with reasons:** Nil

9. **Number of teaching posts:** Refer Table 08

10. **Faculty profile with name, qualification, designation, specialization:** Refer Table 09

11. **List of senior visiting faculty:** None

12. **Percentage of lectures delivered and practical classes handled by temporary faculty:**

Semester January – May 2015

Program	**Total no. in department**		**Handled by temp/ Adhoc staff**		**Percentage**	
	Lect.	**Tutes**	**Lect.**	**Tutes**	**Lect.**	**Tutes**
UG	187	126	79	39	42%	30%
PG		8	-	4	-	50%

13. **Student-Teacher Ratio:** 1:12

14. **Number of academic support staff (technical) and administrative staff:** None

15. **Qualifications (highest) of teaching faculty (including Temp/Adhoc):**
    - Ph.D. 8
    - M.Phil. 9
    - M.A. 2
    - D.Litt./D.Sc. –

16. **Contribution to curriculum:** Refer Table 10

17. **Number of faculty with ongoing projects:**
    - **National:** 01

Funding Agency	**Grant**
UGC	Rs. 6.7 Lakhs

18. **Departmental Projects (not individual teacher's) funded by any external agency like DST-FIST, UGC, DBT, ICSSR etc. and total grant received:** None.

19. Research center/ facility recognized by University: None

20. **Publications:** Refer Table 11

21. Areas of consultancy and income generated: Nil

22. Faculty as members in National Committees/ International Committees/ Editorial Boards: Refer 3.4.4

23. Student Projects:

- **Students who have done in-house projects including inter-departmental program**
  - All students participated in class seminars/projects under TYUP.
  - Students enrolled in the erstwhile FYUP successfully completed the Projects as part of curriculum. Some Projects were chosen to showcase exemplary student talent at 'Antardhvani', 2013 - DU Annual Festival, 2013.
    - 'Indentured Labourers in the Caribbean'.
    - Translation of titles of TV serial 'Balika Vadhu' and a Comic Book from Hindi to English.
- **Students placed for projects in organization outside the institution i.e. research labs/industry, other agencies:**
  Several students are members or volunteers or working as interns in prestigious institutions and organizations such as
  - AOL India blogger program
  - Artist at Work Productions
  - British Council Young Global Citizens' Summit
  - Child Rights and You
  - Cluebunch.com
  - Communicative English Expert and curriculum designer
  - Department of Atomic Energy (Government of India)
  - Dose Internet Media
  - Education Tree
  - Golden Key International Honour Society
  - Haiyya-Organise for Action
  - Kickof joy.com
  - LeadershipXDesign Fellowhip Program
  - Listcrown
  - Listcrux
  - Listovative
  - Planetden.com,
  - Shiksha Rath (Touch India Trust)
  - Times of India
  - Unnati (The Naurang Foundation)
  - Youth Ki Awaaz (Times of India)

- **Interdepartmental projects:** Departments of English and History - Students of Economics (Hons) particularly participated in inter-disciplinary projects.

24. Awards/Recognitions received by

a. faculty: Refer 2.4.5

b. students:

- College Prize for Exemplary Achievements awarded to Ayesha Abrar, 2010-2011.
- Kamath Literary Award for the Best Essay in English on a literary topic awarded to Nitum Jain, 2011; Vidushi Singla, 2013.
- Rai Bahadur Raghunath Sahai Memorial Prize for Best Acting Talent awarded to Kanupriya, 2010-2011.
- Anurag Sharat Memorial Prize for a Brilliant and Promising Student awarded to Avantika Pokhriyal, 2010-2011; Megha Nagpal, 2011-2012; Bridgette George, 2012-2013.
- Pankaj Raghuvanshi Memorial Prize for the Best Musical Talent (Classical/Semi-Classical) awarded to Aditi Gupta, 2011.
- Sadhbhavana Puraskar for the Most Devoted Student of NSS awarded to Aashima Sharma, 2012; Aditi Krishna, 2013.
- Shivangi Chaturvedi, Third Position for 'Modern Minstrel' at Tarang 2013, the Annual Cultural Festival, LSR College, DU.
- Caroline Xavier, winner Original Poetry Writing Competition, 'Antardhvani, 2013'- DU Annual Festival. Poetry published in DU-Vidha.
- Baldeep K. Grewal, First Position, 2014 and Special Mention, 2013 at the Atul Krishna Binodini Devi Inter-college Creative Writing Competition, Janki Devi Memorial College, DU.
- Baldeep K. Grewal, Second Position, Creative Writing Competition, IIT-Kanpur, 2013.

25. List of eminent academicians and scientists/visitors to the department (in the last four years):

- Annie Paul, Indo-Jamaican Cultural Commentator.
- Shubha Mudgal, Eminent Vocalist, Musician.
- Roysten Abel, Eminent Musician, Performer.
- Ritesh Khokar, Eminent Musician, Performer.
- Gautam Lahiri, Eminent Musician, Performer.
- Shuddhabrata Sengupta, Eminent Artist and Member, Raqs Media Collective.
- Prof. Arjun Mahey, DU.

- Gaiutra Bahadur, Author, *Coolie Woman.*
- Jeet Thayil, Author, *Narcopolis,* Booker short listed novel, 2012.
- Prof. Subarno Chatterji, DU.
- Pramada Menon, Feminist Activist and Performance Artist.
- Prof. Vijaya Venkatraman, DU.
- Prof. Richard Allen, New York University.
- Hoshang Merchant, Poet and Writer.
- Nilanjana Roy, Writer, *The Wildings.*
- Dr. Sukrita Paul Kumar, DU.
- Prof. Alessandro Vescovi, University of Milan, Italy.
- Dr. Sandra Young, University of Cape Town.
- Prof. Supriya Chaudhuri, Jadavpur University.
- Boria Majumdar, Sports Historian and Commentator.
- Mr. Arindam Mitra, Writer & Director, *Shoonya.*
- Chandrahas Choudhary, Editor – *India: A Traveller's Literary Companion.*
- Jai Arjun Singh, Author, *Jaane Bhi Do Yaaron: Seriously Funny Since.*
- Vishwajyoti Ghosh, Author, *Delhi Calm.*
- Meenakshi Bharat, Co-editor, *Filming the Line of Control: The Indo-Pak Relationship through the Cinematic Lens.*
- Prof. Shirshendu Chakrabarti, DU.
- Prof. Rimli Bhattacharya, DU.

26. Seminars/Conferences/Workshops organized

National Conference: 'The game's afoot… Sport, Literature and Culture', 2011 funded by UGC.

International Conference: 'Revisiting Shakespeare in Indian Literature and Culture', in collaboration with Shakespeare Society of India, 2013.

For Seminars/Conferences/ Workshops, 2014-2015 - Refer 3.1.6. Additional details for 2010-2014 are listed below:

- 'The Rhetoric of Loneliness: Some thoughts on the Fiction of Rabindranath Tagore' by Prof. Shirshendu Chakraborti, DU, 2010.
- 'Utsav: People, Participation and the Nation' by Prof. Rimli Bhattacharya, 2010.
- 'Mythology as Living Tradition/s' by Dr. Sukrita Paul Kumar, DU, 2011.
- 'Historical Knowledge-Historical Novel' by Prof. Alessandro Vescovi, University of Milan, Italy, 2011.
- 'The Idea of a Global Shakespeare with Special Reference to Othello', by Dr. Sandra Young, University of Cape Town, 2011.

- 'Reading for Leisure' by Chandrahas Chaudhauri, Editor, *India: A Traveller's Literary Companion*, 2011.
- Vishwajyoti Ghosh, Author of *Delhi Calm* spoke on the 'Graphic Novel', 2011.
- 'The Destabilized Border: The Terror Trail in Hindi Cinema' by Meenakshi Bharat, Co-editor of the book '*Filming the Line of Control: The Indo-Pak Relationship through the Cinematic Lens*, 2011.
- 'Karachi Captured: Cricketing Wars on the Subcontinent' by Prof. Subarno Chatterjee, DU, 2012.
- Talk on Gender by Pramada Menon, Feminist Activist and Performance Artist, 2012.
- Talk on the Poet Pablo Neruda by Prof. Vijaya Venkatraman, DU, 2012.
- 'Sherlock Holmes and Detective Fiction' by Prof. Arjun Mahey, DU, 2013.
- 'Communication and its Importance in Corporate Career Opportunities in Public Relations' by Devdarshan Chakraborty, 2013.

27. Student Result Analysis: Refer Tables 03 & 04

28. Diversity of students:

Name of the course	% of students from the same state	% of students from other states	% of students from abroad
UG	47.7%	48.9%	3.4%
PG	95.8%	4.2%	0%

29. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defence Services, etc.:

There is no computed information available with the College. The process has been initiated.

30. Student progression: Refer 5.2.1

31. Details of infrastructural facilities in reference to your department:

- **Library:**
  - There is a common Library for all students of the College.
  - In the last four years, 427 titles were added to the departmental section of the College Library.

- The departmental library has a set of Encyclopedia Britannica and select research materials and text books.
- **Internet facility for staff & students**:
- Wi-Fi connectivity throughout the College campus.
- Two computers with internet facility are available in the Department Room for use by teachers and the students are encouraged to use computers available in the Computer Labs/ ICT Center.
- **Class rooms with ICT facility**: All such rooms are shared by all students of the College.
- **Laboratories**: NA

32. Number of students receiving financial assistance: Refer Table 12

33. Details on student enrichment programs:

- The English Literary Society organizes events for its students on a regular basis. As part of its calendar, lectures by eminent academicians and several competitions such as paper presentations, fiction writing, poetry writing, crossword and book jacket design are organized during the Literary Fest, every year. Film screenings, Book Club, Poetry Club and discussions on literary issues and interests are also a regular feature of the society.
- The society also organizes the Kamath Literary Essay Writing Competition, as part of its annual program**.**
- **Book Readings and Book Club Activities:**
  - Hoshang Merchant, Poet and Writer read from his work, 2012.
  - Nilanjana Roy, Writer, *The Wildings* read from her debut novel, 2012.
  - Gaiutra Bahadur, the Guyanese-American Writer, read from her book, *Coolie Woman*. 2013.
  - Jeet Thayil, Author, *Narcopolis*, Booker short listed novel read from his book and poems, 2013.
  - Jai Arjun Singh, Author of *Jaane Bhi Do Yaaron: Seriously Funny Since*, (1983) discussed the film and his book, as part of the UNESCO Youth Literary Festival, 2011.
  - Book Club meetings to discuss J.D. Salinger's Catcher in the Rye, 2014.
- **Film screenings:**
  - 'Ghaire Baire' by Satyajit Ray, 2010.
  - Films on the theme *Mythology* -'The Book of Life', 'Black Orpheus', Kalyug', 'Sita sings the Blues', 2011.
  - Films on the theme *Border Crossings* – 'Transamerica', 'Ramchand Pakistani', 'Khamosh Pani', 'Babel', 'Beyond Borders', 'Pan's Labyrinth', 'The Terminal and Lost in Austen', 2011.

- ‘Alfred Hitchcock’s Vertigo’ and the discussion of the film by Prof. Richard Allen, Cinema Studies, Tisch School of the Arts, New York University, 2012.
- Films on the theme *The Artist in Society* - ‘II Postino’, ‘The Artist’, ‘Udaan’, ‘Dead Poet’s Society’, ‘Pyaasa’, ‘Chicken with Plums’, ‘The Piano’, ‘Charulata’, ‘Billy Elliot’ and ‘Lust for Life’, 2012-2013
- John Keats’ biopic ‘Bright Star’, 2013.
- ‘Pride and Prejudice’ and ‘Dead Poet’s Society’, 2014.

- **Educational Trips:**
  Four-day trip of students to Jaipur to attend the Jaipur Literary Festival, 2012.
- **Student Seminar and other Competitive Events:**
  - Literary Essay Competition to mark the 150th birth anniversary of Rabindranath Tagore, 2010.
  - Annual Literary Festival ‘Signs’ chose the theme *Mythical Musings* for Student Paper Presentation, 2011.
  - Paper Presentations on Indian adaptations and translations of Shakespeare’s Plays, 2013.
  - On the theme *Sound and Music’* to Creative-Competitive events - ‘Spoken Word’ and ‘Creative Selves’ and Student Presentations, 2014.
  - Intra-departmental Student Seminar on the theme *Politics of Love*, 2014.

34. Dept. Newsletter/Magazine, if any

‘Inkspill ’ – Literary Society magazine managed by the students of the department.

35. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Students of the department participate in ISR and Extension Activities through units such as NSS, NCC and several other forums.

36. SWOC- Analysis of the Department and Future plans:

Strengths

- The Department of English teaches English at various levels ranging from basic, intermediate and advanced to technical writing and literature to a wide spectrum of students from several courses. This varied student body demands on our part diverse pedagogic skills.
- The department has fostered and enhanced the students' research abilities and presentation skills by making them do paper presentations in the seminar period and the literary festival. This

has also encouraged the students to go beyond the prescribed syllabus, and to do interdisciplinary work.

- The department has teachers with diverse areas of specialization ranging from theatre and translation to popular culture and cinema. This enables them to bring in interdisciplinary inputs in the classroom.
- The department has, in the past years, made a number of interventions in the undergraduate syllabus of Delhi University with department members as Committee members of both English Honours and B.A. Program courses.
- Department members have been part of editorial boards for text books taught at the undergraduate levels for Allied, B.A. Program and Honours courses.
- The department has always encouraged, through its pedagogical exercises, to promote inclusive teaching as well as remedial teaching to under-privileged students.

Weaknesses

- The department library needs to be developed into a space where all relevant research materials as well as prescribed text books can be brought together for the use of teachers as well as students of the department.
- Teachers' Seminar must be revived to update and strengthen our knowledge and interests. Every semester one person can be assigned the responsibility of coordinating and conducting a few seminars on areas of academic and research interests.

Challenges

- How to make the tutorial periods more productive at the undergraduate level and motivate students to do the assigned work and be prepared for the tutorials.
- How to cater to classes with a heterogeneous composition which comprise students with diverse levels of proficiency in English for instance, a class which has students of different disciplines like Hindi, Sanskrit, Economics and Psychology.

Opportunities

- Given the diverse, heterogeneous composition of the student groups in various disciplines, it would be a good idea to set up a writing lab or center in the College to cater to the specific language needs of the students enrolled in the various disciplines.

❖❖❖

1. **Name of the Department:** HINDI

2. **Year of Establishment:** Department was added as the College evolved from 1924 onwards.

3. **Names of the Programs/Courses offered (UG, PG): B.A. Hons (Hindi)**
   UG: B.A. (Hons) Hindi
   Language, Discipline and Application Courses in B.A. Program
   PG: M.A. (Hindi)

4. **Names of the interdisciplinary courses and the departments/units involved:**
   The departments/units involved are:
   - *Credit and Qualifying Language*: Departments of English and Sanskrit.
   - *Interdisciplinary Concurrent Courses*: Departments of English, History, Mathematics, Political Science, Philosophy and Sanskrit.
   - *Discipline Centered Courses*: Departments of Economics, English, History, Mathematics, Political Science, Philosophy, Psychology and Sanskrit.
   - *Allied Courses (for erstwhile FYUP):* Departments of Economics, English, Hindi, History, Mathematics, Political Science, Philosophy, Psychology and Sanskrit.

5. **Annual/Semester/choice base credit system:** Semester System

6. **Participation of the department in the courses offered by other Departments:**
   - *Credit and Qualifying Language*: All departments other than MMMC & Computer Science.
   - *Interdisciplinary Concurrent Course*: Departments of English, History, Mathematics, Music, Political Science, Philosophy and Sanskrit.
   - *Discipline Centered Course*: Departments of English, History, Mathematics, Music, Political Science, Philosophy, Psychology and Sanskrit.
   - *Allied Courses (for erstwhile FYUP):* Departments of English, History, Mathematics, Music, Political Science, Philosophy, Psychology and Sanskrit.
   - *Foundation Courses: Sem I & II of all Hons. courses:* Language, Literature, Culture and Anuprayukta Hindi (under FYUP) in 2013-2014.

7. **Courses in collaboration with other Universities, industries, foreign institutions, etc.** Not permitted as per University Ordinance**.**

8. **Details of courses/programs discontinued (if any) with reasons:** None

9. **Number of teaching posts:** Refer Table 08

10. **Faculty profile with name, qualification, designation, specialization:** Refer Table 09

11. **List of senior visiting faculty:** Nil

12. **Percentage of lectures delivered and practical classes handled by temporary faculty:**

Program	**Semester**	Total no. in department		Handled by temp/adhoc staff		Percentage	
		Lect.	Tutes	Lect.	Tutes	Lect.	Tutes
UG	July to December	117	57.5	40	15	34.1	26.08
	January to May	118	76	45	32	38.4	32.11
PG		Tutorial load not allowed this year					

13. **Student –Teacher Ratio:** 1:17

14. **Number of academic support staff (technical) and administrative staff:** None

15. **Qualifications (highest) of teaching faculty (including Temp/Adhoc):**
    - **Ph.D.** 11
    - **M.Phil.** 01
    - **M.A.** -
    - **D.Litt./D.Sc.** -

16. **Contribution to curriculum:** Refer Table 10

17. **Number of faculty with ongoing projects from:**
    - **National:** None
    - **International:** None

18. **Departmental Projects (not individual teacher's) funded by any external agency like DST-FIST, UGC, DBT, ICSSR etc. and total grant received:** None

19. Research center/facility recognized by University: None

20. Publications: Refer Table 11

21. Areas of consultancy and income generated: Nil

22. Faculty as member in National/ International Committees/ Editorial Boards: Refer 3.4.4

23. Student Projects:

- **Students who have done in-house projects including inter-departmental program:**
  More than 90 projects were guided by the Department in Foundation and Application Courses for Hons. and B.A. Program as part of the Curriculum in the year 2013-2014. Four of these were showcased in 'Antardhvani 2013', DU Annual Festival:
  - Faslon ki Prakriya: Khet se Bazaar tak
  - Bharatiya Bhashaon mein Pehchaan ka Prashn
  - Badhti Mehngai: Girta Rupaya.
  - Main aur Mera Shehar.
- **Percentage of students placed for projects in organization outside the institution i.e. research labs/industry/other agencies:** None
- **Interdepartmental projects:** None

24. Awards/Recognitions received by

- **Faculty:** Refer 2.4.5
- **Students:**
  - Shipra Shukla was awarded the Rai Bahadur Raghunath Sahai Memorial Prize for the Outstanding Student of the College in 2012. Shipra was an exemplary student. Her excellence in every sphere - academic and extra-curricular- belies the fact that she was differently abled.
  - Vartika Singh was awarded the Vishwanath Bakshi Memorilal Prize for the Best Sports Person of the College in 2012. Vartika is a sports person who rules the shooting range. In 2012, she won the International Junior Title in Germany. She was also the National Junior Champion and a Gold Medalist in the Inter-University Shooting Competition. In 2011, she won 23 Gold and 06 Silver Medals. In 2012, her medal tally was 21 Gold Medals and 01 Silver Medal.
  - Vartika Singh was also awarded Prof. Ram Deo and Mrs. Swaran Chandra Memorial Prize for All Round Excellence in 2013. Apart from being a Rifle Shooting Champion, Vartika has been engaged

in community service, serving as instructor for under-privileged students in rural areas of Bihar.

25. List of eminent academicians and scientists/visitors to the department:

In last four years following scholars visited the department:

- Prof. Sudhish Pachauri, Pro Vice Chancellor, DU.
- Prof. Ramesh Gautam, Director, ILLL, DU.
- Prof. Krishna Dutt Paliwal, DU.
- Prof. Rambux, JNU.
- Prof. Krishna Kumar, Central Institute of Education, DU.
- Prof. Surya Prasad Dixit, Lucknow University.
- Prof. Amarnath, Kolkata University.
- Prof. Rohini Aggarwal, Kurukshetra University.
- Prof. Manager Pandey, JNU.
- Prof. Harimohan Sharma, DU.
- Prof. Suresh Rituparna, University of Tokyo.
- Prof. R.C. Sharma, Department of Linguistics, DU.
- Mr. Jason Grunebam, University of Chicago.
- Mr. Punya Prasoon Vajpayee, (Media Personality), ZEE News.
- Dr. Prabhakar Kshotriya, Editor, Samkaleen Bhartiya Sahitya.
- Dr. Brijendra Tripathi, Deputy Secretary, Sahitya Akademi.
- Dr. Sukrita Paul Kumar, Cluster Innovation Centre, DU.
- Ms. Suniti Sharma, Ministry of External Affairs.
- Mr. Ambrish Saxena, Guru Gobind Singh Indraprastha University, Delhi.
- Dr. Vimlesh Kanti Verma, DU.
- Ms. Savita Kundra , National School of Drama, Delhi.
- Dr. Madhuri Subodh, DU.
- Dr. Rameshwar Rai, DU.
- Dr. Yamini Gautam, DU.

Creative writers:

- Ashok Vajpayee
- Uday Prakash
- Meera Kant
- Anamika
- Savita Singh
- Ramnika Gupta
- Rajesh Joshi
- Mangalesh Dabral
- Prabhat Ranjan
- Pankhuri Sinha

26. Seminars/Conferences/Workshops organized:

- **National:** Upnivashik Mansikta se Poorna Samay aur Samaj ke Madhya Bhasha Ka Prashna, 2011 funded by UGC.

- **International:**
  - Poetry Reading by Ms. Maiko Matsudaira (Japanese Poet) and translator Ms.Tomoko Kikuchi in collaboration with Japan Foundation, 2011-2012.
  - Visit by Japanese Students, studying Hindi in University of Tokyo, for cultural interaction with Prof. Suresh Rituparna, 2011-2012.

27. Student Result Analysis: Refer Table 03 & 04

28. Diversity of students:

Name of the course	% of students from the same state	% of students from other states	% of students from abroad
UG	82.5%	17.5%	0%
PG	95%	5%	0%

29. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services, etc.

There is no computed information available with the College. The process has been initiated.

30. Student progression: Refer 5.2.1

31. Details of infrastructural facilities (in reference to your department):

- **Library:** There is a common Library for all students of the College. In the last four years, 661 titles have been added to the departmental section in the College Library.
- **Internet facility for staff & students**:
  - Wi-Fi connectivity throughout the College campus.
  - Two computers with internet facility are available in the Department Room for use by teachers and students are encouraged to use computers available in the Computer Labs/ ICT Center.
- **Class rooms with ICT facility**: All such rooms are shared by all students the College
- **Laboratories**: NA

32. Number of students receiving financial assistance: Refer Table 12

33. Details on student enrichment programs (special lectures/ workshops/ seminar) with external experts:

- Two day Seminar: Natak ki Drishyatmakta ke Mayane, 2010-2011.

- Seminar: Bhakti Andolan aur Matribhashaon ka Prashn, 2011-2012.
- Lekhak se Baat-Cheet, 2011-2012.
- Seminar: Sahitya aur Itihaas Drishti, 2011-2012.
- Lecture: Bhasha aur Hum, 2012-2013.
- Seminar: Hindi ka Antarrashtriy Pariprekshya, 2013-2014.
- Lecture: Bhakti- Kavya: Ek Vichar, 2013-2014.

34. Performance analysis of students during program duration:

Workshops on theatre, creative writing, editing, translation and computer literacy have been organized regularly. Students have participated actively and enthusiastically. Such endeavors have helped them improve their level of self-confidence and acquire skills which are essential to the training of language and literature. They have produced and acted in various plays.

35. Dept. Newsletter/Magazine, if any:

- Wall Magazine (occasionally).
- Plan to start Departmental Online Journal *Srijan* from 2015

36. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- Students of the department participate in ISR and Extension Activities through units such as NSS, NCC and several other forums.
- Dr. Aruna Gupta, retired faculty member recorded text and study material for visually challenged students of DU.

37. SWOC- Analysis of the Department and Future plans:

Strengths

- The Course Structure of Hindi Department is inclusive. It deals with Literature, Media, Translation, Linguistics, Poetics and Creative Writing. The department has always laid great focus on innovative pedagogy and new methodology of teaching literature and language.
- Project based learning in Application Courses offered by the department gives an opportunity to the students to get hands-on experience.
- Hindi Sahitya Sabha, the academic association of the department provides various fora to the students to train beyond the regimentations of the syllabus.
- Student-Teacher relationship in our department is very strong. Teachers mentor the students, specially the first generation learners coming from economically weaker sections of the society. The department empowers such students by helping them grow in their own lingual environment.
- Special Hindi Classes are organized for students from the North-East.

Weaknesses

- Lack of language lab is a barrier in innovating or developing linguistic skills.
- Most students lack tech-proficiency and consequently face problems in the employment market.
- Students lack literary orientation which makes it difficult for them to understand finer sensibilities of the subject.

Opportunities

- National Education Policy is making special provisions to encourage Indian Languages. The department views it as an opportune moment for expansion of career opportunities in Hindi.
- Wide Hindi speaking population has compelled corporate sector to open job opportunities in media, advertising, cinema, linguistics, translation and editing. Such opportunities have provided an incentive to study Hindi.
- New course structure (to be implemented from July 2015) diverse in its profile may help students to acquire varied skills.
- Advancement of technology has helped build bridges between languages.
- Besides the job market, the study of literature sensitizes students to the problems of society and empowers them with critical analysis of a particular situation.

Challenges

- We still have a long way to go as the changes required are not very swift.
- There are very few peer-reviewed journals making it difficult to publish our work as per requirement of the day.
- Technology has to be integrated with language teaching to reach its optimal level.

Future plans

- Running of Wall Magazine on regular basis.
- Expanding the scope of Sahitya Sabha activities.
- Journal of the Department
- Editing and writing workshops
- Career Guidance cell of the Department
- Developing a small Departmental library.

❖❖❖

1. **Name of the Department:** HISTORY

2. **Year of Establishment:** Department was added as the College evolved from 1924 onwards.

3. **Names of the Programs/Courses offered (UG, PG):**
   UG: B.A. (Hons) History, Discipline Course and Foundation Course in B.A. Program.
   PG: M.A. History

4. **Names of the interdisciplinary courses and the departments/units involved:**
   The departments/units involved are.
   - *Credit and Qualifying Language*: Departments of English, Hindi and Sanskrit.
   - *Interdisciplinary Concurrent Courses*: Departments of English, Hindi, Mathematics, Political Science, Philosophy and Sanskrit.
   - *Discipline Centered Courses*: Departments of Economics, English, Hindi, Mathematics, Political Science, Philosophy, Psychology and Sanskrit.
   - *Allied Courses (for erstwhile FYUP):* Departments of Economics, English, Hindi, Mathematics, Political Science, Philosophy, Psychology and Sanskrit.

5. **Annual/Semester/choice base credit system:** Semester System

6. **Participation of the department in the courses offered by other Departments: (2014 & 2015)**
   - *Credit and Qualifying Courses*: To all other departments except MMMC and Computer Science.
   - *Interdisciplinary Concurrent Course*: Departments of Economics, English, Hindi, Mathematics, Music, Political Science, Philosophy, Psychology and Sanskrit.
   - *Discipline Centered Course*: Departments of Economics, English, Hindi, Mathematics, Music, Political Science, Philosophy, Psychology and Sanskrit.
   - *Allied Course (for erstwhile FYUP):* Departments of Economics, English, Hindi, Mathematics, Music, Political Science, Philosophy, Psychology and Sanskrit.
   - *Foundation Course: Sem I & II of all Hons. Courses:* Indian History and Culture (under FYUP) in 2013-2014.

7. **Courses in collaboration with other Universities, industries, foreign institutions, etc.** Not permitted as per University Ordinance.

8. **Details of courses/programs discontinued (if any) with reasons:** Nil

9. **Number of teaching posts**: Refer Table 08

10. **Faculty profile with name, qualification, designation, specialization:** Refer Table 09

11. **List of senior visiting faculty:** None

12. **Percentage of lectures delivered and practical classes handled by temporary faculty:**
Semester: January to May 2015:

Program	**Total no. in department**		**Handled by temp/adhoc staff**		**Percentage**	
	Lect.	**Tutes**	**Lect.**	**Tutes**	**Lect.**	**Tutes**
UG	79	45	41	19	63.7%	36.3%
PG	M.A. tutorials are taken by faculty members as and when the students come.					

13. **Student –Teacher Ratio:** 1:19

14. **Number of academic support staff (technical) and administrative staff:** None

15. **Qualifications (highest) of teaching faculty (including Temp/Adhoc):**
    a. **Ph.D.** 8
    b. **M.Phil.** 3
    c. **M.A.** 0
    d. **D.Litt./D.Sc.** 0

16. **Contribution to curriculum:** Refer Table 10

17. **Number of faculty with ongoing projects from:**
    - **National funding with name of agencies and grants received:** None
    - **International funding with name of agencies and grants received:** None

18. **Departmental Projects (not individual teacher's) funded by any external agency like DST-FIST, UGC, DBT, ICSSR etc. and total grant received:** None

19. Research center/facility recognized by University : None

20. Publications: Refer Table 11

21. Areas of consultancy and income generated: Nil

22. Faculty as members in National Committees/ International Committees/ Editorial Boards: Refer 3.4.4

23. Student Projects:

a. Percentage of students who have done in-house projects including inter-departmental program:
As a part of curriculum (FYUP), 2013-14: Foundation Course-Indian History and Culture, student participation in Projects was 100%.

b. Percentage of students placed for projects in organization outside the institution i.e. research labs/industry/other agencies
Nil

c. **Interdepartmental projects-**
Departments of History and English - Students of Economics (Hons) particularly participated in inter-disciplinary projects.

24. Awards/Recognitions received by

a. faculty: Refer 2.4.5

b. students:

- Prof. Ram Deo and Mrs. Swaran Chandra Memorial Prize for All-Round Excellence awarded to
  - Shatakshy Bhatt, Part III, 2014.
  - Nidhi Mishra, Part III, 2013.
- Shankar Dayal Sharma Gold Medal awarded by University of Delhi to Nidhi Mishra for Part III, 2014.

25. List of eminent academicians and scientists/visitors to the department:

- Prof. Francesca Orsini, School of Oriental and African Studies, London.
- Prof. Nayanjot Lahiri, University of Delhi.
- Prof. Farhat Hasan, University of Delhi.
- Prof. Sunil Kumar, University of Delhi.
- Dr. Madhulika Khandelwal, Queen's College, City University of New York.
- Prof. Ebba Koch, Institute of Iranian Studies, Vienna.
- Prof. Denys Leighton, Ambedkar University, New Delhi.

- Mr. Mahmood Farooqui, Writer, Director, Performer, Specializes in the type of Story Telling known as Dastaangoi.
- Prof. Roman Siebertz, University of Hamburg.
- Prof. Upinder Singh, University of Delhi.
- Prof. Janaki Nair, JNU.
- Prof. Shereen Ratnagar, Leading Archaeologist and Scholar of Ancient History.
- Dr. G. Arunima, Center for Women Studies, JNU.
- Ms. Urvashi Butalia, Feminist Scholar, Activist, Publisher.
- Prof. Nivedita Menon, JNU.
- Prof. Uma Chakravarti, Fellow, Nehru Memorial Museum and Library, New Delhi.
- Ms. Flavia Agnes, Legal Activist and Scholar.
- Prof. Mary John, Center for Women Development Studies, New Delhi.
- Dr. Radhika Chopra, Department of Sociology, University of Delhi.
- Prof. Vijaya Ramaswamy JNU.
- Prof. Veluthat Kesavan, University of Delhi.

26. Seminars/Conferences/Workshops organized:

National Conference:

- ‘Gendered Pasts, Masculinist Frames’, 2011, funded by Indian Council of Social Science Research, New Delhi.
- ‘The Temple in Early Medieval South India’, 2010, funded by Indian Council of Historical Research, New Delhi.

For Seminars/ Conferences/ Workshops, 2014-2015: Refer 3.1.6. The additional details for 2010-2014 are given below:

- Students’ Seminar on the theme **Exploring Marginalities,** 2014.
- Inter-College Students’ Festival ***Khazana-i Tarikh*** on the theme ***Tabaqat-i Dehli,*** 2014.
- ‘The Political Ecology of Sultanate Delhi: A Reconsideration’ by Prof. Sunil Kumar, University of Delhi, 2013.
- ‘Race, Ethnicity and Gender in Indian Diaspora: A Case of Indian Immigrants in the US’ by Dr. Madhulika Khandelwal, Queen’s College, City University of New York, 2013.
- ‘Shahjahan as *Majnu*’ by Prof. Ebba Koch, Institute of Iranian Studies, Vienna, 2012.
- ‘Weber’s Protestant Ethics and European Economic Transformation’ by Prof. Denys Leighton, Ambedkar University, New Delhi.

- 'Voices from the Street' by Mr. Mahmood Farooqui, Writer, Director, Performer, Specializes in the type of Story Telling known as Dastaangoi, 2012.
- 'Dutch Trading Practices in the Indian Ocean' by Prof. Roman Siebertz, University of Hamburg, 2011.
- 'Beneath the Metro and the Malls: Delhi's Ancient History' by Prof. Upinder Singh, University of Delhi, 2011.
- 'A Century of Social Reform or Cultural Nationalism? Debates from the Margins' by Prof. Janaki Nair, JNU, 2011.
- 'The Historiography of the Harappan Civilization: War or Peaceful Co-existence of Castes?' by Prof. Shereen Ratnagar, Leading Archaeologist and Scholar of Ancient History, 2011.
- 'Painting Women, Painting Nation? Ravi Varma's Canvas and the Vision of 'Modern India' by Dr. G. Arunima, Center for Women Studies, JNU, 2011.
- 'Feminist Publishing Today' by Ms. Urvashi Butalia, Feminist Scholar, Activist, Publisher, 2011.
- 'Death, Dishonour and the Law' by Prof. Nivedita Menon, JNU, 2011.
- 'The Personal Poster Archive as a Marker of Time' by Prof. Uma Chakravarti, Fellow, Nehru Memorial Museum and Library, 2011.
- 'Gender, Law, and the Discourse of Rights' by Ms. Flavia Agnes, Legal Activist and Scholar, 2011.
- 'History, Culture and "Recasting Women": A Women's Studies Perspective' by Prof. Mary John, Center for Women Development Studies, New Delhi, 2011.
- 'Dead Men Tell Tales: Visualizing Martyrdom in the Central-Sikh Museum, Amritsar' by Dr. Radhika Chopra, Department of Sociology, University of Delhi, 2011.
- 'Bhaktin and Bhakta in the Temple Context and Out of it' by Prof. Vijaya Ramaswamy, JNU, 2010.
- 'Political Aspects of the Temple in Early Medieval South India' by Prof. Veluthat Kesavan, University of Delhi, 2010.

27. Student Result Analysis: Refer Tables 03 & 04

28. Diversity of students:

Name of the course	% of students from the same state	% of students from other states	% of students from abroad
UG	33.3%	61.1%	5.6%
PG	81.3%	18.7%	0%

29. **How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services, etc.**
    There is no computed information available with the College. The process has been initiated.

30. **Student progression:** Refer 5.2.1

31. **Details of infrastructural facilities in reference to your department:**
    a. **Library:**
        - There is a common Library for all students of the College.
        - In the last four years, 308 titles were added to the departmental section of the College Library.
    b. **Internet facility for staff & students**:
        - Wi-Fi connectivity throughout the College campus.
        - Two computers with internet facility are available in the Department Room for use by teachers and the students are encouraged to use computers available in the Computer Labs/ ICT Center.
    c. **Class rooms with ICT facility**: All such rooms are shared by all students of the College.
    d. **Laboratories**: NA

32. **Number of students receiving financial assistance:** Refer Table 12

33. **Details on student enrichment programs (special lectures/ workshops/ seminar) with external experts:**
    Refer 3.1.6 and Point 26 above. Additional information listed below:
    - Field visits with experts during 2010-2014:
        - Guided walk with Ms. Kanika Singh, Heritage Consultant, around Kashmere Gate and places and monuments associated with the Revolt of 1857 in Delhi, 2013.
        - Excursion to Agra & Fatehpur Sikri, 2013.
        - A walk with Ms. Surekha Narain, Heritage Consultant, around the Mutiny monuments on the ridge, 2011.
        - An excursion to the Temples of Khajuraho and Panna National Park, 2011.
        - A Walk to Hauz Khas monuments with Ms. Kanika Singh, Heritage Consultant, 2010.
        - Two day excursion to Agra, Fatehpur Sikri & Sikandra, 2010.
    - Visits to Museums
        - Visit to the Kiran Nadar Museum, Saket to see the Installation titled 'The Lightening Testimonies' by Amar Kanwar, 2014.

- Visit to the Harappan, Mauryan and the Maritime Galleries, National Museum, New Delhi, 2014.
- Visit to Special Exhibition of Paintings based on different versions of the Ramayana, 2013.
- Visit to the Exhibition on Mughal Miniature Paintings, IGNCA, 2013.
- Visit to a Special Exhibition 'Celebrating 150 years of the Archaeological Survey of India', National Museum, New Delhi, 2013.
- Visit to a unique neighbourhood Museum and Exhibition titled 'The Small Voice of History' at Shadikhampur in West-central Delhi, 2013.
- Visit to Galleries displaying Harappan Culture, Buddhist Art, Indian Coins and Miniature Paintings, National Museum, New Delhi, 2010 and 2011.
- Visit to National Museum for Special Exhibition on Deccani Art titled 'Nauras: The Many Arts of the Deccan', 2015.

- Performances of cultural forms to create awareness and encourage interest in research.
  - *Dastan-i takhseem–i Hind* (The Partition Tale) & *Dastan-i Azar Jadu*, 2012.
  - Lecture-demonstration of 'Mohiniattam' by Professor Deepti Omchery Bhalla, 2010.
- Film screening
  - Steven Spielberg's film *Lincoln*, 2013.
  - Rahul Roy's *Majma*, 2011.
  - *Anek Ramayan*, a documentary by Shikha Sen, 2010.

34. Dept. Newsletter/Magazine, if any: Department Magazine in 2010.

35. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Students of the department participate in ISR and Extension Activities through units such as NSS, NCC and several other forums.

36. SWOC- Analysis of the Department and Future plans:

Strength

- The Department of History has high academic credibility and potential nurtured by its well-read faculty with diverse research interests. Pursuit of research and publishing but at the same time active involvement in curriculum development is the mainstay of the department faculty. Many of them have been Visiting Faculty in the Universities abroad. Several others are Resource Persons at the Refresher and Orientation Courses for the University and College teachers and also coordinators, conveners and organizers of workshops, conferences and seminars.

The constant endeavor to update themselves with the recent readings and research findings is evident from their participation in the Refresher Courses and workshops pertaining to the discipline and the related disciplines.

- Applying research tools and research methodologies, the faculty of the department has devised pedagogical strategies that are both engaging and inspiring for the students. The department encourages blended learning i.e. class room lectures and blackboard teaching combined with audio-visual methods like Power Point Presentations, group discussions and presentations by students.
- Extending beyond the one-way communication of class lectures and to foster student interest in the subject, the lectures and discussions are often organized around maps, photographs and film clips.
- To provide hands-on experience and feel of the discipline, educational trips and excursions are organized to monuments, museums and the archives.
- Added to these, is our rigorous tutorial system that facilitates close interaction between the students and the teachers, inculcates curiosity among students to know more and ask questions related to the subject and other inter-related matters.
- Student-teacher rapport is a major strength of the department. The teachers often take on the role of a counselor to guide the students on various academic issues and beyond.
- Our students come from varied backgrounds but this has not been a limitation. We are proud to have taught first generation learners who have reached high goals in academics and other spheres.
- The results and its comparative analysis within the department and also with other colleges over the years has shown not only improved performance but also a rising, healthy competitive spirit among the students to do even better.
- The student progression is more than satisfactory. Almost all our students pursue post graduate studies in History or other related subjects or opt for professional courses.
- Aspiration is the hallmark of our students, taking them into diverse fields – academics, journalism, law, civil service and many others.

Weakness

- The Semester System is a major limitation to the complete growth and development of our students in terms of writing and analytical skills. Since the semester system lays great emphasis on test and exam based evaluation, it hinders reflection and reading beyond the prescribed text. The fun of reading, learning and exploring is lost.

- The Student Paper Presentations and Discussions every Semester has in some ways helped to counter these limitations. But then the benefit of such an exercise remains confined to only a handful of students.

Challenge

- The biggest challenge is to make the students unlearn the uncritical acceptance of the printed text-book that they acquire in school or to make them understand that pre-digested material in a textbook is not an accepted ideal of scholarship in Social Science.
- Another major challenge is to teach the students to do reference work and write analytically.

Opportunity

- Given the composition of our student body with varied linguistic and cultural backgrounds, different interests and career options, the faculty plans to counsel them in a more sustained manner to achieve their goals.
- The department is also planning to interact actively with its alumna and use them as resource persons for the growth of the department with a focus on experiential learning.

❖❖❖

1. **Name of the Department**: MATHEMATICS

2. **Year of Establishment:** Department was added as the College evolved from 1924 onwards.

3. **Names of the Programs/Courses offered (UG, PG):**
   - **UG:** B.Sc. (Hons) Mathematics, Discipline and Application Course in B.A. Program
   - **PG:** M.A./M.Sc. Mathematics & M.A./M.Sc. Operational Research

4. **Names of the interdisciplinary courses and the departments/units involved:**
   The departments/units involved are:
   - *Credit and Qualifying Language*: Departments of English, Hindi and Sanskrit.
   - *Interdisciplinary Concurrent Courses*: Departments of English, Hindi, History, Mathematics, Political Science, Philosophy and Sanskrit.
   - *Discipline Centered Courses*: Departments of English, Hindi, History, Mathematics, Political Science, Philosophy, Psychology and Sanskrit.
   - *Allied Courses (for erstwhile FYUP):* Departments of English, Hindi, History, Mathematics, Political Science, Philosophy, Psychology and Sanskrit.

5. **Annual/ Semester/ choice based credit system:** Semester System

6. **Participation of the department in the courses offered by other Departments:**.
   - *Interdisciplinary Concurrent Course*: Departments of English, Hindi, History, Mathematics, Music, Political Science, Philosophy and Sanskrit.
   - *Discipline Centered Course*: Departments of English, Hindi, History, Mathematics, Music, Political Science, Philosophy, Psychology and Sanskrit.
   - *Allied Course (for erstwhile FYUP):* Departments of English, Hindi, History, Mathematics, Music, Political Science, Philosophy, Psychology and Sanskrit.
   - *B.Sc. (Hons) Computer Science:* Papers of Mathematics in all six semesters.
   - *Foundation Course: Sem I & II of all Hons.Courses:* Building Mathematical Ability (under FYUP) in 2013-2014.

7. **Courses in collaboration with other Universities, industries, foreign institutions, etc.** Not permitted as per University Ordinance.

8. **Details of courses/programs discontinued (if any) with reasons:** None

9. **Number of teaching posts:** Refer Table 08

10. **Faculty profile with name, qualification, designation, specialization:** Refer Table 09

11. **List of senior visiting faculty:** NA

12. **Percentage of lectures delivered and practical classes handled by temporary faculty:**
Academic Session 2014-15:

Program	Semester	Total no. in Department			Handled by Temp/ Ad hoc faculty			Percentage		
		Lect.	Lab	Tut.	Lect.	Labs	Tut.	Lect.	Labs	Tut.
UG	July to December	105	36	49	53	32	3	50.5	88.9	6.1
	January to May	105	36	33	33	20	1	31.4	55.5	3.0
PG	MA tutorials are taken by faculty members as and when the students come.									

13. **Student –Teacher Ratio:** 1:20

14. **Number of academic support staff (technical) and administrative staff**: Nil

15. **Qualifications (highest) of teaching faculty (including Temp/Adhoc)**:
    - Ph.D. 01
    - M.Phil.: 06
    - M.A/M.Sc.: 02
    - D.Litt./D.Sc./M. Tech.:01

16. **Contribution to curriculum:** Refer Table 10

17. **Number of faculty with ongoing projects from**:
    - **National funding with name of agencies and grants received**: Nil

- **International funding with name of agencies and grants received:** Nil

18. Departmental Projects (not individual teacher's) funded by any external agency like DST-FIST, UGC, DBT, ICSSR etc. and total grant received: Nil

19. Research Centre/facility recognized by University: Nil

20. Publications: Refer Table 11

21. Areas of consultancy and income generated: Nil

22. Faculty as members in National/ International Committees/ Editorial Boards : Refer 3.4.4

23. Student Projects:

- **Percentage of students who have done in-house projects including inter-departmental program:** As a part of curriculum (FYUP (2013-2014): Foundation Course – Building Mathematical Ability) 72 projects per semester including 100% student participation.
- **Percentage of students placed for projects in organizations outside the institution i.e. Research laboratories/industry/other agencies**: Nil
- **Interdepartmental projects**-: Nil

24. Awards/Recognitions received by

- **faculty**: Nil
- **students**:
  - Neeraj, NCC Cadet, participated in Closing Ceremony of National NCC games and she along with Parag Gupta, another NCC Cadet participated in NCC Parade at 'Antardhvani, 2015',Annual Festival, DU.
  - Parag Gupta, NCC Cadet was selected to attend OTA (Officer's Training Academy) Attachment, Chennai
  - Kirti Goyla, Harshsleen, Navya went to IIT Kanpur to participate in their Annual Fest 'Antaragini' and bagged third prize in Rangoli Competition.
  - Princy Gupta and Deepshikha won First Prize in 'Best out of Waste' Competition organized by Fine Arts Society in the 'Shruti, 2014', Annual Cultural Festival of the College.

- Several students won prizes in Rangoli Competition, On the Spot Painting Competition, Poster Making Competition at Inter College and Intra College levels.

25. List of eminent academicians and scientists/visitors to the department:

S.No.	Names
1.	Prof. R.M. Murty, Head, Department of Mathematics, Queens University, Canada.
2.	Prof. S.G. Dani, Chairman, National Board of Higher Mathematics.
3.	Prof. Arunava Sen, Head, Planning Unit, Indian Statistical Institute (ISI), Delhi.
4.	Prof. K.R. Parthsarthy, Head, Department of Mathematics, ISI, Delhi.
5.	Dr. P.K. Saxena, Director, Scientific Group Analysis, DRDO, Delhi.
6.	Mr. Bharat Salhotra, GM, Finance and CIO, DFCC, Delhi.
7.	Prof. Seema Nanda, Department of Mathematics, TIFR, Bangalore.
8.	Dr. Geetha Venkataraman, Dean, B.R. Ambedkar University, New Delhi.
9.	Prof. Amitabha Tripathi, IIT, Delhi.
10.	Prof. S.C. Arora, University of Delhi.
11.	Prof. C.S. Lalitha, University of Delhi.
12.	Dr. M.M. Mishra, Hans Raj College, University of Delhi.
13.	Ms. Charu Sharma, Shiv Nadar University, Greater Noida, U.P.
14.	Mr. Devendra Tiwari, University of Delhi.
15	Prof. B. Fischer, Institute of Mathematics, Medical University of Lubeck.
16	Prof. Norman Weiyrich.
17	Prof Hans- Peter Blatt, Professor, Katholische Universitat Eichstatt.
18	Prof. T. Vishwanathan, Director, INSDOC, New Delhi.
19	Prof Ajit Iqbal Singh, University of Delhi.
20	Prof. R. G. Gupta, School of Computer Science, JNU.
21	Prof. Satteluri R.K. Iyengar, IIT, Delhi.
22	Prof. G.V. Singh, School of Computers and System Sciences, JNU.
23	Prof. Aditya Shastri, Banasthali Vidyapeeth.
24	Prof. K. R. Parthasarathy, ISI, Delhi.
25	Prof. Rahul Roy, ISI, Delhi.

26. Seminars/Conferences/Workshops organized and source of funding:

- **National Conference** 'Mathematics: Beyond Formulas and Theorems', 2011.
  Source of funding: UGC, NBHM, CSIR, DRDO
- **International:** Nil

27. Student Result Analysis: Refer Tables 03 & 04

28. Diversity of students:

Name of the course	% of students from the same state	% of students from other states	% of students from abroad
UG	35.1%	64.9%	0%
PG	95.4%	4.5%	0%

29. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services, etc.:
There is no computed information available with the College. The process has been initiated.

30. Student progression: Refer 5.2.1

31. Details of infrastructural facilities:

- **Library:** The department has no separate departmental library but there is a common Library for all students of the College. In the last four years, 207 titles were added to the departmental section of the College Library.
- **Internet facility for staff & students**:
  - Wi-Fi connectivity throughout the College campus.
  - Two computers with internet facility are available in the Department Room for use by teachers and students are encouraged to use computers available in the Computer Labs/ ICT Center.
- **Class rooms with ICT facility**: All such rooms are shared by all students of the College.
- **Laboratories**: 05 Computer Labs are also shared by all students of the College.

32. Number of students receiving financial assistance: Refer Table 12

33. Details on student enrichment programs:

- The Department has initiated Weekly Discussion Forum-cum-Lecture Series. It is a platform for students of all Semesters to present any topic/ article/ paper (mostly) related to Mathematics, beyond their regular curriculum. They are encouraged to explore new horizons of Mathematics. It is mandatory for all students and faculty members to attend it and contribute in discussions
- Experts from different institutions/ Universities are also invited to interact with students.
- Every year, the Maths Association organizes Inter College Maths festival 'PARIDHI' in which competitions related with Mathematics, like Mathematical Quiz, Paper Presentations, Mathematical Rangoli, Maths Pictionary, Treasure Hunt, Just A Minute etc. are organized. The festival provides a refreshing, informative, inspiring and productive aura. It witnesses active participation from students of different colleges of University of Delhi.

34. Teaching methods adopted to improve student learning:

- Internal tests are conducted, twice/ thrice per semester as practice sessions.
- Conducting quizzes after completing the portion of each unit.
- Assignment topics are given regularly
- Students are monitored through presentation of their work.
- Counseling/ Remedial tutorials are arranged for slow learners to raise their morale and confidence.
- Group Discussions are encouraged through which the students learn to articulate/ share their views and ideas.

35. Participation in Institutional Social Responsibility (ISR) and Extension activities:

- Students of the department participate in ISR and Extension Activities through units such as NSS, NCC and several other forums.
- NCC Cadet, Neeraj volunteered in 'Swachata Abhiyan' organized by the University of Delhi on the occasion of Gandhi Jayanti.
- In 2013-2014, several students of the department were enrolled as NSS members and many were awarded credit marks for active participation in NSS programs.
- Surbhi Dua and Neha Aggarwal as President and General Secretary, respectively of the Fine Arts Society of the College, 2013-14 contributed to skill development of the students by organizing a two day crafts workshop in which candle making, m-seal work, keychain beadle, paper flowers, glass painting etc. were taught.

36. SWOC- Analysis of the Department:

Strengths

- The Department of Mathematics has progressed substantially over the years to make the discipline a preferred choice among students today. Its primary strength is a distinguished faculty that attracts students of high academic calibre.
- The practical component introduced in the curriculum facilitates the students to pursue higher studies in application oriented streams.
- The diversified content of the curriculum opens doors to PG in Operational Research, Applied Operational Research, Pure Mathematics, Statistics and Computers
- Counseling for future prospects and higher studies is readily available to the students by competent faculty.

Weaknesses

- In the absence of science departments, we are unable to gather such students who wish to study science subjects as allied or optional subjects.
- Large size of classes interfere with the possibility of personalized attention for students, especially for slow learners.
- Need for bilingual teaching to students from diverse background is a constraint for the department.

Opportunities:

- The department has initiated Seminar-cum-Lecture Series from January 2015 to give a platform to students to showcase their talent. Here students are free to choose any topic (usually mathematical) and discuss it with peer group under the guidance of faculty members. It has motivated students to participate in intra and inter college competitive events.
- The continuous changes in syllabus compels faculty to keep themselves updated.

Challenges:

- As a College for women only, coupled with off-campus location, we are unable to attract the best talent.
- Our students have to compete with the colleges where Science courses are offered.

Future Plans:

- To propose inclusion of science subjects within Allied Courses.
- To upgrade our Seminar-cum-lecture series to include students/ research scholars from other colleges.

❖❖❖

1. **Name of the Department:** Multimedia and Mass Communication

2. **Year of Establishment:** 1998

3. **Names of the Programs/Courses offered (UG, PG):**
   UG: B.A. (Hons) Multimedia & Mass Communication and Application Course in B.A. Program
   PG: NA

4. **Names of the interdisciplinary courses and the departments/units involved:**
   Department of Economics:
   - Media Economics

   Department of English
   - Communication and Mediation
   - English
   - Theoretical Perspectives on Communication
   - Film Appreciation
   - Mass Communication and Media Multilingualism - India

   Department of Political Science:
   - Media and Democratic Polity

   Department of Psychology
   - Media Psychology

5. **Annual/Semester/choice base credit system:** Semester System

6. **Participation of the department in the courses offered by other Departments:**
   Application Course in B.A. Program

7. **Courses in collaboration with other Universities, industries, foreign institutions, etc.** Not permitted as per University Ordinance.

8. **Details of courses/programs discontinued (if any) with reasons:** None

9. **Number of teaching posts:** Refer Table 08

10. **Faculty profile with name, qualification, designation, specialization:** Refer Table 09

11. **List of senior visiting faculty:**
    - Dr. Ambrish Saxena, VIPS, Rohini, New Delhi.
    - Mr. Amitabh Bhattacharya, Eminent Photographer.
    - Mr. Javed Asgar, Eminent Photographer.
    - Mr. Rajeev Panda, Cinematographer.

- Mr. Om Prakash, Senior Producer, Rajya Sabha TV.
- Dr. Sarvesh Tripathi, GGSIPU, New Delhi.
- Dr. Vikul Goyal, Management Consultant.
- Ms. Sheeba Madan, Editor, Random Publishing House.
- Ms. Aradhana Sharma, Journalist.
- Ms. Nilofer Suhrawardy, Journalist.
- Ms. Sweta Singh, GGSIPU, New Delhi.

12. **Percentage of lectures delivered and practical classes handled by temporary faculty:**
    Percentage of lectures vary as courses require varied expertise, even internally.

13. **Student –Teacher Ratio:** 1:38

14. **Number of academic support staff (technical) and administrative staff:**
    a. **Sanctioned:** 2
    b. **Filled:** 2

15. **Qualifications (highest) of teaching faculty (including Temp/Adhoc/ Visiting):**
    a. **Ph.D.** 2
    b. **M.Phil.** 3
    c. **M.A.** 2
    d. **D.Litt./D.Sc.** -

16. **Contribution to curriculum:** Refer Table 10

17. **Number of faculty with ongoing projects from:**
    a. **National funding with name of agencies and grants received:** None
    b. **International funding with name of agencies and grants received:** None

18. **Departmental Projects (not individual teacher's) funded by any external agency like DST-FIST, UGC, DBT, ICSSR etc. and total grant received:** None

19. **Research center/facility recognized by University:**
    The course is recognized by the University under the Meta-College concept and enrolls students recommended by DU.

20. **Publications:** Refer Table 11

21. Areas of consultancy and income generated: Nil

22. Faculty as members in National/ International Committees/ Editorial Boards: Refer 3.4.4

23. Student Projects:

a. **Percentage of students who have done in-house projects including inter-departmental program:** 100%
b. **Percentage of students placed for projects in organization outside the institution i.e. research labs/industry/other agencies:** 5%
c. **Interdepartmental projects:** None

24. Awards/Recognitions received by

a. **faculty:** Refer 2.4.5
b. **students:**

- Jayati Grover awarded the Rai Bahadur Raghunath Sahai Memorial Prize for the Outstanding Student of the College, 2011.
- Vindhya Malik awarded the Prof. Ram Deo and Mrs. Swarn Chandra Memorial Prize for All Round Excellence, 2011.
- Sukriti Gupta and Sankalpa Acharya selected by American Embassy for student exchange program in Ontario, USA.
- Sankalpa Acharya received Common Wealth Scholarship, UK.
- Sukriti Gupta awarded the Best Earth Hour Photograph Award by The Hindustan Times.
- Kritika Gadhavi awarded an international internship in Washington DC by Scripps Howard Foundation through International Center for Journalists.
- Saachi Soni received awards for Mountaineering, reaching the highest peaks in India and Australia, 2014.
- Saachi Soni was awarded Principal's Honour Roll Certificate, 2013.
- Saachi Soni awarded Special Prize by the College for Outstanding Achievements, 2015.
- Monika Bari selected from University of Delhi to represent NSS in the 2015 Republic Day Parade.
- Surabhi Dogra awarded Rai Bahadur Raghunath Sahai Memorial Prize for the Outstanding Student of the College, 2015.

25. List of eminent academicians and scientists/visitors to the department:

- Mr. Mike Pandey, Documentary Filmmaker.
- Ms. Saba Dewan, Documentary Filmmaker.
- Mr. Santana Issar, Documentary Filmmaker.

- Mr. Veenu Arora, Documentary Film maker.
- Mr. Vinod Dua, Eminent Election Analyst and Anchor.
- Mr. Abhisar Sharma, Producer and News Anchor (TV).
- Ms. Richa Aniruddha, Anchor (TV).
- Mr. Anwar Jamal, Filmmaker.
- Mr. Manav Kaushik, Film Actor.
- Ms. Sandhya Gokhale, Films Archive.
- Mr. Shishir Joshi, former Editor, *Mid-Day*.
- Mr. Aparshakti Khurana, RJ FM.
- Mr. Kuljeet Singh, Director, Atler Theatre Group.
- Mr. N.P. Singh, Corporate and Marketing Director,The Indian Express.
- Mr. Chandan Mitra, Editor and Managing Director, The Pioneer.
- Mr. Rajiv Prakash Saxena, Deputy Director-General, National Informatics Centre, Government of India.
- Mr. Praduman Maheshwari, Editor-in-Chief and CEO MxM India Pvt. Limited, Mumbai.
- Anant and Saurabh, RJ's, Radio Mirchi, 98.3 FM.
- Mr. Raj Baruah, Film Director.
- Mr. Nitin K. Pamnani, Filmmaker.
- Dr. Kiran Prasad, Department of Communication and Journalism, Sri Padmavati Mahila University, Tirupati.
- Prof. M.R. Madhavi Reddy, Department of Communication Studies, University of Pune.
- Ms. Madhumita Ghosh, National Lead Faculty, NDTV, India Can Broadcast and Digital Journalism.
- Mr. Paranjaya Guha-Thakurta, Eminent Journalist and Author.
- Mr. Pervaiz Alam, Dean, Department of Journalism and Mass Communication, Apeejay Satya University.
- Mr. Nitin Mantri, CEO, Avian Media.
- Dr. Uma Shankar Pandey, Department of Journalism, Surendranath College for Women, Kolkata.
- Dr. Debraj Mukherjee, Ramjas College, DU.
- Ms. Namrata Joshi, Film Director.
- Mr. Vinay Shankar, GGSIP University, New Delhi.
- Mr. Spandan Banerji, Filmmaker.
- Mr. Anand Patwardhan, Documentary Filmmaker.

26. Seminars/Conferences/Workshops organized and source of funding:

- **National Conference:**
  - ‘Looking Ahead: Challenges for the Media', 2011 funded by the College
  - 'Corporate Media Nexus: Symbiotic or Parasitic', 2012 funded by the College

- 'Social Media, Social Movements', 2013 funded by UGC and India Can

For Seminars/ Conferences/ Workshops, 2014-2015: Refer 3.1.6.

27. Student Result Analysis: Refer Tables 03 & 04

28. Diversity of students:

Name of the course	% of students from the same state	% of students from other states	% of students from abroad
UG	57.3%	42.7%	0%
PG	NA		

29. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services, etc.:
There is no computed information available with the College. The process has been initiated.

30. Student progression:

a. Regarding higher studies:

Program	Enrolled in Program	Student Progression			
		UG to PG	PG to M. Phil	PG to Ph.D.	Any other
UG	200	100	NA	NA	
PG		NA			

b. Employment:

i. Campus selection: 10

ii. Other than campus recruitment: 180

c. Entrepreneurship/Self-employment: 3

31. Details of infrastructural facilities:

- **Library:**
  - There is a common Library for all students of the College.
  - In the last four years, 306 titles were added to the departmental section of the College Library.
- **Internet facility for staff & students**:
  - Wi-Fi connectivity throughout the College campus.
  - Two computers with internet facility are available in the Department Room for use by teachers and students are

encouraged to use computers available in the Computer Labs/ ICT Center and Studio.

- **Class rooms with ICT facility**: All such rooms are shared by all students of the College.
- **Laboratories**:
  - 05 Computer Labs are shared by all students of the College.
  - Studio and Editing Bays.

32. Number of students receiving financial assistance: Refer Table 12

33. Details on student enrichment programs (special lectures/ workshops/ seminar) with external experts:

- International Students Film Festival funded by the College, 2010, 2011, 2012.
- Screening of Award winning Documentary 'Shores of Silence' by Mr. Mike Pandey, 2010.
- Three days Film Workshop ‘Celebrating 100 years of Indian Cinema, conducted by Mr. Manav Kaushik, 2012
- Screening of Mr. Nagesh Kukunoor’s unreleased film 'Lakshmi' followed by an interactive session with the Director on the issues of sex trafficking in India and the role of media in creating related awareness, 2013.
- Workshop on Mobile Filmmaking with the ‘Yes Foundation’, The students recorded films on smart phones on chosen topics- 'If only', 'I have no money' and 'I love my mobile phone', 2013.
- Student Presentation on 'Triumph of Capital over Content' and 'One Woman Army - the Heroine', 2014.
- Motion Pictures Division of Via Com 18 was invited to engage with students on Filmmaking, 2014.
- Screening of Mr. Vikrant Kishore’s (Newcastle University, Australia) documentary – 'Dancing to the tune of Bollywood' and discussion with him on three films that featured in the Australian film festival held in India, 2015.

34. Dept. Newsletter/Magazine, if any: ‘Pravaah’- a student magazine.

35. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Students of the department participated in ISR and Extension Activities through units such as NSS, NCC and several other forums.

36. SWOC- Analysis of the Department and Future plans:

Strengths:
The primary strength of the BMMMC Department lies in its autonomy to design, teach, examine and revise the Course as per its assessment, at regular intervals, since IP College is the only one in the University to offer the Course. The Department is headed by the Principal assisted by the Coordinator, both of whom are qualified in theory and praxis of the subject, and manifest its interdisciplinary nature being themselves appointed in the departments of English and Philosophy respectively. The Course design remains focused on the ground reality of the developments in the media and communication industry. The curriculum is focused on imparting technical skills in various areas of mass communication and mass media, theoretical knowledge and perspectives which determine their nature and use, and a historical and social understanding of their dynamics, which is so important in a metamorphosing, unequal, globalized world where the power and ownership of the means of communication may change the fate of nations. The course remains inter-disciplinary and aims at producing a practitioner with a critical and analytical mind, who is holistically trained in theory and the praxis of communication and has hands-on training in a wide range of media technology and media practices. Faculty is recruited as per qualification and technical expertise to dovetail into the specialized demands of the course components.

The Department has the infrastructural wherewithal to the make required facilities available to run the course. The college is a proud owner of a well-equipped studio, editing bays, production nodes, cameras, and the latest software which is updated regularly. Equipment is upgraded annually. The students of such a course are presented with an endless field for their hands-on training. Apart from their location training, they contribute to record and film the events of the College as an in-house media unit. There is 100% placement for students graduating from the Course in all fields of Media and Communication. They are in Cinema, Advertising professionals, TV reporters and anchors, journalists and editors in print. Many pursue higher studies in prestigious international schools like London School of Economics, Columbia USA, Westminster UK, New York University etc. and have gone on to make their mark internationally. Some want to enter academics and policy making.

Weaknesses:
There is no provision in the University for a post-graduate specialized program for graduating students. The faculty being contractual and qualified as per the course requirements, is sometimes difficult to identify and appoint. Special efforts are undertaken in this direction.

Opportunities:
The lack of permanent and fixed faculty prevents stagnation and permits the course the dynamism which defines the contours of the domain of media, communication and technological leaps and changes. The Course does not have to be designed as per available pedagogical expertise and instead can source the expertise to teach the revised elements. The theoretical components can be taught by the permanent faculty of the College located in its many departments, thus also providing them with an opportunity to apply theory in a specialized domain with its orientation. This presents a very exciting and challenging proposition, available right on the College campus.

Challenges:
The new nomenclature of the course under directions of the University of Delhi, the format required by the Choice Based Credit System and the restoration of the Self-Financed nature of the Course have shaped this course. The erstwhile B.A(Hons) Mass Media and Mass Communication (BMMMC) has yielded its core elements introduced in 2010, to the erstwhile B.A.(Hons) Journalism and Mass Communication (BJMC) in the merger of 2013-14, under directions from the University, a course now renamed as B.A.(Hons) Journalism. The situation arising from these transitions has been converted into opportunity in the design of the new course (BMMMC), suggested not only by the changed nomenclature, but also by the rapidly changing world of available media and the specialized ways in which communication needs to be explored to meet the challenges of a nation on the move.

Thrust areas foregrounded on the national agenda and the prospect of availing outreach policies and programs of the Government of India, in the areas of knowledge application and skill development, have been important inputs in the formation of this syllabus. If implemented as envisaged, the Course will revolutionize the domain of the discipline and its pedagogy. The College would like to offer PG specializations in the area and has already completed the civil work of building its infrastructure, adding another studio and related production areas.

❖❖❖

1. **Name of the Department:** PHILOSOPHY

2. **Year of Establishment:** Department was added as the College evolved from 1924 onwards.

3. **Names of the Programs/Courses offered (UG, PG):**
   UG: B.A. (Hons) Philosophy and Discipline and Foundation Course in B.A. Program
   PG: M.A. Philosophy

4. **Names of the interdisciplinary courses and the departments/units involved:**
   The departments/units involved are:
   - *Interdisciplinary Concurrent Course*: Departments of English, Economics, Hindi, History, Mathematics, Political Science, Philosophy and Sanskrit.
   - *Discipline Centered Courses*: Departments of Economics, English, Hindi, History, Mathematics, Political Science, Psychology and Sanskrit.
   - *Allied Courses (for erstwhile FYUP):* Departments of Economics, Hindi, History, Mathematics, Political Science, Psychology and Sanskrit.

5. **Annual/Semester/choice base credit system:** Semester System.

6. **Participation of the department in the courses offered by other Departments:**
   - *Interdisciplinary Concurrent Course*: Departments of English, Hindi, History, Mathematics, Music, Political Science and Sanskrit.
   - *Discipline Centered Course*: Departments of Economics, English, Hindi, History, Mathematics, Music, Political Science, Psychology and Sanskrit.
   - *Allied Courses (for erstwhile FYUP):* Departments of Economics, English, Hindi, History, Mathematics, Music, Political Science, Psychology and Sanskrit.

7. **Courses in collaboration with other Universities, industries, foreign institutions, etc.** Not permitted as per University Ordinance.

8. **Details of courses/programs discontinued (if any) with reasons:** None

9. **Number of teaching posts:** Refer Table 08

10. **Faculty profile with name, qualification, designation, specialization:** Refer Table 09

11. **List of senior visiting faculty:** None

12. **Percentage of lectures delivered and practical classes handled by temporary faculty:**
Semester: January to May 2015

Program	Total no. in department		Handled by temp/adhoc staff		Percentage	
	Lect.	Tutes	Lect.	Tutes	Lect.	Tutes
UG	98	48	34	20	34.7%	41.7%
PG	NA					

13. **Student –Teacher Ratio:** 1:20

14. **Number of academic support staff (technical) and administrative staff:**
    a. **Sanctioned:** NA
    b. Filled: NA

15. **Qualifications (highest) of teaching faculty (including Temp/Adhoc):**
    a. Ph.D. 5
    b. **M.Phil.** 2
    c. M.A. 3
    d. **D.Litt./D.Sc.** 0

16. **Contribution to curriculum:** Refer Table 10

17. **Number of faculty with ongoing projects from:**
    - **National funding with name of agencies and grants received:** None
    - **International funding with name of agencies and grants received:** None

18. **Departmental Projects (not individual teacher's) funded by any external agency like DST-FIST, UGC, DBT, ICSSR etc. and total grant received:** Nil

19. **Research center/facility recognized by University:** None

20. **Publications:** Refer Table 11

21. Areas of consultancy and income generated: Nil

22. Faculty as members in National Committees/ International Committees/ Editorial Boards: Refer 3.4.4

23. Student Projects:

a. Percentage of students who have done in-house projects including inter-departmental program: 100%

b. **Percentage of students placed for projects in organization outside the institution i.e. research labs/industry/other agencies:** Nil

c. Interdepartmental projects:
Innovation Project, IP-202, Philosophy and Sanskrit, 2013-2014. It received the Best Display Award.

24. Awards/Recognitions received by

a. **faculty:** Refer 2.4.5

b. students:

- Prof. Ram Deo and Mrs. Swaran Chandra Memorial Prize for All Round Excellence awarded to Mansha Misra,
- Gold Medal for Best NCC Cadet in All India NCC Camp at Kerala awarded to Vironika Sharma.

25. List of eminent academicians and scientists/visitors to the department:

- Dr. Bharat Gupta, Department of English, College of Vocational Studies, DU.
- Dr. Vijay Tankha, St. Stephen's College, DU.
- Dr. Ashutosh Dayal Mathur, Department of Sanskrit, St. Stephen's College, DU
- Mr. Mukund Padmanabhan, Senior Associate Editor, The Hindu, Chennai.
- Ms. Madhu Kishwar, Senior Fellow CSDS, New Delhi and Editor 'Manushi'.
- Dr. Alok Bajpai, Consultant Psychiatrist, Regency Hospital, Kanpur.
- Prof. R.P. Singh, JNU.
- Prof. Harald Kaechele, Leibnitz Centre for Agricultural Landscape Research (ZALF), Institute of Socio-Economics, Muencheberg, Germany.
- Mr. Satinder K. Lambah, Ambassador and President, Federation of Indo-German Societies in India.

- Prof. Jagbir Singh, DCR Chair for Sustainable Development, Haryana.
- Prof. K. S. Rao, Department of Botany, DU.
- Dr. Sunil Nautiyal, Centre for Ecological Economics and Natural Resources, Institute for Social and Economic Change, Bengluru.
- Prof. Mariano Iturbe, Researcher, University of Navarra (Spain) and Lecturee, Pontifical University of the Holy Cross (Rome).
- Prof. Braj M. Sinha, Department of Religious Studies, University of Saskatchewan, Saskatoon, Canada.
- Dr. Rakesh Chandra, University of Lucknow.
- Prof. Salil, IIT Delhi.
- Dr. Paranjoy Guha-Thakurta, Eminent Journalist.
- Prof. K.S Rao, President, IGS Dept. of Civil Engineering, IIT Delhi.
- Mr. Rajeev Saxena, Deputy Director, National Informatics Centre, (NIC) Government of India.
- Prof. Surinder Kumar, Department of Business Economics (UDSC).
- Dr. Vikul Goyal, Senior Management Consultant.
- Dr. Raj Bhardwaj, Retired Professor.

26. Seminars/Conferences/Workshops organized and source of funding:

- **National Seminar**:
  - 'Time, Reality and Experience', 2013 funded by the College.
  - 'Symbol and Symbolized' 2011 funded by the College.
  - 'Ethics of Media Trials'**,** 2010 funded by UGC
- **International Seminar:**
  - 'Greek Philosophy East and West', 2013 funded by Indo Hellenic Friendship League.
  - 'Rural India: A Long-Term Perspective Addressing Climate Change Challenge', 2012 funded by Indo German Society of India.

27. Student Result Analysis: Refer Tables 03 & 04

28. Diversity of students:

Name of the course	% of students from the same state	% of students from other states	% of students from abroad
UG	54%	46%	0%
PG	100%	0%	0%

29. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services, etc.

There is no computed information available with the College. The process has been initiated.

30. Student progression: Refer 5.2.1

31. Details of infrastructural facilities (in reference to your department):

- **Library:**
  - There is a common Llibrary for all students of the College.
  - In the last four years, 240 titles were added to the departmental section of the College Library.
- **Internet facility for staff & students**:
  - Wi-Fi connectivity throughout the College campus.
  - Two computers with internet facility are available in the Department Room for use by teachers and students are encouraged to use computers available in the Computer Labs/ICT Center.
  - **Class rooms with ICT facility**: All such rooms are shared by all students of the College
  - **Laboratories**: NA

32. Number of students receiving financial assistance: Refer Table 12

33. Details on student enrichment programs (special lectures/ workshops/ seminar) with external experts:

Refer 3.1.6 and Point 26 above. Additional information is as follows:

- 'Ethics of Advertising' by Dr. Vikul Goyal, 2010.
- 'Aesthetics and Natya Shastra' by Dr. Bharat Gupta, 2011.
- 'Gita and its Relevance' by Dr. Ashutosh Dayal Mathur, 2012.
- 'Buddhism' by Prof. H. S. Prasad, 2012
- 'Cyber Crime and Safeguards' by Mr. Rajeev Saxena, Deputy Director, National Informatics Centre, (NIC) Government of India, 2013.
- 'Kenoupanishad' by Prof. Kanchana Natrajan, DU, 2013.

<u>Paper Presentations:</u>

- Student Paper Presentations on 'Applied Ethics' and 'Discrimination', 2014.
- Intra-class Group Discussion on 'Is it Ethical to interfere with Nature vis-à-vis Cosmetic Surgery', 2010.
- Intra-class Group Discussion on 'Relevance of Ahimsa according to Buddhism', 2010.

34. Dept. Newsletter/Magazine, if any.

The Department Magazine 'Manthan' is a student endeavour.

35. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Students of the department participate in ISR and Extension Activities through units such as NSS, NCC and several other forums.

36. SWOC analysis of the department and Future plans:

Strengths

The Department of Philosophy has a highly qualified teacher profile. Some faculty members have additional qualifications in Law and Masters in Journalism and Mass Communications. The department carries out ongoing assessment of students through assignments, group presentations and discussions, class tests and quizzes and an active tutorial system that ensures intensive teacher-student interaction to address course related issues. The progress of every batch of students is tracked by analyzing their results and comparing them every year with the performance of students from other colleges with a similar profile as ours. This exercise has helped highlight the academic distinctions of our students.

While our students have excelled in academics, they have been actively involved in extra-curricular activities of the College. Several students have held key positions in the College Union and have figured on the Principal's Honor Roll.

The department over the years has encouraged students to write quality papers and participate in International Conferences. Six students in the past years have participated in such conferences at Bangkok, Prague, Istanbul, Oxford and London. The department provides adequate academic exposure to students through extension lectures and seminars, national and international conferences that have proved to be productive for student learning.

The department blends conventional methods i.e. classroom lectures and the use of blackboard with computer-mediated methods i.e. Power Point Presentations for teaching purposes. Students are taken on educational tours to places like the Lotus Temple, art galleries, museums and monuments to expound on the philosophical principles underlying their histories. The faculty assists its students in taking decisions with regard to further studies and career choices.

Weaknesses:
The department has observed that the syllabus taught should be reviewed and upgraded every three years to make it more contemporary and relevant to meet the emerging challenges of the job market.

Opportunities:
Philosophy is truly interdisciplinary and lies on the cutting edge of subjects, providing an entry into each and every aspect of our personal, professional and public life. It provides opportunities to its students and teachers to explore and enhance career opportunities in diverse fields like Law, Media, MBA and Entrepreneurship.

Challenges:
- Philosophy is not taught in schools and special efforts have to be made in novel ways to attract students to the course. Guidance at the Help Desk has helped good students to study Philosophy at the College level.
- To help students improve language and analytical skills
- Creating an Alumna database is a project which the Department has initiated.

❖❖❖

1. **Name of the Department:** POLITICAL SCIENCE

2. **Year of Establishment:** Department was added as the College evolved from 1924 onwards.

3. **Names of the Programs/Courses offered (UG, PG):**
   UG: B.A.(Hons) Political Science, Discipline and Foundation Course in B.A Program
   PG: M.A Political Science.

4. **Names of the interdisciplinary courses and the departments/units involved:**
   The departments/units involved are:
   - *Credit and Qualifying Language*: Departments of English, Hindi and Sanskrit.
   - *Interdisciplinary Concurrent Courses*: Departments of English, Hindi, History, Mathematics, Philosophy and Sanskrit.
   - *Discipline Centered Courses*: Departments of Economics, English, Hindi, History, Mathematics, Philosophy, Psychology and Sanskrit.
   - *Allied Courses (for erstwhile FYUP):* Departments of Economics, English, Hindi, History, Mathematics, Philosophy, Psychology and Sanskrit.

5. **Annual/Semester/choice base credit system:** Semester System

6. **Participation of the department in the courses offered by other Departments:**
   - *Interdisciplinary Concurrent Course*: Departments of Economics, English, Hindi, History, Mathematics, Music, Political Science, Philosophy, Psychology and Sanskrit.
   - *Discipline Centered Course*: Departments of Economics, English, Hindi, History, Mathematics, Music, Philosophy, Psychology and Sanskrit.
   - *Allied Course (for erstwhile FYUP):* Departments of Economics, English, Hindi, History, Mathematics, Music, MMMC, Philosophy, Psychology and Sanskrit.
   - Two courses of B. Com.(Hons).

7. **Courses in collaboration with other Universities, industries, foreign institutions, etc.** Not permitted as per University Ordinance.

8. **Details of courses/programs discontinued (if any) with reasons:** None

9. **Number of teaching posts:** Refer Table 08

10. **Faculty profile with name, qualification, designation, specialization: R**efer Table 09

11. **List of senior visiting faculty:** None

12. **Percentage of lectures delivered and practical classes handled by temporary faculty:**

Program	Total no. in department		Handled by temp/adhoc staff		Percentage	
	Lect.	Tutes	Lect.	Tutes	Lect.	Tutes
UG						
(July 2014)	173	111	60	27	34.6%	24.3%
(Jan 2015)	170	115	74	29	43.5%	25.2%
PG	NA					

13. **Student –Teacher Ratio:** 1:24

14. **Number of academic support staff (technical) and administrative staff:** None

15. **Qualifications (highest) of teaching faculty (including Temp/Adhoc):**
    - **Ph.D.** 7
    - **M.Phil.** 11
    - **M.A.** -
    - **D.Litt./D.Sc.** -

16. **Number of faculty with ongoing projects from:**
    - **National**: 01. Minor Research Project funded by ICSSR. Grant - Rs.05 lakh.
    - **International funding with name of agencies and grants received:** None

17. **Contribution to curriculum:** Refer Table 10

18. **Departmental Projects (not individual teacher's) funded by any external agency like DST-FIST, UGC, DBT, ICSSR etc. and total grant received:** None

19. **Research center/facility recognized by University:** None

20. Publications: Refer Table 11

21. Areas of consultancy and income generated: Nil

22. Faculty as member in National Committees/ International Committees/ Editorial Boards: Refer 3.4.4

23. Student Projects: None in the current year

24. Awards/Recognitions received by

- **faculty:** Refer 2.4.5
- **students:**
  - Rai Bahadur Raghunath Sahai Memorial Prize for Best Acting Talent awarded to Sulbha Goel, 2011.
  - Sadbhavana Puraskar for the Most Devoted Student of NSS awarded to Gunnpreet Sokhi, 2011.
  - Rai Bahadur Raghunath Sahai Memorial Prize for the Outstanding Student of the College awarded to Nikita Khanna, 2013.

25. List of eminent academicians and scientists/visitors to the department:

- Dr. Siddhartha Mallavarappu, JNU.
- Prof. Sanjay Kumar, CSDS.
- Prof. S. Irfan Habib, NUEPA.
- Prof. Avijit Pathak, JNU.
- Dr. Sarada Balagopalan, CSDS.
- Prof. Binod Khadria, JNU.
- Prof Vibha Chaturvedi, DU.
- Prof. S.K. Saluja, CIE.
- Prof. Nalini Juneja, NUEPA.
- Prof. Tapati Guha Thakurta, CSSS, Kolkata.
- Prof. Ujjwal Singh, DU.
- Prof. Neera Chandhoke (retired.), DU.
- Prof. Haragopal, Tata Institute of Social Sciences, Hyderabad.
- Mr. Sadanand Menon, Art Editor.
- Prof. Nivedita Menon, DU.
- Mr. Harsh Mander, Director, Center for Equity Studies.
- Mr. Praful Bidwai, Journalist and Political Analyst.
- Prof. Rajeev Bhargava, CSDS.
- Prof. Marie McAndrew, University of Montreal.
- Prof. Andrew Humphries, University of Francisco.

- Dr. Bijayalaxmi Nanda, DU.
- Prof. Anup Surendranath, National Law University, Delhi.
- Prof S.D. Muni, JNU.
- Prof. Jagdeep Chhokar, Association of Democratic Reforms.
- Lee-Alison Sibley, Member, American Embassy Community.

26. Seminars/Conferences/Workshops organized:

- **National Seminar:**
  - 'Indian Democracy and Perspectives on Dissent', 2013 funded by UGC.
  - 'Education as a Site of Contestation', 2011.
- **International Seminar:** None

For Seminar/ Conferences and Workshops: Refer 3.1.6. The additional details for 2010-2013 are listed below:

- 'Theories of International Relations' by Dr. Siddhartha Mallavarappu, JNU, 2010.
- 'Empirical Methods in Political Theory' by Prof. Sanjay Kumar, CSDS, 2010.
- 'Indo-US Relations: Setting the Stage for President Obama',by Stephen B. Cohen, 2010.
- 'Conceits of the Copy: Travelling Architectural Replicas in Contemporary and Colonial India' by Prof. Tapati Guha-Thakurta, 2012.
- 'Nuclear Energy: Does India need it?' by Mr. Praful Bidwai, Journalist and Political Analyst, 2013.
- 'Electoral and Political Reforms', by Prof. Jagdeep Chhoker, Association for Democratic Reforms, 2013.

27. Student Result Analysis: Refer Tables 03 & 04

28. Diversity of students:

Name of the course	% of students from the same state	% of students from other states	% of students from abroad
UG	46.4%	50.7%	2.9%
PG	100%	0%	0%

29. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services, etc.

There is no computed information available with the College. The process has been initiated.

30. Student progression: Refer 5.2.1

31. Details of infrastructural facilities (in reference to your department):

- **Library:**
  - There is a common Library for all students of the College.
  - In the last four years, 376 titles were added to the departmental section of the College Library.
- **Internet facility for staff & students**:
  - Wi-Fi connectivity throughout the College campus.
  - Two computers with internet facility are available in the Department Room for use by teachers and students are encouraged to use computers available in the Computer Labs/ ICT Center.
- **Class rooms with ICT facility**: All such rooms of the College are shared by all students.
- **Laboratories**: NA

32. Number of students receiving financial assistance: Refer Table 12

33. Details on student enrichment programs:

- Intra-departmental Student Seminar on 'Civil Society in the Contemporary World', 2014.
- Student Seminar on 'Democracy and Dissent', 2013.
- 'US Presidential Elections: from Primary and to Polling Day' by Ronald Maynard, American Center, 2012.
- 'Participation of Citizens in Democratic Countries' by Diane Hayden, American Center, 2012.
- Panel Discussion on 'Women Rights: Expectation vs Reality', American Center, 2012.
- Seminar on 'Gay Rights as Civil Rights: Perspectives from US and India', American Center, 2010.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Both teachers and students of the Department have participated actively in all college ISR programs such as NSS and Eco-Club activities.

35. SWOC- Analysis of the Department and Future plans:

Strength:

The Department is committed to enabling its students to develop a reflexive relationship with the political environment they inhabit. Through our specialization in fields such as Political Philosophy, Indian Politics and International Relations, we impart skills that initiate students into an informed engagement with politics. This has resulted in an impressive record of our graduates succeeding in fields such as academics, journalism and civil services.

Our success is the result of a consistent effort by the faculty to invest in the learning curve of students in a variety of ways. Classroom instruction is complemented with alternative media and methods, including film and presentations. In addition, we try our best to creatively push the limits of the syllabi by bringing different papers in conversation with each other, not only in the classroom, but also through regular talks that speak to a variety of papers taught in the program. We also encourage our students to read beyond the prescribed material and familiarize them with literature from allied disciplines. To this end, we have taken the initiative to maintain a small library that students can access at the level of the department. As a result, many of our students have demonstrated a keen interest in participating in activities such as paper presentations both in and outside College. Faculty members have mentored such students and helped them develop their ideas and arguments. Furthermore, this mentorship has extended to contexts such as guidance for pursuing higher studies as well. Importantly, the department has demonstrated an enduring commitment to addressing the problems faced by students from less privileged backgrounds. In this regard, Hindi-medium students are paid special attention in tutorial sessions, especially designed for these students, with activities such as translations, co-reading. This extra attention is of great support to the Hindi medium students in building their comfort and developing their interest in the discipline even when there is a general dearth of readings in Hindi.

Outside the department, we have offered a variety of papers that have been received very well across other allied social sciences and professional courses like journalism. This has contributed to our reputation as a department which is committed to encouraging students to develop critical faculties. Indeed, our students have demonstrated such skills in non-academic contexts as well. By meaningfully participating in a range of co-curricular activities, students of our department have shown the way to cross-fertilize insights from different contexts.

Weaknesses:

Along with building on our strengths in the future, our department hopes to address some weaknesses that we find worthy of consideration. Most significantly, we hope to invest more effort into imparting the skill of academic writing. While the existing system of regular written assessment is helpful, we recognize the need to evolve methods of teaching how to critique, develop and present arguments in a sophisticated way. Such a skill would be especially useful for students who come from less privileged backgrounds and therefore frequently do not already have a very good command over language. Addressing the lack of study material for Hindi-medium students is another challenge that demands immediate attention. Furthermore, we hope to find ways of creating more forums for discussion on matters of contemporary relevance. Amid the rush to finish syllabi, we often find that such spaces get shrunk as term progresses. To address this, perhaps we may institutionalize mechanisms of discussion groups within our pedagogy. Finally, finding the resources for pursuing our own research along with keeping up with teaching commitments remains a challenge, one which we must find ways of surmounting in the interest of the long-term intellectual development of the department.

❖❖❖

1. **Name of the Department:** PSYCHOLOGY

2. **Year of Establishment:** Department was added as the College evolved from 1924 onwards.

3. **Names of the Programs/Courses offered (UG, PG):**
   UG: B.A. (Hons) Psychology and Discipline Course in B.A. Program
   PG: M.A. Psychology

4. **Names of the interdisciplinary courses and the departments/units involved:**
   The departments/units involved are:

   - *Credit and Qualifying Language*: Department of English, Hindi and Sanskrit.
   - *Interdisciplinary Concurrent Course*: Department of English, Hindi, History, Mathematics, Political Science, Philosophy and Sanskrit.
   - *Discipline Centered Course*: Department of Economics, English, Hindi, History, Mathematics, Music, Political Science, Philosophy and Sanskrit.
   - *Allied Course (for erstwhile FYUP):* Department of Economics, English, Hindi, History, Mathematics, Political Science, Philosophy and Sanskrit.

5. **Annual/Semester/choice base credit system:** Semester System

6. **Participation of the department in the courses offered by other Departments:**
   - *Discipline Centered Course*: Department of Economics, English, Hindi, History, Mathematics, Music, Political Science, Philosophy and Sanskrit.
   - *Allied Courses (for erstwhile FYUP):* Department of Economics, English, Hindi, History, Mathematics, Music, Political Science, Philosophy and Sanskrit
   - Select courses in BMMMC.

7. **Courses in collaboration with other Universities, industries, foreign institutions, etc.** Not permitted as per University Ordinance.

8. **Details of courses/programs discontinued (if any) with reasons:** B. Tech. (Psychological Sciences) converted to B.A.(Hons) Psychology, due to roll back of FYUP.

9. **Number of teaching posts:** Refer Table 08

10. Faculty profile with name, qualification, designation, specialization: Refer Table 09

11. List of senior visiting faculty: None

12. Percentage of lectures delivered and practical classes handled by temporary faculty:

Program	Total no. in department			Handled by Temp/ Adhoc staff			Percentage		
	Lect.	Labs	Tutes	Lect.	Labs	Tutes	Lect.	Labs	Tutes
UG (July 2014)	83	89	42	21	34	6	25%	38%	14%
UG (January 2015)	82	159	32	29.5	83	13	35.9%	52%	40.6%

13. Student –Teacher Ratio: 1:12

14. Number of academic support staff (technical) and administrative staff:

- **Sanctioned :** Administrative – 02
- **Filled:** 02

15. Qualifications (highest) of teaching faculty (including Temp/Adhoc):

- **Ph.D.** 12
- **M.Phil.** 01
- **M.A.** 4
- **D.Litt./D.Sc.** 0

16. Contribution to curriculum: Refer Table 10

17. Number of faculty with ongoing projects from:

- **National funding with name of agencies and grants received:** None
- **International funding with name of agencies and grants received:** None

18. Departmental Projects (not individual teacher's) funded by any external agency like DST-FIST, UGC, DBT, ICSSR etc. and total grant received: None

19. Research Centre/ facility recognized by University: None

20. Publications: Refer Table 11

21. Areas of consultancy and income generated: Nil

22. Faculty as members in National/International Committees/ Editorial Boards: Refer 3.4.4.

23. Student Projects:

- **Percentage of students who have done in-house projects including interdepartmental/ program:** 25%
- **Percentage of students placed for projects in organizations outside the institution i.e. in research laboratories/ industry/ other agencies:** 5% to 10%
- **Inter-departmental Projects:**
  Innovation Project, IP-101, Psychology and Sanskrit, 2012-2013. It was selected for display at the Innovation Plaza, 'Antardhvani 2014', DU Annual Festival, based on the success and high rating earned for the project.

24. Awards/Recognitions received by

- **Faculty:** Refer 2.4.5
- **Students:**

· Prof. Ram Deo and Mrs. Swarn Chandra Memorial Prize for All Round Excellence awarded to Srishti Malhotra, 2015.
· All India Best NCC Cadet Silver Medal at Republic Day Camp (Finals) awarded to Garima Singh, 2015.
· Vishwanath Bakshi Memorial Prize for the Best Sports Person of the College awarded to Priya Singh, 2015.
· Rajrashmi Yogi Memorial Prize for the Most Spirited and Inspiring Differently-Abled Student of Indraprastha Hostel awarded to Maeina Pant, 2015.
· Golden Key award for academic excellence awarded to Swathi J. Bhat, 2014.
· V. Nataraja Memorial Award and Scholarship for excellence in Carnatic Classical Music awarded to Swathi J. Bhat, 2014.
· First Best Speaker, 'Khula Manch', Gandhi Study Circle, awarded to Kritika Kulhari, 2014.

- Rai Bahadur Raghunath Sahai Memorial Prize for the Best Debater awarded to Annima Bahukhandi, 2013.
- Pankaj Raghuvanshi Memorial Prize for the Best Musical Talent (Classical/Semi-Classical) awarded to Devlina Parichha, 2013.
- Narain Prasad Pankaj Gupta Prize for Best Foreign Student (Non-Indian National) awarded to Tannaz Trina Rahman, 2011, 2012 and to Caully Gianeshwaree, 2013.
- Rai Bahadur Raghunath Sahai Memorial Prize for the Outstanding Student of the College awarded to Khyati Tripathi, 2012.
- Soumya Tara participated in 'Poster Presentation', International Conference on 'Physical Activity and Sports for Global Peace and Development', Shankar Lal Hall, University of Delhi, 2011.

25. List of eminent academicians and scientists/visitors to the department:

- Dr. Sudhir Kakar, Psychoanalyst and Writer
- Prof. Girishwar Misra, ICSSR National Fellow, DU.
- Prof. Aruna Broota, Counseling Psychologist and Retired Professor, DU.
- Dr. Kiran Bedi, Social Activist and Retired IPS Officer.
- Prof. Ashis Nandy, Senior Fellow, CSDS, New Delhi.
- Prof. John Christopher, Health Montana State University, Montana, USA.
- Dr. Jitendra Nagpal, Senior Consultant Psychiatrist, VIMHANS, National Convenor-Child Adolescent Mental Health Section – IAPP.
- Dr. Sanjay Chugh, Senior Consultant Neuro-Psychiatrist.
- Dr. Rajat Mitra, Clinical Psychologist, Director of the Swanchetan Society for Mental Health.
- Prof. N. K. Chadha, DU.
- Prof. Anand Prakash, DU.
- Prof. Honey Oberoi Vahali, Ambedkar University, New Delhi.
- Prof. Kiran Kumar Salagame, University of Mysore.

26. Seminars/Conferences/Workshops organized

National Seminar:

- 'Yoga and Psychology: An integrated Approach', 2013 funded by 'Innovation Projects for Colleges' DU.
- 'Perspectives on Hope, Well Being & Resilience: A Seminar on Positive Psychology', 2013 funded through sponsorships.
- 'Vicissitudes of Violence: An Inter-disciplinary Conference on Conflict and Peace', 2012 funded by Northern Regional Center, ICSSR, National Foundation for Communal Harmony and Sponsors.

27. Student Result Analysis: Refer Tables 03 & 04

28. Diversity of students:

Name of the course	% of students from the same state	% of students from other states	% of students from abroad
UG	61.3%	37.3%	1.33%
PG	91.5%	8.5%	0%

29. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services, etc.

There is no computed information available with the College. The process has been initiated

30. Student progression: Refer 5.2.1

31. Details of infrastructural facilities (in reference to your department):

- **Library:**
  - There is a common Library for all students of the College.
  - In the last four years, 193 titles were added to the departmental section of the College Library.
  - The Departmental Library consists of reference books and text books.
- **Internet facility for staff & students**:
  - Wi-Fi connectivity throughout the College campus.
  - Two computers with internet facility are available in the Department Room for use by teachers and the students are encouraged to use computers available in the Computer Labs/ ICT Center.
  - One of the Laboratories of the department has 09 PCs with internet connectivity.
  - Three Laptops are available for the purposes of Project and other Research Work.
- **Class rooms with ICT facility**: All these rooms are shared by all students of the College.
- **Laboratories**: There are 04 Psychology Labs with a total of 150 Psychological tests and around 103 instruments/ apparatus for experimentation.

32. Number of students receiving financial assistance: Refer Table 12

33. Details on student enrichment programs (special lectures/ workshops/ seminar) with external experts:

Talks/ Lectures/ workshops

2010-2011

- Medical Education Seminar on '*Assessment and Management of Child Behavioural Problems'* by Resource Persons at Chacha Nehru Bal Chikitsalaya.
- Special lecture on '*Communication'* by Mr. Uday Sahay, retired IPS officer serving in Media Organizations.
- Workshop on '*Trauma Counseling'* by experts from VIMHANS.
- Workshop on '*Cognitive Behaviour Therapy'* by Ms. Lovpreen Kaur, Consultant Clinical Psychologist, Max Health Care.
- Lecture on **'***Addiction and Intervention in India'* by Dr. Narender Yadhuvanshi.
- Lecture on *'Crime and Addiction' by* Mr. A.K. Jaiswal
- Lecture on'Pornography and Sex *Addiction' by* Dr. Uday Sinha.
- Lecture on *Addiction to Social Networking' by* Ms. Lovpreen Kaur.

2011-2012

- Workshop on '*Dance and Movement Therapy'* by Ms. Rashi Bijlani, Dance Movement Psychotherapist.
- Workshop on '*Suicide Prevention'* by Ms. Purnima Sahai, Practicing Counseling Psychologist.
- Experiential Workshop on '*Drum and Music Therapy'* organized during a visit to Pune for a student enrichment program by Dr. Bhargavi Davar, Ms. Sadhana Khati, Centre for Advocacy in Mental Health.
- Special Lecture on '*Adolescent Mental Health'* organized during a visit to Chandigarh for a student enrichment program by Dr. Adarsh Kohli, Clinical Psychologist, Postgraduate Institute of Medical Education and Research (PGIMER), Chandigarh.
- Special Lecture on '*Mental Health Issues related with Substance Abuse and Management of Rehabilitation Centers'* organized during a visit to Pune for a student enrichment program by Mr. Sanjay Bhagat, Muktangan Rehabilitation Center, Pune.
- Workshop on Interpersonal Relations and Sexuality tilted '*Our Bodies and Our Relationships'* by Dr. Shalini Anant, Clinical Psychologist, Tata Institute of Social Sciences (TISS).

- Special Lecture on '*Whispers of the Soul: Jungian Perspective on Dream Interpretation'* by Dr. Eric Soreng, Assistant Professor, Department of Psychology, University of Delhi.
- Workshop on '*Play Therapy'* by Ms. Lavina Nanda, Practicing Psychologist.
- Workshop on '*Substance Abuse and Addiction'* by Dr. Namita Kaith, Clinical Psychologist.

2012-2013

- Workshop on '*Mental Health'* organized during an educational tour to Dharmshala Institute of Tibetan Medicine and Astronomy.
- Workshop on 'Indian Moral Sources for an Indian Positive Psychology' by Prof. John Christopher, Professor of Counseling Psychology, Health Montana State University, Montana, USA.
- Workshop on *'Positive Transformation of Emotions: Music, Mental Health & Healing'* by Dr. Suneet Varma, Associate Professor, Department of Psychology, University of Delhi and Ms. Prateeksha Sharma.
- *'A Dialogue with your Body':* A Positive Health Workshop through Movement Awareness by Ms. Tanvi Bajaj, Dance Movement Therapist.
- Workshop on '*Art Based Therapeutic Work'* by Ms. Sonia Puar, Clinical Psychologist and Art-Based Therapist.

2013-2014

- Special Lecture on '*Suicide Prevention'* to mark the World Suicide Prevention Day by Dr. Pulkit Sharma, Practicing Clinical Psychologist.
- Seminar on '*Career Opportunities and Challenges for Aspiring HR Professionals'* by Mr. Trevor Fernandes, Senior HR Professional.
- Workshop on '*Counseling Relationships'* by Ms. Purnima Sahai, Practicing Counseling Psychologist.
- Seminar on '*Real-world Techniques for Higher Emotional Intelligence'* by Mr. Animesh Gupta, Personality Coach and Counselor.
- Lecture '*Understanding Relationships in the e-world'* by Prof. Aruna Broota, Counseling psychologist and Retired Professor, Department of Psychology, University of Delhi.
- Lecture *'Power and Love in Relationships'* by Rashna-Imhasly Gandhy, Transpersonal Psychologist and Jungian Psychoanalyst.
- Lecture *'Secrets of a Successful Relationship'* Dr. Niru Kumar, Medical Practitioner and Trained Counselor.
- Lecture *'Me to We'* by Dr. Kavita Arora, Child and Adolescent Psychiatrist.

- Interactive session on *'Narratives of an Indian Young Woman'* by Dr. Uddipana Goswami.

Other enrichment programs**:**

- The movies 'Sybil' and 'Shutter Island' were screened followed by insightful discussions on psychologically relevant themes and issues portrayed in the movies.
- One-day educational visit to IHBAS, 2011.
- Educational tour to Pune, 2011, for 'Aalochana-Centre for Documentation and Research on Women' and 'Muktangan – Drug De-addiction Centre'. The highlight of the trip was 'Drum Therapy Workshop' by Dr. Bhargavi who initiated students into the use of creative arts for therapeutic purposes.
- Educational tour to Chandigarh-Kasauli, 2011: A dance therapy workshop was organized at Chandigarh by resource persons from Osho Ashram. The following day, an interactive session was organized with Dr. Adarsh Kohli, Clinical Psychologist from PGIMER, Chandigarh on the issues related to Adolescents' Mental Health.
- Educational tour to McLeod Ganj-Dharamshala, 2012: The group attended a workshop on 'Mental Health' at Institute of Tibetan Medicine and Astronomy. This was followed by a guided tour to Norbulinka Institute of Tibetan Culture to acquaint students with various forms of Tibetan art and culture like Thangka Painting, Sculpting, and Wood Carving etc.
- To observe World Suicide Prevention Day, 2013, Creative Writing and Poster Making Competitions were organized. Poster making competition on the theme 'Celebrating life' and a creative writing competition on the topic 'Silver lining' was held.
- Research Colloquium, 2014: Students presented their research papers on the theme 'Exploring the spectrum of relationships'.
- PsyCon, 2014: PsyCon, was held for the first time during 'Manovriti', the departmental festival, the department festival. It saw teams of students representing various schools of thought in psychology and analyzing case studies by bringing out relevant themes from a given school of thought.
- A Movie Week, April 2014, was hosted during which several movies such as 'Basketball Diaries', 'The Clockwork Orange' were screened over a week. Each screening was followed by a discussion moderated by a faculty member, on pertinent psychological themes depicted in the movie.
- Creative Writing and Poster Making Competition, 2014: Students participated in a creative writing and poster-making competitions based on the themes 'Perfect Imperfections' and 'Tears Hidden behind Smiles'.

- Research Colloquium and Interactive Session with Distinguished Alumnae, 2014.
- Movie Screening of 'Beautiful Mind' followed by a discussion moderated by a faculty member, 2014.

34. Dept. Newsletter/Magazine, if any:

The Annual Departmental Student Magazine – *'Udaan'*, launched in the year 2008-09, is released every year to encourage and recognize literary, creative expression amongst its students. The magazine contains a collection of articles, poems, personal experiences, short stories, interesting facts and other such information shared by the student community. As part of its green initiative, the department now releases an electronic version of *Udaan.*

35. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Students of the department participate in ISR and Extension Activities through units such as NSS, NCC and several other forums.

36. SWOC¨ Analysis of the Department and Future plans:

Strength:

The Department of Psychology prides itself as one of the first women's college to introduce undergraduate course in Psychology (Hons) in the year 1960. The department has four laboratories cum lecture theatres equipped with the state of the art facilities. Two of our laboratories are air-conditioned and all of them are ICT enabled. The department has twenty three computers for the use of students and faculty.

In addition to an in-house library, the department has an extensive collection of latest psychological tests which are used for both teaching and research purposes. The department boasts of an archival section that houses several old equipment that trace the history of the development of the discipline of Psychology.

The teaching-learning environment in our department focuses on ICT enabled learning and pedagogic innovations such as movie/documentary screening, case studies, role plays etc. An attempt is made to bridge the gap between classroom learning and real-life applications through field visits and experiential learning workshops.

The department encourages student engagement in independent research initiatives. Our students also volunteer for internships and community service programs. We organize regular student enrichment programs such as

conferences, seminars, workshops, special lectures etc. with eminent resource persons and subject matter experts. The Department provides a platform for scholarly research activities in the form of research paper presentations, research colloquiums, and academic meets. We promote creative expression in students, which is evident from the Annual Departmental Magazine, *Udaan*.

The teachers are actively involved in curriculum development at the University level. The faculty specializes in teaching and research in diverse areas of Psychology. Our faculty prides itself with on-field experience adding to quality of teaching. The department undertakes peer-group learning initiatives, by organizing workshops and training sessions for the faculty. The expertise of various teachers is being harnessed to its potential through a rich environment of academic exchange. For continued up-gradation of skills, the teachers regularly engage in Faculty Development Programs conducted within and outside the University.

Most students from the department of Psychology pursue higher education and research. Many students have gone on to become excellent professionals, making invaluable contributions in fields like Mental Health, Social work, Law, Research, Management and many others.

Weakness

The curriculum structure and time constraints of the semester mode in which the University operates does not allow for the implementation of more innovative and diverse pedagogical possibilities. The department also needs to highlight its research initiatives to further inspire and motivate the academic community at large.

Opportunities

Being a discipline that deals with human behavior, there is a huge opportunity in imparting life-skills training to young adults thereby empowering them to meet the challenges in everyday life. There is an immense potential in creating greater opportunities for student interactions with professionals, practitioners and experts to promote field/industry interface and harness possibilities for greater employability. Opportunity lies in undertaking structured collaborative work with NGOs for various community outreach programs. Organization of national conferences and seminars to provide exposure to contemporary research activities in varied fields of Psychology is one of the continued efforts of the department. There is opportunity for academic growth in promoting interdisciplinary research through interdepartmental research

projects. Opportunities lie in harnessing the legacy, positive energy, and concerns shared by the retired faculty to further the progression of the department.

Challenges

The department faces a challenge in terms of space constraints particularly for activity-based projects, interviews etc. Challenge lies in motivating the students to engage in out-reach activities in the light of the pressing demands of the semester system. Another challenge faced is the limited availability of resource material for the differently abled and Hindi speaking students studying Psychology.

Future Plans

Our future plans include identifying sources of funding for projects such as the development of Indian norms for specific Psychological tests. Proposals are being formulated for the introduction of self- financed certificate courses such as personality development, stress management etc. The department is working towards bringing out a journal to provide students a platform for showcasing their research initiatives. The department proposes the formation of advocacy groups on various issues like mental health awareness, mental retardation, learning disability, etc. The department is also exploring the possibility of undertaking structured collaborative work with NGOs for various community outreach programs, internships, and research projects. Departmental level guidance committee and peer support groups will be created to cater to diverse student needs and to promote student engagement in a diverse range of activities.

❖❖❖

1. **Name of the Department:** SANSKRIT

2. **Year of Establishment:** Department was added as the College evolved from 1924 onwards.

3. **Names of the Programs/Courses offered:**
   - **UG:** B.A. (Hons) Sanskrit and Discipline Course in BA Program
   - **PG:** M.A. Sanskrit.

4. **Names of the interdisciplinary courses and the departments/units involved:**
   The departments/units involved are:
   - *Credit and Qualifying Language*: Department of English and Hindi.
   - *Interdisciplinary Concurrent Course*: Department of English, Hindi, History, Mathematics, Political Science, Philosophy and Sanskrit.
   - *Discipline Centered Courses*: Department of English, Hindi, History, Mathematics, Political Science, Philosophy, Psychology and Sanskrit.
   - *Allied Courses (for erstwhile FYUP):* Department of English, Hindi, History, Mathematics, Political Science, Philosophy, Psychology and Sanskrit.

5. **Annual/Semester/choice base credit system:** Semester System

6. **Participation of the department in the courses offered by other Departments:**
   - *Credit and Qualifying Language*: To all other departments except MMMC and Computer Science.
   - *Interdisciplinary Concurrent Course*: Department of English, Economics, Hindi, History, Mathematics, Music, Political Science, Philosophy, Psychology.
   - *Discipline Centered Courses*: Department of Economics, English, Hindi, History, Mathematics, Music, Political Science, Philosophy and Psychology.
   - *Allied Course (for erstwhile FYUP):* Department of Economics, Hindi, History, Mathematics, Music, Political Science, Philosophy and Psychology.
   - *Foundation Course: Sem I & II of all Hons. Courses:* (under FYUP) in 2013-2014.

7. **Courses in collaboration with other Universities, industries, foreign institutions, etc.** Not permitted as per University Ordinance.

8. **Details of courses/programs discontinued (if any) with reasons:** None

9. **Number of teaching posts:** Refer Table 08

10. **Faculty profile with name, qualification, designation, specialization:** Refer Table 09

11. **List of senior visiting faculty:** None

12. **Percentage of lectures delivered and practical classes handled by temporary faculty:** Semester: January - May 2015

Program	Total no. in department		Handled by temp/adhoc staff		Percentage	
	Lect.	Tutes	Lect.	Tutes	Lect.	Tutes
UG	57	28	24	10.5	42.1%	37.5%
PG	--	4	--	1.5	--	37.5%

13. **Student –Teacher Ratio:** 1:14

14. **Number of academic support staff (technical) and administrative staff:**
    - **Sanctioned:** None
    - **Filled:** None

15. **Qualifications (highest) of teaching faculty (including Temp/ Adhoc) :**
    - **Ph.D.** 3
    - **M.Phil.** 1
    - **M.A.** 1
    - **D.Litt./D.Sc.** 0

16. **Number of faculty with on-going projects from:**
    - **National funding with name of agencies and grants received:** None
    - **International funding with name of agencies and grants received:** None

17. **Contribution to curriculum:** Refer Table 10

18. **Departmental Projects (not individual teacher's) funded by any external agency like DST-FIST, UGC, DBT, ICSSR etc. and total grant received:** None

19. Research centre/facility recognized by University: None

20. Publications: Refer Table 11

21. Areas of consultancy and income generated: Nil

22. Faculty as members in National/ International Committees/ Editorial Boards: Refer 3.4.4

23. Student Projects:

- **Percentage of students who have done in-house projects including inter-departmental programme**
  100% Students did interdisciplinary projects as part of curriculum in Foundation Course - Sanskrit (FYUP).
- **Percentage of students placed for projects in organization outside the institution i.e. research labs/industry/other agencies:** Nil
- **Interdepartmental projects:**
  - Innovation Project, IP-101, Sanskrit and Psychology, 2012-2013. It was selected for display at the Innovation Plaza, 'Antardhvani, 2014', DU Annual Festival, based on the success and high rating earned for the project.
  - Innovation Project, IP-202, Sanskrit and Philosophy, 2013-2014. It received the Best Display Award at 'Antardhvani, 2015', DU Annual Festival.

24. Awards/Recognitions received by

- **Faculty:** Refer 2.4.5
- **Students:** None

25. List of eminent academicians and scientists/visitors to the department:

- Prof. Rasik Bihari Joshi, DU.
- Prof. Satyavrat Shastri, DU.
- Prof. B. M. Chaturvedi, DU.
- Prof. Dayanand Bhargava, DU.
- Prof. S. S. Rana, DU.
- Prof. Vacaspati Upadhyaya, DU.
- Prof. Usha Choudhari, DU.
- Prof. M.M. Agrawal, DU.
- Dr. Ramakant Shukla, Padmashri Awardee.
- Prof. T.S. Rukmani, Chair in Hindu Studies, Department of Religion, Faculty of Arts and Science, Concordia University.

- Prof. Girishwar Misra, Department of Psychology, DU.
- Prof. Mithilesh Chaturvedi, DU.
- Prof. Bharat Gupt, DU.
- Prof. Subhash Vidyalankar, Gurukal Kangari Vishvavidyalaya.
- Prof. Ram Nath Jha, JNU.
- Prof. Bhartendu Pandey, DU.
- Dr. Harsh Kumar, St. Stephen's College, DU.
- Dr. Jaipal Vidyalankar, Hans Raj College, DU.
- Dr. Ashutosh Dayal Mathur, St. Stephen's College, DU.
- Dr. Shanno Devi, Vivekananda College, DU.
- Dr. Patanjali Bhatia, P.G.D.A.V. College, DU.
- Dr. Vedavati Vaidik, Aurobindo College, DU.
- Dr. Ashutosh Angiras, Sanatan Dharma College, Ambala.

26. Seminars/Conferences/Workshops organized and source of funding:

National Seminar:

- 'Yoga and Psychology: An Integrated Approach', 2013 funded by 'Innovation Projects for Colleges' DU.
- 'Vedādhyayana ki Prakriyā: Bahustariya Arthavattā ke Paripreksya Mein', 2010 funded by the College.

The details For Seminars/ Conferences/ Workshops 204-2015: Refer 3.1.6. The details of for 2010-2014 are given below:

- Shantaben Nancybhai Popat Bhai Memorial Seminar, 2010 funded by Dr. Yagyaseni Sahai Popat.
- Dr. Ramnath Jha addressed the students on a variety of topics:
  - 'Yoga Philosophy and its basic tenets'.
  - 'Epistemology in Yoga Philosophy'.
  - 'Metaphysics in Yoga Philosophy'.
  - 'Significance of Yoga in Mental and Physical Health'.
  - 'Relevance of Yoga Glossary for Interdisciplinary Research'.
  - 'Inter-disciplinary Nature and Application of Yoga Philosophy'.
  - 'Introduction to Vedanta and Modern Sciences'.
  - 'Concept of Consciousness in Vedic Systems of Indian Philosophy'.
  - 'Nature of Consciousness in Vedanta'.
  - 'Consciousness: Exploring Parallels between Vedanta and Modern Sciences'.

27. Student Result Analysis: Refer Table 03 & 04

28. Diversity of students:

Name of the course	% of students from the same state	% of students from other states	% of students from abroad
UG	94.6%	5.4%	0%
PG	100%	0%	0%

29. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense Services, etc.

There is no computed information available with the College. The process has been initiated.

30. Student progression: refer 5.2.1

31. Details of infrastructural facilities (in reference to your department):

- **Library:**
  - There is a common Library for all students of the College.
  - In the last four years, 200 titles were added to the departmental section of the College Library.
  - The departmental library is a collection of select research materials and text books.
- **Internet facility for staff & students**:
  - Wi-Fi connectivity throughout the College campus.
  - Two computers with internet facility are available in the Department Room for use by the teachers and students are encouraged to use computers available in the Computer Labs/ ICT Center.
- **Class rooms with ICT facility**: All rooms of the College are shared by all students.
- **Laboratories**: NA
- **Infrastructure developed through Innovation Project**
  - HP Desktop Computer 2170
  - Printer (HP 1020 Plus)
  - UPS (APC 700 VA)
  - Scanner (HP Scanjet G 4010)
  - Digital Handy Scanner (Digitek)-02
  - HOD External 1 TB- 07
  - Samsung Galaxy Tab 2 (P 5100-10.1)- 02
  - Canon Xerox Small MF 3010-01

- Sony Voice Recorder 4 GB
- Portoronics Innovative Digital Portable
- Steel Almirah Size 78x36x19 (Model No.S/AL/02) with Locker
- Super Library Cabinet Size78x36x19 (Model No.S/LIB/GDC)
- UPS Stand (3 Part)
- Color Printer (HP 1025)

32. Number of students receiving financial assistance: Refer Table 12

33. Details on student enrichment program:

- Lecture on the occasion of Sanskrit Day Celebration and Annual Function for enhancement of students' knowledge regarding importance, use and benefits of Sanskrit Language.
- Student Paper Presentations.
- The Department organizes Sanskrit Speech, Recitation, Vedamantroccāraṇa, Praśnamañca, Akṣaraśloka and Drama Competitions at Intra–college/ Inter-college level.
- The department organizes Shantaben Nancybhai Popat Bhai Memorial Seminar every alternate year.

34. Dept. Newsletter/Magazine, if any: None

35. Participation in Institutional Social Responsibility (ISR) and Extension activities:

Students of the department participate in ISR and Extension Activities through units such as NSS, NCC and several other forums.

36. SWOC- Analysis of the Department and Future plans:

Strengths:

- The strength of the department is its qualified, experienced and committed faculty members.
- The Department teaches value added courses.
- Departmental book-bank and Library stacked with excellent collection of Sanskrit literature.
- Giving training to students to speak fluently and write efficiently.
- Interaction with other college students through Inter-college competitions.
- Good student-teacher relationship.

Weaknesses:

- Students seeking admission to the College are ill-informed about the immense potential underlying the study of Sanskrit literature.

- Intake of students with low percentages is an obvious consequence.

Opportunities:

- Job opportunities in Central and State Government organisations.
- Teaching and Research in Universities, Colleges and Schools.
- Students can avail job opportunities (Teaching and Research) in foreign universities in the departments of Indology, Linguistics, Philosophy, Culture, Religion and Media & Journalism
- Students can pursue careers as Journalists, Editors, and Broadcast Executives either as first or alternative career options.

Challenges:

- To motivate students from socially disadvantaged sections for prioritising their academic concerns.

Future Plan:

- Plan to organise National/ International seminars/ conferences/ workshops once in every academic year.
- To translate some of the books of ancient science and philosophy from Sanskrit to Hindi and English, Transliteration of Sanskrit Texts through different projects.
- To enrich young minds with the knowledge of classical literature in Sanskrit.

❖❖❖

1. **Name of the Course: Environmental Studies**, introduced in 2014.
   The course 'Environmental Studies' at the undergraduate level is a compulsory qualifying course for all first year students of all departments of the College.

2. **Number of teaching posts:** Refer Table 08

3. **Percentage of lectures delivered and practical classes handled by temporary faculty:** 100%

4. **Qualifications (highest) of teaching faculty:**
   Ph.D. 02

5. **Publications:** Refer Table 11

6. **Details of Student enrichment programs with external experts:**
   - Screening of Documentary 'HOME' in October 2014, provided a vivid insight of Earth's evolution and the contemporary environmental issues across the world. The documentary highlighted the anthropogenic misuse and overuse of natural resources, habitat loss, threats to biodiversity, impacts of climate change and environmental pollution. The documentary aimed to ignite the minds of young students towards destruction of our planet, our HOME.

   - Talk on 'Human Environments: Past and Present' by Prof. Mahesh Rangarajan, Director, Nehru Memorial Museum & Library in August, 2014. The talk offered an introduction to environmental history of India and the world and highlighted the organic connection our forefathers had with nature and natural resources. The Talk concluded with an interactive session.

   - Field visit to Yamuna Biodiversity Park:
     Students of Environmental Studies were taken to the Yamuna Biodiversity Park (YBP), a joint project of the Delhi Development Authority and the University of Delhi, as part of their curriculum requirement. After a brief introduction to Delhi's urban ecosystem, students were exposed to a demonstration of a working aquatic ecosystem. They witnessed the interaction of plants, animals and the abiotic components of the environment in the YBP open air laboratory which was an immensely valuable learning experience. A documentary on the success of YBP and a similar project in Delhi (Aravalli Biodiversity Park) in protecting Delhi's urban ecosystem was also shown to the students at the YBP. Students presented a field report on their visit to showcase their learning in the field.

7. SWOC- Analysis and Future Plans:

Strengths:
The Course facilitates interaction with all other departments of the College. The curriculum includes features of national importance and the same have been adopted by the College for practical application.

Weaknesses:
The Course is limited to one semester and has now been categorized as a Qualifying Course. As a result there is no direct induction to the Course.

Opportunities:
The Course can engage the entire college in projects & activities for optimizing environmental consciousness and documenting existing green activities leading to a Green College!

Challenges:
Interdisciplinary and trans-departmental courses, projects and activities come with their own inherent challenges that need to be overcome.

Future Plans:
A course based newsletter is being conceived to disseminate environmental awareness among the students. A student-community engagement program has been conceived with respect to communities staying around the College and/or adjacent to River Yamuna and the Delhi Ridge (the two lifelines of Delhi).

❖❖❖

Name of the Course: Family and Child Welfare (FCW) and Family and Child Development (FCD)

The students of B.A. Program opt for FCW as a Discipline Course and FCD as an Application Course. As part of their curriculum, the students have to do a few Projects. The details related to these are as follows:

- The students of Semester IV of B.A. Program opting for undertake the study of underprivileged sections of Working Women as a mandatory project. On an average 25 students are engaged in the project. Since each student pursues individual cases, rich data is collected annually The students also hold discussions with these women on female foeticide, reproductive health and hygiene, cleanliness, stress management etc. to make them aware of their rights and privileges and contribute to their upliftment and empowerment. The students also visit Organizations, working in the field of women and child development in order to understand the functioning of these Organizations and the tasks undertaken. The Organizations usually visited by the students include: Bal Sahyog, Prayas, Maternal and Child Health Centre (MCH), Kilkari Home, Palna, SOS village, Anganwadi etc.

- Students of Semester VI opting for FCW intern in a child care setting for a duration of one month in various pre-schools like Usha Ganguli Shishu Vihar (DU), Euro Kids, Shemrock, Mother's Pride etc. The students apply the theoretical methods of child care into practical child care services. An important aspect of their internship comprises: learning to design and develop audio-visual aids for children in all domains of development vis-à-vis physical-motor, cognitive, language, emotional and creative development. With a focus on play based approach to teaching, students learn to develop elaborate teaching-learning material in the form of educational aids like flash cards, flannel graph, puzzles and mazes, models, charts, puppets etc. Workshops are also organized to impart skills to students for making effective teaching-learning material. Such training facilitates learning and skill development and are particularly helpful if the students opt for teaching as a career.

  The students who choose FCD as application course do a project related to different stages of human development, namely, infancy, childhood (early and middle), adolescence and adulthood (early, middle and late). For this, they intern with NGOs, working in the fields related to development and empowerment of women, children, people with disability and elderly. Depending on the interests of the target beneficiaries and the organization, the students are engaged in a variety of activities like teaching children, theater, dance and other activities to enhance life skills. Some students also

visit the slums to impart non-formal teaching to children and/or women. Few students were also engaged in a project to create the Child Care Centre in the College.

Applying the theoretical concepts to practical training, the students are sensitized to issues of community development and to understand their role as an individual and as members of the society.

❖❖❖

Table 1: Programs offered by the College

S. No.	Program Level		Name of the Program/ Course	Duration	Entry Qualification	Medium of Instruction	Sanctioned/approved Student Strength	No. of students admitted
1	Under Graduate	B.A. (Hons)	Economics	03 years	10+2	English/Hindi	52	61
			English	03 years	10+2	English	52	88
			Hindi	03 years	10+2	Hindi	52	57
			History	03 years	10+2	English/Hindi	52	54
			Multimedia & Mass Communication	03 years	10+2	English	52	96
			Music	03 years	10+2	English/Hindi	52	4
			Philosophy	03 years	10+2	English/Hindi	52	50
			Political Science	03 years	10+2	English/Hindi	114	138
			Psychology	03 years	10+2	English	52	75
			Sanskrit	03 years	10+2	Hindi/Sanskrit	52	37
		B.Sc. (Hons)	Computer Science	03 years	10+2	English	52	50
			Mathematics	03 years	10+2	English	52	57
			B.Com.(Hons)	03 years	10+2	English	114	147
			B.A. Program	03 years	10+2	English/Hindi	228	220
2	Post Graduate	M.A.	English	02 years	UG	English	24	24
			Hindi	02 years	UG	Hindi	24	20
			History	02 years	UG	English/Hindi	24	16
			Philosophy	02 years	UG	English	24	11
			Political Science	02 years	UG	English/Hindi	24	16
			Psychology	02 years	UG	English	24	47
			Sanskrit	02 years	UG	English/Hindi/Sanskrit	24	03
		M.Sc.	Mathematics	02 years	UG	English	24	21
			Operational Research	02 years	UG	English	24	04

Table 02: Minimum and Maximum Percentage of Marks for Admission at Entry Level

		IP College		DR College		Hans Raj College		Hindu College		Shri Ram College	
Course	**Cat.**	**Max%**	**Min%**	**Max%**	**Min%**	**Max%**	**Min%**	**Max%**	**Min%**	**Max%**	**Min%**
B Com (H)	SC	86	76	84	84	93	93-91	92.75	93-91	93.25-96.5	94.5-92.5
	ST	76	66	84	80.75	88.75	85-83	88.75	85-83	89-90.75	85
	OBC	94.5	89.5	92	92	97.75-95.25	96.5-94.5	97.25-94.75	96.5-94.5	95.5-97.25	96.25-95
	PwD	90	66	84	81	94.75	96-25-88.5	94.75	96.25-88.5	93-95	88.25
	GEN	96	96	95	95	99.75-97.25	98.75-96.75	99.5-97	99.5-97	97.5-99.25	99-97.25
		IP College		**DR College**		**Hans Raj College**		**Hindu College**		**Miranda House**	
Course	**Cat.**	**Max%**	**Min%**	**Max%**	**Min%**	**Max%**	**Min%**	**Max%**	**Min%**	**Max%**	**Min%**
BA (H) Economics	SC	94.25	72	91	86	95-25-94.25	92-91	93	93	92.5-93.25	89-89.75
	ST	90	69	90	81	94.75-93.75	90-89	92	91.25	92.5-93.25	88-88.75
	OBC	95.5	91	93	91.25	95.5-94.5	95-94	99-95	99-95	95-95.75	92-92.75
	PwD	95.5	60	90	75	95.75-94.75	96-92	96	91.5	91	91
	GEN	97	96	97	95.75	98-97	97.25-96.5	99-97.5	98.25-96.75	97-97.75	96-96.75
BA (H) English	SC	85	84.5	91	88	94.5-92.5	91-88	92	92	93-93.5	89.75-90.75
	ST	85	85	91	85	94.5-92.5	91-87	93	93	93-93.5	92.25-92.75

	OBC	90	84.5	95-89	91.5-87.5	96-94	93-71.5	97-95	94.5-92.25	94-95	93.25-94.25
	PwD	85	68	91	82	97-95	94-91	93	93	93-93.5	79
	GEN	94-92	94-92	97-91	95.75-91.75	97-96	96-94.75	98.5-97	97-95.5	96.5-97	95-95.5
BA (H) Hindi	SC	82	65	82	73	89-84	84-79	82	80	80-85	75-79
	ST	82	43	82	70	89-84	84-79	82	78	80-85	71-74
	OBC	82	64	83	71	89-84	84-79	85-83	84-82	81-86	74-79
	PwD	84	79	82	76	89-84	84-79	83	83	80-85	80-85
	GEN	85	78.5	87	78.5	90-85	85.5-81	90-85	90-85	84-88	80-84
BA (H) History	SC	88	77	88	82	90-88	89-87	93	93	87	86.25
	ST	88	85.5	88	85.5	90-88	90-88	93	93	89	89
	OBC	90	81.78	90-88	86-84	92-90	92-90	97-93	94-91	88-92	88-92
	PwD	90	78	86	80	90-88	90-88	92	88	90	84
	GEN	94-92	90.5-88	92-90	91.5-89.5	96-94	95.25-93.25	98-95	98-95	95-97	94.25-96.25
BA (H) Philosophy	SC	85	58	83	77			91.5	87	86	82
	ST	85	74	83	77			91.5	87	86	85.5
	OBC	89	72	88	77			92.5-96.5	91.5-87.5	89	85
	PwD	85	55	83	77			91.5	87	89	84
	GEN	90	84.5	88	86			93.5-97.5	96.75-92.75	93	91
BA (H)	SC	94	70	88	86			92	92	92	90

Political Science	ST	94	80	88	85.5			92	92	92	92
	OBC	95	81.5	88	86			94-96.5	96.25-93.75	93	92.5
	PwD	92	62	88	80			90	90	92	88
	GEN	97	92	92	90.5			96-98.5	96-98.5	97	97
BA (H) Sanskrit	SC			52	50	70-65	64-59	63	60	65	58
	ST	58	35	52	50	70-65	64-59	63	57	65	57
	OBC	58	40.5	53	48	73-68	67-62	62-74	68-56	68	59
	PwD	58	44	52	50	70-65	64-59	63	60	65	58
	GEN	60	46	55	53	75-70	71-66	65-77	65-67	70	62
B.Sc. (H) Mathematics	SC	88	80	91	86	94	88	93	93	93	87
	ST	88	60	88	81	94	85	90	87	90	82
	OBC	94	91.75	95	92	96	95	96	95	95	93
	PwD	95	62	91	81	94	88	91	91	93.25	83
	GEN	96	93.5	96	94	96.75	95-75	96.5-97.0	96.5-97	96.25	95.25
BA Program	SC	90-85	72-67	84	74	92-89	88-86	92	89	85-87	81-85
	ST	90-85	65-60	84	70	93-90	88-86	93	89	85-87	87-85
	OBC	94-89	69-64	84	80	95-91	92-84	94-93	94-93	80-90	89-85
	PwD	90-85	65-60	84	75	95-90	93-85	93	86	89-91	76
	GEN	95-90	89.75-84.75	88	85	96.25-92	94-85	96-95	96-95	94-96	90-93

Course	Cat.	IP College		Acharya Narendra Dev College		Keshav Mahavidyalaya		Hans Raj College	
B.Sc. (H) Computer Science	SC	90	78.5-73.5	88-93	87-82	87-90	83-87	96-95	94.66-93.66
	ST	90	68-63	75-80	70-75	85-87	60-65	95-94	92.33-91.33
	OBC	94	90-85	91-96	88-93	94-96	88-92	98-97	96.66-95.66
	PwD	94	67	80-85	75-80	90-92	60-65	95-94	93-92
	GEN	95	99-94	95-100	93-98	96-98	94-98	99.33-98.33	98-97
BMMMC	SC	95	72						
	ST	95	70.5						
	OBC	95	77						
	PwD	95	90						
	GEN	97	93						

Course	Cat.	IPC		DRC		KNC		LSR	
BA (H) Psychology	SC	93	81	93	85	90-93	85-88	92.75	91.75
	ST	93	79	93	87	90-93	85-88	93.75	93.25
	OBC	95	81	91	86	90-93	85-88	93.5	93.25
	PwD	95	65	93	85	85-88	80-83	92.5	90.25
	GEN	98	95	96	94.5	96-98	96-98	97.25	97.25

Table 03: Comparative Result Analysis (within college)

B. Com. (Hons.)																							
	2010-2011						2011-2012						2012-2013						2013-2014					
Part	**Appeared**	**I Div**	**II Div**	**III Div**	**ER**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**ER**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**ER**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**ER**	**Pass**
		Percentage						Percentage						Percentage						Percentage				
Part III	61	62.3	31.1	0.0	6.6	93.4	79	70.9	12.7	11.4	3.8	94.9	90	72.2	16.7	8.9	2.2	97.8	101	91.0	3.0	0.0	7.0	93.1
Part II	82	65.8	18.3	13.4	0.0	100.0	96	57.3	22.9	12.5	1.0	99.0	101	76.2	1.0	0.0	20.8	98.0	100	63.0	8.0	0.0	27.0	98.0
Part I	102	61.8	15.7	16.7	1.9	98.1	118	51.7	0.8	11.0	36.4	63.6	98	35.7	0.0	3.1	55.1	93.9	117	83.8	14.5	1.7	0.0	100.0
B.A. (Hons.) Economics																								
Part III	22	72.7	18.2	9.1	0.0	100.0	55	65.5	27.3	3.6	0.0	96.4	42	78.6	16.7	2.4	2.4	97.6	51	90.2	0.0	0.0	7.8	90.2
Part II	56	82.2	12.5	3.6	0.0	98.3	45	75.6	13.3	2.2	2.2	93.3	51	80.4	0.0	0.0	15.7	96.1	38	68.4	0.0	0.0	18.4	86.8
Part I	47	53.2	25.5	10.6	6.4	91.5	61	70.5	1.6	0.0	13.1	85.2	50	60.0	4.0	0.0	22.0	86.0	131	82.5	14.5	1.5	0.0	98.5
B.A. (Hons.) English																								
Part III	35	2.9	45.7	42.9	2.9	91.4	30	13.3	30.0	36.7	6.7	80.0	37	18.9	54.1	13.5	2.7	86.5	43	34.9	48.8	0.0	16.3	83.7
Part II	33	12.1	42.4	36.4	0.0	90.9	41	24.4	41.5	19.5	2.4	87.8	44	31.8	50.0	0.0	13.6	95.5	51	54.9	23.5	0.0	19.6	98.0
Part I	42	11.9	47.6	31.0	2.4	92.9	51	23.5	47.1	3.9	15.7	90.2	51	23.5	43.1	2.0	27.5	96.1	95	76.8	20.0	3.2	0.0	100.0
B.A. (Hons.) Hindi																								

Part III	27	33.3	48.1	18.5	0.0	100.0	36	2.8	44.4	30.6	22.2	77.8	52	40.4	48.1	5.8	7.7	92.3	49	75.5	10.2	0.0	12.2	85.7
Part II	34	2.9	38.2	50.0	8.8	100.0	52	65.4	32.7	0.0	0.0	98.1	48	54.2	10.4	0.0	35.4	100.0	49	65.3	10.2	0.0	20.4	95.9
Part I	55	14.5	32.7	30.9	12.7	90.9	53	49.1	32.1	1.9	11.3	94.3	34	55.9	20.6	0.0	20.6	97.1	92	71.7	21.7	3.3	0.0	96.7
B.A. (Hons.) History																								
	2010-2011						**2011-2012**						**2012-2013**						**2013-2014**					
	Appeared	**I Div**	**II Div**	**III Div**	**ER**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**ER**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**ER**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**ER**	**Pass**
		Percentage						Percentage						Percentage						Percentage				
Part III	21	4.8	57.1	23.8	9.5	85.7	29	6.9	44.8	27.7	6.9	88.5	32	37.5	43.7	9.3	6.3	90.6	26	50.0	30.7	0.0	19.2	80.8
Part II	31	12.9	41.9	38.7	3.2	96.8	34	17.6	50.0	17.6	5.9	91.2	26	26.9	38.4	0.0	30.8	96.2	34	64.7	23.5	0.0	11.8	100.0
Part I	32	0.0	43.7	34.3	18.7	96.9	33	32.3	32.3	0.0	21.2	87.9	33	30.3	30.3	0.0	27.3	87.9	50	82.0	16.0	8.0	0.0	96.0
B.A. (Hons.) Philosophy																								
Part III	30	20.0	50.0	30.0	0.0	100.0	30	33.3	30.0	26.7	3.3	90.0	40	25.0	40.0	27.5	7.5	92.5	32	56.3	21.9	0.0	21.9	100.0
Part II	31	32.3	25.8	38.7	0.0	96.8	50	30.0	16.0	6.0	18.0	70.0	32	40.6	46.9	0.0	12.5	100.0	65	53.8	15.4	1.5	26.2	96.9
Part I	49	14.3	22.4	24.5	24.5	85.7	50	28.0	10.0	4.0	26.0	68.0	68	44.1	14.7	0.0	32.4	100.0	48	54.2	39.6	2.1	0.0	95.8
B.A. (Hons.) Political Science																								
Part III	64	4.7	64.1	26.6	1.6	100.0	94	9.6	62.8	17.0	2.1	89.4	85	17.0	67.0	14.0	1.2	99.0	89	57.3	30.3	1.1	11.2	88.8
Part II	98	13.3	46.9	36.7	0.0	96.9	85	24.7	56.5	18.8	0.0	100.0	90	52.2	10.0	0.0	33.3	95.6	99	34.3	40.4	0.0	22.2	97.0
Part I	89	6.7	55.1	31.5	4.5	97.8	99	32.3	35.4	5.1	21.2	93.9	100	42.0	22.0	1.0	35.0	100.0	140	76.4	16.4	5.7	0.0	97.9

B.A. (Hons.) Psychology																							
Part III	52	63.5	30.8	5.8	0.0	100.0	37	78.4	13.5	2.7	2.7	94.6	47	53.2	40.4	6.4	0.0	100.0	59	78.0	8.5	0.0	13.6	86.4
Part II	38	65.8	21.1	5.3	2.6	94.7	47	55.3	31.9	6.4	2.1	95.7	59	59.3	18.6	0.0	20.3	98.3	48	68.8	12.5	0.0	12.5	93.8
Part I	54	38.9	31.5	14.8	0.0	85.2	65	61.5	13.8	3.1	18.5	96.9	50	58.0	14.0	0.0	22.0	94.0	83	97.6	2.4	0.0	0.0	100.0
B.A. (Hons.) Sanskrit																								
	2010-2011						**2011-2012**						**2012-2013**						**2013-2014**					
	Appeared	**I Div**	**II Div**	**III Div**	**ER**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**ER**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**ER**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**ER**	**Pass**
		Percentage						Percentage						Percentage						Percentage				
Part III	8	37.5	0.0	0.0	50.0	37.5	13	15.4	15.4	53.8	7.7	84.6	5	20.0	60.0	0.0	20.0	80.0	19	26.3	0.0	0.0	73.7	35.7
Part II	14	14.3	7.1	71.4	0.0	92.9	6	16.7	50.0	16.7	0.0	83.3	20	35.0	0.0	0.0	50.0	85.0	12	0.0	0.0	0.0	83.3	100.0
Part I	13	7.7	15.4	7.7	7.7	30.8	24	33.3	8.3	0.0	41.7	83.3	16	0.0	0.0	0.0	68.8	68.8	26	42.3	38.5	19.2	0.0	100.0
B.Sc. (Hons.) Computer Science																								
Part III	28	92.9	3.6	0.0	3.6	100.0	37	89.2	8.1	0.0	2.7	97.3	58	81.0	13.8	0.0	5.2	94.6	41	92.7	0.0	0.0	7.3	92.7
Part II	37	94.6	5.4	0.0	0.0	100.0	56	94.6	5.4	0.0	0.0	100.0	46	80.4	0.0	0.0	17.4	97.8	42	88.1	0.0	0.0	9.5	97.6
Part I	58	70.7	15.5	0.0	8.6	94.8	49	69.4	0.0	0.0	24.5	93.9	44	82.2	0.0	0.0	8.9	93.2	92	100.0	0.0	0.0	0.0	100.0
B.Sc. (Hons.) Mathematics																								
Part III	29	69.0	20.7	6.9	3.4	96.6	37	64.9	11.1	0.0	0.0	100.0	34	55.9	26.5	17.6	0.0	100.0	94	81.9	0.0	0.0	18.1	81.9
Part II	27	92.6	3.7	3.7	0.0	100.0	37	59.5	18.9	13.5	0.0	91.9	94	91.5	0.0	0.0	7.4	98.9	45	73.3	0.0	0.0	26.7	100.0

Part I	42	23.8	31.0	26.2	14.3	95.2	101	79.2	0.0	0.0	13.9	93.1	36	66.7	2.8	0.0	30.6	100.0	98	94.9	5.1	0.0	0.0	100.0
BMMMC (Hons)																								
Part III	40	82.5	10.0	0.0	0.0	92.5	41	95.1	2.4	0.0	2.4	100.0	42	78.6	4.8	0.0	16.7	83.3	42	95.2	0.0	0.0	4.8	95.2
Part II	47	78.7	6.4	12.8	0.0	97.9	45	75.6	17.8	0.0	4.4	97.8	41	80.5	0.0	0.0	19.5	100.0	54	77.8	1.9	0.0	20.4	100.0
Part I	47	55.3	29.8	2.1	12.8	100.0	47	83.0	0.0	0.0	12.8	95.7	53	84.9	0.0	0.0	15.1	100.0	81	93.8	4.9	0.0	1.2	100.0
B.A. Program																								
	2010-2011						**2011-2012**						**2012-2013**						**2013-2014**					
	Appeared	**I Div**	**II Div**	**III Div**	**ER**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**ER**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**ER**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**ER**	**Pass**
		Percentage								Percentage						Percentage						Percentage		
Part III	132	34.8	39.4	10.6	15.2	84.8	131	19.8	34.4	2.3	40.5	56.5	170	45.9	40.6	4.1	9.4	90.6	222	69.4	16.2	0.0	14.4	85.1
Part II	134	17.9	42.5	30.6	9.0	91.0	117	59.0	54.7	11.1	23.1	96.6	221	62.9	11.8	0.0	24.4	99.1	205	47.6	9.8	0.5	30.7	99.5
Part I	182	20.3	33.0	22.5	22.5	98.4	Data not available						218	51.8	5.9	0.0	35.7	94.0	No student					

Results of batch 2010-2011 in Parts I, II & III

Results of batch 2011-2012 in Parts I, II & III

Table 04: Comparative Result Analysis (with other colleges of city affiliated to the same University)

B. Com. (Hons.) Part III

	2010-2011					2011-2012					2012-2013					2013-2014				
College	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**
		Percentage					Percentage					Percentage					Percentage			
IPC	61	62.3	31.1	0.0	93.4	79	70.9	12.7	11.4	94.9	90	72.2	16.7	8.9	97.8	101	90.1	3.0	0.0	93.1
DRC	84	69.0	20.2	9.5	98.8	93	63.4	26.9	8.6	98.9	80	76.2	17.5	6.2	100	116	87.9	0.0	0.0	87.9
HRC	150	73.3	17.3	4.7	95.3	187	64.2	21.9	8.6	100	193	73.6	19.2	5.2	98.4	224	84.4	4.0	0.0	88.4
KMC	52	59.6	25.0	15.3	100	74	58.1	25.7	12.2	95.9	96	59.4	33.3	2.1	94.8	92	81.5	6.5	17.4	82.6
HC	42	76.2	16.7	2.4	95.2	68	69.1	25.0	4.4	98.5	65	73.8	23.1	1.5	98.5	64	89.1	0.0	0.0	89.1
SRCC	433	81.7	12.5	3.5	97.7	549	79.4	13.5	5.5	98.4	548	81.7	12.4	3.8	98.0	681	89.4	0.6	0.0	90.0

B.A. (Hons.) Economics Part III

	2010-2011					2011-2012					2012-2013					2013-2014				
College	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**
		Percentage					Percentage					Percentage					Percentage			
IPC	22	72.7	18.2	9.1	100.0	55	65.5	27.3	3.6	96.4	42	78.6	16.7	2.4	97.6	51	90.2	0.0	0.0	90.2
DRC	42	78.6	21.4	0.0	100.0	68	44.1	47.1	7.3	98.5	71	62.0	29.6	4.2	95.8	119	69.7	1.7	0.0	71.4
KMC	43	58.1	32.6	9.3	100.0	44	63.7	25.0	6.8	95.5	65	46.2	27.7	10.8	84.6	72	80.0	1.4	0.0	81.4
HC	38	76.3	15.8	7.9	100.0	32	62.5	28.1	6.3	96.9	52	63.5	32.7	1.9	98.1	53	84.9	1.9	0.0	86.8
MH	40	62.5	27.5	10.0	100.0	40	67.5	20.0	2.5	90.0	56	55.4	25.0	16.1	96.4	73	84.9	4.1	0.0	89.0
RC	35	48.6	42.9	8.6	100.0	54	57.4	29.6	7.4	94.4	99	78.8	13.1	2.0	93.9	49	57.1	6.1	0.0	63.2

B.A. (Hons.) English Part III

	2010-2011	2011-2012	2012-2013	2013-2014

College	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass
		Percentage					Percentage					Percentage					Percentage			
IPC	32	3.125	50	46.88	100	30	13.3	30.0	36.7	80.0	37	18.9	54.1	13.5	86.5	43	34.9	48.8	0.0	83.7
DRC	34	0	47.06	52.94	100	37	10.8	54.1	18.9	83.8	68	11.8	51.5	29.4	92.6	54	29.6	46.3	1.9	77.8
HRC	24	12.5	58.33	29.17	100	60	13.3	68.3	15.0	96.7	72	19.4	51.4	23.6	94.4	58	41.4	29.3	3.4	74.1
KMC	17	11.76	52.94	35.29	100	31	3.2	41.9	45.2	90.3	49	6.1	46.9	26.5	79.6	40	22.5	30.0	7.5	60.0
HC	22	13.64	72.73	13.64	100	26	30.8	34.6	19.2	84.6	39	20.5	61.5	12.8	94.9	38	36.8	31.6	7.9	76.3
MH	32	6.25	81.25	46.88	100	37	10.8	24.3	29.7	83.8	40	35.0	50.0	10.0	95.0	50	46.0	44.0	2.0	92.0

B.A. (Hons.) Hindi Part III

	2010-2011					2011-2012					2012-2013					2013-2014				
College	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass
		Percentage					Percentage					Percentage					Percentage			
IPC	27	33.3	48.1	18.5	100.0	36	2.8	44.4	30.6	77.8	52	40.4	48.1	5.8	94.2	49	75.5	10.2	0.0	85.7
KMC	29	41.4	31.0	27.6	100.0	36	27.8	41.7	22.2	91.7	26	73.1	23.1	0.0	96.2	40	47.5	25.0	0.0	97.5
HC	23	60.9	30.4	34.8	100.0	30	50.0	30.0	16.7	96.7	30	73.3	26.7	0.0	100.0	42	78.6	11.9	0.0	90.5
MH	40	7.5	60.0	32.5	100.0	37	13.5	37.8	45.9	97.3	43	41.9	48.8	0.0	90.7	61	63.9	21.3	0.0	85.2
RC	37	21.6	67.6	10.8	100.0	49	22.4	57.1	10.2	89.8	36	33.3	36.1	16.7	86.1	52	38.5	34.6	1.9	75.0

B.A. (Hons.) History Part III

	2010-2011					2011-2012					2012-2013					2013-2014				
College	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass
		Percentage					Percentage					Percentage					Percentage			
IPC	21	4.8	57.1	23.8	85.7	29	6.9	44.8	27.7	88.5	32	37.5	43.7	9.3	90.6	26	50.0	30.7	0.0	80.8

DRC	18	0.0	44.4	55.5	100.0	47	14.9	34.0	38.3	87.2	37	27.0	51.3	16.2	94.6	42	45.2	35.7	0.0	81.0
HRC	27	25.9	59.2	14.8	100.0	34	20.6	61.8	6.4	91.2	40	20.0	50.0	20.0	90.0	44	63.6	10.4	2.0	77.3
HC	26	19.2	61.5	19.2	100.0	26	38.5	46.1	11.5	96.2	31	29.0	45.1	19.4	96.8	48	77.0	18.7	0.0	95.8
MH	32	15.3	50.0	34.4	100.0	39	15.4	53.8	28.2	94.9	41	24.4	63.4	4.9	92.7	34	79.4	23.5	0.0	85.3
SSC	48	33.0	43.7	22.9	100.0	50	32.0	46.0	16.0	94.0	46	45.6	32.6	17.4	95.7	46	45.6	32.6	17.4	95.7

B.A. (Hons.) Philosophy Part III

	2010-2011					2011-2012					2012-2013					2013-2014				
College	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**
		Percentage					Percentage					Percentage					Percentage			
IPC	30	20.0	50.0	30.0	100.0	30	33.3	30.0	26.7	90.0	40	25.0	47.5	27.5	100.0	32	56.3	21.9	15.6	100.0
DRC	16	37.5	37.5	25.0	100.0	Data not available for other colleges					19	47.4	36.8	0.0	84.2	25	36.0	40.0	24.0	100.0
HC	20	30.0	60.0	10.0	100.0						30	70.0	26.7	3.3	100.0	30	70.0	26.7	3.3	100.0
MH	30	36.7	43.3	20.0	100.0						36	38.9	22.2	38.9	100.0	36	38.9	22.2	38.9	100.0
SSC	17	58.8	29.4	11.8	100.0						15	80.0	6.7	13.3	100.0	15	80.0	6.7	13.3	100.0

B.A. (Hons.) Political Science Part III

	2010-2011					2011-2012					2012-2013					2013-2014				
College	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**
		Percentage					Percentage					Percentage					Percentage			
IPC	61	5.0	67.0	28.0	100.0	94	9.0	63.0	17.0	88.0	85	17.0	67.0	14.0	99.0	89	57.0	33.0	0.0	90.0
DRC	56	13.0	59.0	29.0	100.0	68	4.0	65.0	25.0	94.0	71	14.0	63.0	19.0	97.0	82	49.0	39.0	0.0	80.0
KMC	34	21.0	71.0	9.0	100.0	44.0	30.0	57.0	7.0	93.0	40.0	20.0	60.0	10.0	90.0	55	58.0	18.0	0.0	70.0
HC	39	36.0	46.0	18.0	100.0	36.0	25.0	46.0	28.0	97.0	50.0	36.0	56.0	8.0	100.0	48	56.0	27.0	0.0	83.0

MH	34	35.0	36.0	9.0	100.0	51.0	41.0	45.0	10.0	96.0	62.0	24.0	61.0	13.0	98.0	84	80.0	17.0	0.0	96.0
RC	33	12.0	60.0	27.0	100.0	48.0	15.0	44.0	38.0	96.0	42.0	12.0	59.0	21.0	93.0	56	25.0	64.0	0.0	89.0
B.A. (Hons.) Psychology Part III																				
	2010-2011					**2011-2012**					**2012-2013**					**2013-2014**				
College	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**
		Percentage					Percentage					Percentage					Percentage			
IPC	52	69.2	30.8	5.8	100.0	37	78.4	13.5	2.7	94.6	47	53.2	40.4	6.4	100.0	59	78.0	8.5	0.0	86.4
DRC	31	51.6	38.7	6.5	96.8	43	46.5	41.9	4.7	93.0	30	56.7	40.0	3.3	100.0	38	78.9	7.9	0.0	86.8
KM	20	45.0	55.0	0.0	100.0	33	27.3	45.5	15.2	87.9	19	52.6	36.8	10.5	100.0	33	60.6	27.3	3.0	90.9
MSC	18	16.7	50.0	22.2	88.9	31	19.4	45.2	22.6	100.0	31	35.5	54.8	9.7	100.0	44	40.9	15.9	0.0	56.8
ZHC	17	35.3	47.1	5.9	88.2	22	27.3	54.5	0.0	81.8	15	26.7	53.3	20.0	100.0	39	35.9	10.3	0.0	71.8
B.A. (Hons.) Sanskrit Part III																				
	2010-2011					**2011-2012**					**2012-2013**					**2013-2014**				
College	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**
		Percentage					Percentage					Percentage					Percentage			
IPC	8	37.5	0.0	0.0	37.5	13	15.4	15.4	53.8	84.6	5	20.0	60.0	0.0	80.0	19	26.3	0.0	0.0	35.7
DRC	Data not available for other colleges					15	0.0	46.7	20.0	66.7	19	0.0	42.1	10.5	52.6	23	13.0	0.0	0.0	13.0
LBC						4	50.0	25.0	25.0	100.0	3	0.0	100.0	0.0	100.0	15	40.0	6.7	0.0	46.7
MH						9	33.3	22.2	33.3	88.9	17	23.5	35.3	23.5	82.4	17	47.0	5.9	0.0	52.9
RC						7	28.6	42.8	0.0	71.4	10	30.0	30.0	30.0	90.0	13	23.0	0.0	0.0	56.5
B.Sc. (Hons.) Computer Science Part III																				
	2010-2011					**2011-2012**					**2012-2013**					**2013-2014**				

College	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass
		Percentage					Percentage					Percentage					Percentage			
IPC	27	96.3	3.8	0.0	100.0	36	91.7	8.3	0.0	100.0	56	82.1	12.5	0.0	94.6	46	95.7	0.0	0.0	95.5
HRC	26	84.6	15.4	0.0	100.0	40	92.5	7.5	0.0	100.0	58	84.5	10.3	0.0	94.8	55	92.7	1.8	0.0	94.5
KM	37	83.8	19.4	0.0	100.0	80	75.0	25.0	0.0	100.0	77	80.5	14.3	0.0	94.8	67	86.6	1.5	0.0	89.6
DDUC	24	75.0	25.0	0.0	100.0	28	53.6	46.4	0.0	100.0	40	57.5	22.5	0.0	80.0	54	74.1	0.0	0.0	74.1
GSCC	34	64.7	35.3	0.0	100.0	31	77.4	22.6	0.0	100.0	46	69.6	23.9	2.2	95.7	56	89.3	0.0	0.0	89.3
CBS	22	86.4	13.6	0.0	100.0	24	83.3	16.7	0.0	100.0	53	81.1	11.3	0.0	92.5	31	96.8	0.0	0.0	96.8
B.Sc. (Hons.) Mathematics Part III																				
	2010-2011					2011-2012					2012-2013					2013-2014				
College	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass
		Percentage					Percentage					Percentage					Percentage			
IPC	28	71.4	21.4	7.1	100.0	27	88.9	11.1	0.0	100.0	34	55.9	26.5	17.6	100.0	94	81.9	0.0	0.0	81.9
DRC	6	83.3	16.7	0.0	100.0	26	69.2	23.1	7.7	100.0	46	69.6	17.4	10.9	97.8	42	95.2	0.0	0.0	95.2
HRC	17	70.6	29.4	0.0	100.0	34	57.6	38.2	3.0	97.1	70	81.4	12.9	1.4	95.7	49	81.6	0.0	0.0	81.6
HC	11	100.0	0.0	0.0	100.0	29	82.1	10.3	6.9	96.6	40	85.0	10.0	2.5	97.5	32	78.1	0.0	0.0	78.1
KMC	7	57.1	14.3	28.6	100.0	34	66.7	20.6	8.8	97.1	60	75.0	18.3	5.0	98.3	71	87.3	0.0	0.0	87.3
MH	19	78.9	21.1	0.0	100.0	52	89.8	9.6	0.0	94.2	70	85.7	11.4	1.4	98.6	115	87.0	0.0	0.0	87.0
SSC	21	66.7	19.0	14.3	100.0	37	58.8	32.4	8.1	91.9	45	75.6	35.6	4.4	95.6					
BMMMC (Hons) Part III																				
	2010-2011					2011-2012					2012-2013					2013-2014				
College	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass	Appeared	I Div	II Div	III Div	Pass

		Percentage					Percentage					Percentage					Percentage			
IPC	36	88.89	11.11	0	100	29	96.55	3.448	0	100	35	94.29	5.714	0	100	40	100	0	0	100
There can be no comparison with the city college as the course exists only at IP College																				
B.A. Program Part III																				
	2010-2011					**2011-2012**					**2012-2013**					**2013-2014**				
College	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**	**Appeared**	**I Div**	**II Div**	**III Div**	**Pass**
		Percentage					Percentage					Percentage					Percentage			
IPC	132	34.8	39.4	10.6	84.8	131	19.8	34.4	2.3	56.5	170	45.9	40.6	4.1	90.6	222	69.4	15.8	0.0	85.1
KMC	46	23.9	50.0	26.1	100.0	70	21.4	45.7	4.3	71.4	88	43.2	31.8	3.4	78.4	94	62.8	16.0	0.0	78.7
HC	17	17.6	64.7	17.6	100.0	39	20.5	17.9	7.7	97.4	48	47.9	22.9	6.3	93.2	36	77.8	8.3	0.0	86.1
MH	105	23.8	54.3	21.9	100.0	141	23.4	21.3	28.4	80.9	150	42.0	31.3	3.3	76.7	166	75.9	15.7	0.0	91.6
SSC	53	30.2	50.9	18.9	100.0	37	40.5	29.7	5.4	100.0	61	52.5	31.1	1.6	85.2	48	70.8	12.5	0.0	83.3
RC	87	17.2	57.5	25.3	100.0	82	12.2	43.9	7.3	100.0	80	18.8	45.0	7.5	83.8	184	42.4	23.4	0.0	65.8

Table 05: Publications of Faculty at a Glance

S. No.	Name	Books Authored/ Co-authored/ Monograph	No. of Faculty Members	Books Edited/ Co-edited/ Translated	No. of Faculty Members	Research Papers/ Articles	No. of Faculty Members	Chapters in Books	No. of Faculty Members	Popular Articles/ Translations/Poems/ Book Reviews	No. of Faculty Members	Papers Presented in Conferences/ Seminars/ Workshops	No. of Faculty Members	Resource Persons/ Chair/ Discussant/ Panelist	No. of Faculty Members	Lessons/ e-lessons	No. of Faculty Members
	Principal			3		3		3		2		10		12		3	
1	Commerce					5	3	1	1			12	7			38	3
2	Comp. Sc.	1	1			63	6	3	3			2	2	6	4	4	2
3	Economics	2	2			11	4	1	1	3	2	10	4	12	2	4	1
4	English	7	5	12	4	20	9	16	8	51	6	128	15	26	4	3	2
5	Hindi	16	8	15	5	38	7	6	3	36	8	30	6	15	2	18	3
6	History	5	3	6	3	28	5	42	6	31	4	80	7	61	3	10	1
7	MMMC					6	1	1	1	21	2	13	4				
8	Mathematics					13	4					1	1	1	1	3	1
9	Philosophy	5	4			13	4	5	2			26	5	1	1	2	1
10	Political Sc.	5	2	1	1	17	10	26	8	12	6	63	12	15	1	33	6
11	Psychology	3	1			39	12	14	9	1	1	74	14	51	9	81	5
12	Sanskrit	2	2			18	4	1	1			16	2				
13	FCW					2	1	1	1	2	1						
14	EVS					8	2	1	1			14	2	4	1		
15	Phy. Ed.	1	1			5	1	2	1					10	1		
16	Ex-Faculty*	15	3	11	4	41	6	26	2	93	4	42	6	28	4	12	2

*retired/resigned in last four years

Table 06: Facilities developed/ augmented with amount spent (in Rupees) during the last four years

S.No.	Facilities developed/ augmented	2010-11	2011-12	2012-13	2013-14
1	Staff Room Furniture		Rs.19,17,478/-		
2	Store Renovation			Rs.5,88,041/-	
3	Garden Bench/Lamp Post			Rs.24,76,100/-	Rs.2,12,800/-
4	Air Conditioners	Rs.13,53,736/-			Rs.27,42,200/-
5	Repair of Notice Boards				Rs.9,65,000/-
6	Construction of New Canteen				Rs.52,67,163/-
7	Renovation of Class Room (old canteen)				Rs.3,93,247/-
8	Renovation of Auditorium				Rs.2,74,69,462/-
9	Repair of Staff Room/Office (Front Side)				Rs.98,888/-
10	Whitewash (College)				Rs.14,48,680/-
11	Renovation of Studio				Rs.49,28,545/-
12	Computer Lab Renovation				Rs.24,00,320/-
13	Library Extension				Rs.39,60,645/-
14	Furniture in Auditorium				Rs.22,87,170/-
15	Computer Purchase		Rs.24,50,025/-	Rs.16,10,100/-	
16	Bus			Rs.13,53,467/-	
17	Staff Car		Rs.13,50,000/-		
18	Office Furniture				
19	Library Renovation	Rs.20,55,144/-			
20	Renovation of N Block	Rs.17,47,825/-			
21	Sub-station (electric)	Rs.74,35,161/-			
22	Library Lift	Rs.16,04,000/-			
23	Electrical work in College	Rs.76,72,496/-			
24	Old Assembly Hall Renovation	Rs.31,50,450/-			
25	Staff Room and Dept. Rooms Renovation	Rs.32,73,510/-			
26	DG Set	Rs.31,16,962/-			
27	Facility for Disabled Persons	Rs.31,83,216/-			
28	Renovation of Meeting Room	Rs.29,25,700/-			
29	Class Room Chairs	Rs.3,58,875/-			
	Total	**Rs.3,78,77,075/-**	**Rs.57,17,503/-**	**Rs.60,27,708/-**	**Rs.5,21,74,120/-**

Table 07: Institutional Scholarships/ Free-ships Given to the Students During the Last Four Years

Scholarships/ Free-ships	2010-2011		2011-2012		2012-2013		2013-2014	
	No. of Students	Amount (in Rupees)	No. of Students	Amount (in Rupees)	No. of Students	Amount (in Rupees)	No. of Students	Amount (in Rupees)
Scholarships	119	129210	137	172807	192	217595	200	211133
Fee Waiver (College Fee)	0	0	9	63810	14	217155	24	274975
Fee Waiver (Hostel Fee)	0	0	6	148015	11	217505	4	227370
Financial Aid (by College)	222	1208600	299	1609860	317	1676220	343	2677689
Financial Aid (by State Govt.)	35	190730	2	12940	15	57720	0	0
Financial Aid (by Central Govt.)	23	120960	0	0	0	0	0	0
Financial Aid (by Other Agencies)	140	485950	246	662225	205	1228475	55	584360
Total	**539**	**2135450**	**699**	**2669657**	**754**	**3614670**	**626**	**3975527**

Table 8: Teaching Posts – Sanctioned & Filled

Department	Professor	Associate Professor* (Permanent)	Assistant Professor (as on April 23, 2015)		
			Sanctioned	Filled	
				Permanent	Temporary/ Adhoc***
Commerce	NA	09	21	05+09*	05
Computer Science	NA	01	15	05+01*	03
Economics	NA	04	14	03+04*	03
English	NA	01**+ 04	20	08+04*+01**	07
FCW	NA	-	01	01	-
Hindi	NA	04	14	05+04*	04
History	NA	06	11	01+06*	03
MMMC	NA	-	-	-	04
Mathematics	NA	03	14	04+03*	03
Philosophy	NA	03	12	04+03*	03
Physical Education	NA	-	02	02	-
Political Science	NA	02	21	11+02*	06
Psychology	NA	04	18	06+04*	06
Sanskrit	NA	01	06	02+01*	02
Environmental Studies	NA	-	-	-	02

*****Assistant Professors promoted to Associate Professors under various schemes of the University.
******Principal
*******including appointments against leave vacancies

Table 09:Faculty Profile with Qualification, Designation and Specialization

S. No.	Dept.	Name	Qualifications	Designation	Specialization	Years of Experience	No. of Ph.D students guided for the last four years
	Principal	Babli Moitra Saraf	Ph.D.	Principal	• Media and Communication Studies • Translation and Translation Studies • Orality Studies • Literature, Art and Architecture of the Classical Greek, Roman, Renaissance and Baroque periods. • Partition and Politics in Jammu and Kashmir.	35 years	
1	Department of Commerce	Sarita Sachdeva	M.Phil.	Assoc. Prof.	Accounting & Finance	37 years	
2		Renu Gulati	M.Phil.	Assoc. Prof.	Corporate Laws	38 years	
3		Sushma N. Kumar	M.Phil.	Assoc. Prof.	Fin. Company Law, Income Tax, Indirect Taxes.	35 years	
4		Valsala Kuriakose	M.Phil.	Assoc. Prof.	Macroeconomics	37 years	
5		Archana Gupta	M.Phil.	Assoc. Prof.	Cost Accounting, Business Mathematics & Fin. Management	32.5 years	
6		Renu Chaudhary	M.Phil.	Assoc. Prof.	Accounting & Finance	32 years	

7	Department of Commerce	Anita Banerji	M.A. (Eco)	Asst. Prof.	Indian Economy and Microeconomics	31 years	
8		Nalini Panda	M.A. (Eco), M. Soc. Sc. (Eco)	Assoc. Prof.	Microeconomics	30 years	
9		Vinita Kaul Dar	Ph.D., M.Phil.	Assoc. Prof.	Finance	28 years	
10		Anita Aggarwal	Ph.D., M.Phil.	Assoc. Prof.	Finance	19 years	
11		Rekha Rani	M.Com, B.Ed.	Asst. Prof.	E-commerce, Web page designing, Fundamentals of Computers, MS Office, Open office, Accounting software (Tally- ERP 9), Corporate Law and Business Law.	07 years	
12		T. Jeya Christy	M.Phil.	Asst. Prof.	Finance Investment	07 years	
13		Shweta Sharda	M.Phil.	Asst. Prof.	Organizational Behavior & Development	07 years	
14		Abha Rani	MBA	Asst. Prof.	Marketing & HRM	05 years	
15		Nupur Bhati	MBA	Asst. Prof.	Marketing & IT	03 years & 06 Months	
16		Gauri	M.Com.	Asst. Prof.	Fin. Acc.	1.5 years	
17		Neelam Jhawar	M.Com.	Asst. Prof.	Corporate Governance	09 Months	
18		Neha Manga	M.A. (Eco.)	Asst. Prof.	Economics	06 Months	
19		Neeti Panwar	M.Com.	Asst. Prof.	Finance	02 Months	
1	Computer Science	Archana Singhal	Ph.D.	Assoc. Prof.	Artificial Intelligence	16.5 years	01 Ph.D. (submitted) and 01 Ph.D. (pursuing)
2		Ritu Singhal	M.Sc.	Asst. Prof.	Operating Systems	13.5 years	

3	Computer Science	Manisha Bansal	Ph.D. M.Sc. (Applied Mathematics), M. Tech.	Asst. Prof.	Approximation Algorithms	14.5 years	
4		Vimla Parihar	M.Phil., MCA	Asst. Prof.	Software Engineering	7.5 years	
5		Sarabjeet Kaur	Ph.D.	Asst. Prof.	Knowledge discovery in Databases	07 years & 09 Months	
6		Manju Bala	Ph.D., M.Phil., M. Tech.	Asst. Prof.	Pattern Classification and Recognition	14 years	
7		Diksha Jain	MCA	Asst. Prof.	Computer Applications	4.5 years	
8		Shikha Verma	MCA	Asst. Prof.		01 year	
9		Mohini Batra	MCA	Asst. Prof.	Computer Applications	1.5 years	
1	Economics	Kamlesh Gupta	M.A.	Assoc. Prof.	Macroeconomics and Statistical Methods in Economics	40 years	
2		Anindita Roy Saha	Ph.D.	Assoc. Prof.	Development, Energy and Environmental Economics, Mathematical Methods for Economics.	19 years	
3		Roopali Goyanka	Ph.D., M.Phil.	Assoc. Prof.	Health Economics, Econometrics, Microeconomics	20 Years	
4		Bindu Oberoi	Ph.D., M.Phil.	Assoc. Prof.	Industrial Economics	24 years	
5		Baishakhi Mondal	M.Phil.	Asst. Prof.	International Economics	11 years	
6		Vibha Aggarwal	M.A.	Asst. Prof.	Indian Economy	05 years	

7	Economics	Namita Mathur	M.Phil.	Asst. Prof.	Labour Economics, Economic Systems and Public Economics	5.5 years	
8		N.Shraddha Varma	M.A.	Asst. Prof.	Mathematical Methods of Economics Microeconomics, Public Economics	1.5 years	
9		Abhishek Rai	M.A.	Asst. Prof.	Econometrics and Microeconomics	06 Months	
10		Virendra Kumar	M.A.	Asst. Prof.	Econometrics and Macroeconomics	01 years	
1	English	Mita Bose	Ph.D.	Assoc. Prof.	ELT, Women's Writings and Post-Colonial Literature and Modern Fiction.	42 years	04 M. Phil/ Ph.D.
2		Vinita Sinha	Ph.D.	Assoc. Prof.	Comparative Literature, Translation Studies, Oral Traditions, ELT and Post Colonial	30 years	
3		Debjani Sengupta	Ph.D., M. Phil.	Assoc. Prof.	Indian Writing in Translation, Romantic Poetry, Partition Studies	24 years	
4		Nitoo Das	Ph.D., M.Phil.	Asst. Prof.	Nineteenth Century English Literature, Indian Writings in English, Literary Theory	17 years (app)	
5		Reetu Raj Ekka	Ph.D., M.Phil.	Asst. Prof.	Popular Fiction Studies, Indian Writing in English	13 years (app)	
6		Anita Elizabeth Cherian	Ph.D., M.Phil.	Asst. Prof.	Theatre & Performance, Literary Theory, Postcolonial Literature, Cultural Studies, Cultural Policy	14 years & 03 Months	
7		Divya Mehta	M.Phil.	Asst. Prof.	Postcolonial Studies, Gender Studies, The Novel, Life Writing	13 years (app)	

8	English	Neelima Luthra	M.Phil.	Asst. Prof.	Renaissance and 20th century Modern Literature, Children's Literature and Studies in Popular Culture	15 years	
9		Sonali Aggarwal	M.Phil.	Assoc. Prof.	Cinema Studies & Popular Fiction	16 Years	
10		B.R. Alamelu	Ph.D.	Asst. Prof.	Diaspora Studies	07 years	
11		Jayashree Borah	M.Phil.	Asst. Prof.	South Asian Women's Writing, Cultural Studies, Greek Literature, Renaissance Literature	07 years	
12		Bithika Gorai	M.A.	Asst. Prof.	Postcolonial Literature, Crime fiction, Indian English Drama	04 years	
13		Shivika Mathur	M.Phil.	Asst. Prof.	18^{th} and 19^{th} Century British Literature, Contemporary Fiction in English, Translation, Technical Writing	03 years	
14		Ruchi Singh	Ph.D.	Asst. Prof.	Indian Diaspora	5.6 years	
15		Sylvia Sagolsem	M.Phil.	Asst. Prof.	Folklore and Translation Studies		
16		Suman Rana	M.Phil.	Asst. Prof.	Gender Studies	03 years	
17		Nidhi Verma	M.Phil.	Asst. Prof.	Post-Colonial Literature, Developing Reading amongst Young Readers	6.5 years (app)	
18		Chansa Maken	M.Phil.	Asst. Prof.	American Literature, Naga Writings in English	08 years	
19		Anindita Ghosh	M.A.	Asst. Prof.	Folklore Studies in India	01 year (app)	

1	Hindi	Veena Mahajan	Ph.D.	Assoc. Prof.	Hindi Drama	42 years	Guided 04 students for Ph.D from 2002 to 2010 & currently advisor for 01
2		Chandra Kanta Kinra	Ph.D.	Assoc. Prof.		41 years & 06 Months	
3		Rekha Sethi	Ph.D., M.Phil.	Assoc. Prof.	Post-Independence Hindi Literature & Media Studies	25 years (approx.)	01 submitted Ph.D & 01 enrolled
4		Rekha Upreti	Ph.D., M.Phil.	Assoc. Prof.	Hindi Literature	20 years (approx.)	
5		Harsh Bala Sharma	Ph.D., M.Phil.	Asst. Prof.	Theatre, Media, Modern Hindi Literature & Bhasha Vigyan	11 years & 06 Months	01 M.Phil (awarded)
6		Rimpi Khillan Singh	Ph.D., M.Phil.	Asst. Prof.	Modern Literature, Media & Gender	10 years (app)	
7		Uma Gupta	Ph.D.	Asst. Prof.	Modern Hindi Poetry	05 years	
8		Sushma	Ph.D.	Asst. Prof.	Media & Translation	04 years	
9		Chitra	Ph.D.	Asst. Prof.	Katha Sahitya	05 years & 06 Months	
10		Bibha Kumari	Ph.D., M.Phil.	Asst. Prof.	Katha Sahitya	03 years & 06 Months	
11		Amita Pandey	Ph.D.	Asst. Prof.	Katha Sahitya, Harishankar Parsai	01 years & 07 Months	
12		Satya Prakash Singh	M.Phil.	Asst. Prof.	Adikaleen & Reetikaleen Kavya	08 Months	
1	History	Meena Bhargava	Ph.D., M.Phil.	Assoc. Prof.	Medieval Indian History, Transition Period in Indian History, History of USA, Environmental History of India.	35 years	

2	History	Asha Shukla Choubey	Ph.D., M.Phil.	Assoc. Prof.	Medieval Indian History & History of China & Japan	33 years	
3		Rashmi Pant	Ph.D., M.Phil.	Assoc. Prof.	Modern Indian History, Ancient and Medieval World, Caste, Gender, Law and Environment.	33 years & 06 Months	
4		Pragati Mohapatra	Ph.D., M.Phil.	Assoc. Prof.	Modern Indian History, Rise of the Modern West, History of USSR.	30 years	
5		Chitra Joshi	Ph.D.	Assoc. Prof.	Modern Indian History, Labour History, Modern European History.	29 years	
6		Meenakshi Khanna	Ph.D., M.Phil.	Assoc. Prof.	Medieval Indian History, Indo-Islamic Culture, Sufism	22 years	
7		Ruchika Singh	M.Phil.	Asst. Prof.	Modern Indian History, History of USSR.	07 years & 01 Months	
8		Amrita Bhadana	M.Phil.	Asst. Prof.	Ancient Indian History, Buddhist Studies, Gender Studies & Archaeology.	06 years	
9		Ritesh Kumar Jaiswal	M.Phil.	Asst. Prof.	Modern Indian History, Non-Indentured, Global and Indian Migration History	less than 01 year	
10		Vijyant Kumar Singh	Ph.D.	Asst. Prof.	Medieval Indian History, History of East Asia, Environment History.	03 years	
11		Mandira Sharma	Ph.D.	Asst. Prof.	Ancient Indian History	01 year & 09 Months	
1	Mass Comm	Tanushree Sharma	M.Phil.	Asst. Prof.	Advertising & Public Relations	06 years & 06 Months	
2		Albert Abraham	M.A.	Asst. Prof.	Development Communication, Print Journalism, Media & Cultural Studies	02 years	
3		Indrajeet Singh	M.A.	Asst. Prof.			
4		Ritika Pant	M.Phil.	Asst. Prof.	Television Studies, Film Studies	06 Months	

5		Abhilasha A.Tirkey	M.A.	Asst. Prof.	Print Media	06 Months	
6		Gagan Gera	M.Phil.		Electronic Media	03 years (App)	
1	Mathematics	Sarita Anand	M.Phil.	Assoc. Prof.	Real and Complex Analysis	33 years	
2		Sunita Marwah	M.Phil.	Assoc. Prof.	Abstract Algebra	33 years	
3		Vagisha Sharma	Ph.D., M.Phil.	Assoc. Prof.	Operator Theory, Real and Complex Analysis.	25 years (approx.)	01 M.Phil (awarded), 01 Ph.D (pursuing)
4		Dolly Jain	M.Phil.	Asst. Prof.	Operator Theory, Calculus, Ordinary Differential Equations	12 years (approx..)	
5		Gunjan Khurana	M.Phil.	Asst. Prof.	Partial Differential Equations	06 years	
6		Monika Bansal	M.Phil.	Asst. Prof.	Statistics, Linear Algebra, Calculus	7.5 years	
7		Chander Shekhar	M.Phil.	Asst. Prof.	Pure Mathematics, Basic Statistics	05 years	
8		Mohammad Amir	M. Tech. (Comp Appl.)	Asst. Prof.	Pure Mathematics, Operations Research	02 years	
9		Shalesh Kumar	M.Sc. (Applied Maths)	Asst. Prof.	Applied Mathematics	02 years	
10		Amit Sharma	M.Sc.	Asst. Prof.	Applied Mathematics		
1	Philosophy	Manasvini M. Yogi	Ph.D., Certificate Course in Print Journalism, M.A. (JMC)	Assoc. Prof.	Indian Philosophy, Applied Ethics & Aesthetics	38 years	
2		Neela Minocha	Ph.D., M.Phil.	Assoc. Prof.	Indian Philosophy	34 years (app)	
3		Udaya M.Yogi	Ph.D., LLB	Assoc. Prof.	Ethics	28 years	

4	Philosophy	Paulavi Das	M.A.(Philo), M.A. (Hindi), B.Ed.	Asst. Prof.	Applied Ethics	14 years	
5		Supriya Saha	Ph.D.	Asst. Prof.	Western Contemporary Philosophy	10 years (app)	
6		Bindu Das	M.Phil.	Asst. Prof.	Philosophy of Science	08 years	
7		Mayuri Gogoi	Ph.D., M.Phil.	Asst. Prof.	Philosophy of Mind, Ethics, History of Western Philosophy	07 years & 11 Months	
8		Dipika Bhatia	M.A.	Asst. Prof.	Moral Philosophy, Moral Psychology, Buddhist Ethics	01 years	
9		Gunjan Kumar	M.Phil.	Asst. Prof.	Logic, Ethics, Western Philosophy, Aesthetics	01 years	
10		Monika Shivhare	M.A.	Asst. Prof.			
1	Political Science	Suman Arora	Ph.D., M.Phil.	Assoc. Prof.	International Relations	40 years	
2		Jyoti Trehan Sharma	Ph.D., M.Phil.	Assoc. Prof.	Public Administration, Indian Political Thought, Colonialism & Nationalism	22 years	
3		Monica M.Nandi	M.Phil.	Asst. Prof.	Ecological Feminism & Governance of Megacities	15 years	
4		Swaha Das	M.Phil.	Asst. Prof.	Political Thought, Gandhi	14 years	
5		Swati Pal	M.Phil.	Asst. Prof.	Political Theory & Thought	08 years & 06 Months	
6		Shubhra Seth	M.Phil.	Asst. Prof.	Indian Politics	09 years	
7		Lianboi Vaiphei	Ph.D.	Asst. Prof.			
8		Jaya Mishra	M.Phil.	Asst. Prof.		07 years	
9		Papori Konwar	M.Phil.	Asst. Prof.	International Politics	07 years & 06 months	

10	Political Science	Anshu Srivastava	Ph.D.	Asst. Prof.	Political Theory & Indian Government & Politics	07 years	
11		Akanksha Chandra	M.Phil.	Asst. Prof.	South Asia	6.5 years	
12		Ankita Pandey	M.Phil.	Asst. Prof.	Indian Politics, Social Movements, Political Theory	06 years	
13		Shagufta	Ph.D.	Asst. Prof.		05 years	
14		Avneet Kaur	M.Phil.	Asst. Prof.		02 years	
15		Kaustubh Deka	Ph.D., M.Phil.	Asst. Prof.			
16		Pragya Parmita	Ph.D., M.Phil.	Asst. Prof.	International Relations	03 years (app)	
17		Minakshi Buragohain	M.Phil.	Asst. Prof.	Indian Politics	06 Months	
18		Kriti Budhiraja	M.Phil.	Asst. Prof.	Urbanization, Political Economy, State, Feminist Theory & Politics	01 years	
1	Psychology	Nalini Deka	Ph.D.	Assoc. Prof.	Cognitive/ Clinical Developmental Psychology, Psychological Testing, Assessment & Psychotherapy	39 years and 09 months	Guiding 01 at present
2		Meenakshi Saxena	Ph.D.	Assoc. Prof.	Neuro-Psychology, Abnormal & Experimental Psychology	42.5 years(app)	01 Ph. D. awarded, 03 supervising, advisor for 01 student
3		Veena Gupta	Ph.D.	Assoc. Prof.	Developmental Psychology, Gender & Sexuality, Statistical Methods, Research Methods & Psychological Testing, Abnormal Psychology	15 years & 04 Months	
4		Shrruti Sehrawat	Ph.D.	Assoc. Prof.	Organizational Behavior, Gerontology	16 years	

5	Psychology	Surabhika Maheshwari	Ph.D.	Asst. Prof.	Counseling Psychology, Qualitative Research Methodology	09 years	
6		Nidhi Malik	Ph.D., M.Phil.	Asst. Prof.	Statistics & Psychometry, Cognitive Psychology, Organizational Behaviour	11 years & 05 Months (app)	Co-supervisor for 01 student & Co-Advisor for 01 student
7		Meenakshi Verma	M.A.	Asst. Prof.	Clinical Psychology	09 years & 04 Months	
8		Mitu Rohatgi	Ph.D.	Asst. Prof.	Organizational Behaviour, Research Methodology	8.5 years	Additional Supervisor to 01 student
9		Gayatri Arun Kumar	Ph.D.	Asst. Prof.	Social Psychology	09 Years	Co-supervisor for 01 student
10		Anshu	M.A.	Asst. Prof.	Organizational Behaviour and HRM	4.3 years	
11		Dinesh Kumar Gupt	Ph.D.	Asst. Prof.	Applied Psychology	03 years	
12		Shweta Kapur	Ph.D.	Asst. Prof.	Organizational Behaviour	01 year & 07 Months	
13		Surbhi Kumar	M.A.	Asst. Prof.		07 Months	
14		Dipika Dhanda	Ph.D.	Asst. Prof.	Social Psychology	02 years	
15		Swati Jain	Ph.D., PG Diploma in Development Therapy	Asst. Prof.		08 Months	
16		Shivangi Singh	M.Phil.	Asst. Prof.	Social Psychology	02 Months	
17		Komal Chandiramani	M.A.	Asst. Prof.	Clinical Psychology	03 years	
1	Skt.	Suman Mahendru	Ph.D.	Assoc. Prof.	Vyakaran	43.6 years	Co-Supervisor for 02 students

2	Sanskrit	Anita Swami	Ph.D., M.Phil.	Asst. Prof.	Darshan (Indian Philosophy)	11 years	
3		Maya Verma	Ph.D.	Asst. Prof.	Sahitya, Kavya Shastra	07 years	
4		Arvind Kumar	M.A.	Asst. Prof.	Vedic Studies	04 months	
5		Vandana Yadav	M.Phil.	Asst. Prof.	Veda	08 Months	
1	EVS	Govind Singh	Ph.D.	Asst. Prof.	Environment Pollution, Urban Ecology & Environment Management	01 year & 08 Months	
2		Darpa Saurav Jyethi	Ph.D.	Asst. Prof.	Environmental Monitoring & Assessment, Environmental Chemistry, Environmental Health	05 Months	
1	FCW	Gunjan Jhamb	Ph.D.	Asst. Prof.	Child Development, Early Childhood Care and Education	07 years & 07 Months	
1	Phy. Ed.	Seema V. Singh	Ph.D., M.Phil.	Asst. Prof.			

Table 10: Faculty Contribution to Curriculum Development

Department	Name of the faculty member	Work profile
Principal	Babli Moitra Saraf	Member, Committee of Principals for Restructuring of the FYUP 2014, University of Delhi.
		Member, Syllabus Committee, Bachelor of Journalism and Mass Communication, FYUP, 2013.
		Member, Committee of Courses (non-Hons), Department of English, DU.
Commerce	Nalini Panda	Coordinator for developing Study Material for Paper 'Microeconomics Theory and Applications-I' of B.Com. (H) Part I, ILLL, University of Delhi, 2009-2010.
		Reviewer for Paper 'Advanced Microeconomics' for the National Project: e-PG Pathshala at Center for Learning, SGTB Khalsa College, University of Delhi.
		Member, Committee for formation of Syllabus and Readings for the Papers 'Microeconomics-I' and 'Microeconomics-II' of B.Com. (H) Semester I & II respectively.
		Member of the committee formed for suggesting readings for the Paper 'Introductory Economics' (Allied Course) for B.A.(H) Semester III.
	Valsala Kuriakose	Convener, Committee for finalizing the readings and guidelines for the Paper 'Macroeconomics', 2014-2015.
Computer Science	Archana Singhal	Member, Committee of Courses and Studies for Undergraduate Program, University of Delhi.
		Member, Course Formation Committee for Papers on Artificial Intelligence and Data Structures.
	Ritu Singhal	Member, Committee of Courses and Studies for Undergraduate Program, University of Delhi, 2011-2013.
	Manisha Bansal	Member, Course Formation Committee for Papers 'Design and Analysis of Algorithm', 'Computer Networks' and 'Discrete Structures' of B. Tech. Computer Science.
	Sarabjeet Kaur	Member, Course Formation Committee for Paper 'Computer System Architecture'.

Economics	Anindita Roy Saha	Involved in teaching and developing courses (compulsory and optional for different semesters) on Environmental and Resource Economics for M.A. Environmental Studies, University of Delhi since 2006 till date.
		Member, Course Formation Committee for the Course for B.Sc. (Program) in Applied Sciences (Environmental Sciences) during 2011-2012.
		Contributed to Curriculum Development for B.A. (H) Economics, FYUP, Delhi School of Economics, University of Delhi, 2012-2013.
		Member, Board of Studies to formulate the Courses for B.A. (Hons) in Philosophy, Politics and Economics, Amity School of Economics, Amity University, NOIDA, 2011.
	Kamlesh Gupta	Member of Committee of Courses for UG Program, 2008-2010.
		Contributed to Curriculum Development for B.A. (H) Economics, Delhi School of Economics, University of Delhi, 1997, 2010-2011.
	Roopali Goyanka	Member of Committee of Courses for UG Program, University of Delhi, 2012-2014.
English	Mita Bose	Contributed to Curriculum Development in the Workshop on 'Materials Development for the English Language Proficiency Course' conducted by Prof. Penny Ur (Oranim Academic College of Education, Israel), ILLL, University of Delhi, 2010.
	Vinita Sinha	Contributed to Curriculum Development in the Workshop on 'Materials Development for the English Language Proficiency Course' conducted by Prof. Penny Ur (Oranim Academic College of Education, Israel), ILLL, University of Delhi, 2010. Expert, English Language Content Development for D.EI.Ed (ODL) Program for State of Bihar, 2nd & 3rd Workshop, World Bank funded Project, supported by UNICEF, 2013.
	Ritu Raj Ekka	Member of Committee of Courses for UG Program, 2010 -2012.
	Divya Mehta	Created an e-learning unit on Alexander Pope's 'The Rape of the Lock' for B.A. (Hons) English, ILLL, University of Delhi.
Hindi	Chandra Kanta Kinra	Member, Course Formation Committee for FYUP, Department of Hindi, University of Delhi, 2013.
		Member, Course Re-structuring Committee (TYUP), University of Delhi, 2014.

	Rekha Sethi	Prepared Study Material on 'Kavi Muktibodh', ILLL, University of Delhi, 2013
		Prepared Study Material 'Rajendra Yadav Ki Kahani: Chote Chote Tajmahal ki Sameeksha', PG Course, School of Open Learning, University of Delhi.
History	Meena Bhargava	Member, Syllabus Restructuring Committee, Department of History, University of Delhi, 2015.
		Sub-committee Member, B.A. (Hons) Courses-'History of India, 750-1550 and 'History of India, 1550-1761', 2000-2002.
		Convener of sub-committee, B.A. (Hons) Course 'History of USA, 1776-1945', 2000-2002.
		Member of the Group of Writers for B.A. (Hons) History, ILLL, University of Delhi, 2007-2009.
		Convener of the Group of Writers for the Paper 'History of USA, 1776-1945' ILLL, University of Delhi, 2007-2009.
		Prepared Study Material for the Paper 'History of India, 1550-1750s', ILLL, University of Delhi, 2007-2009.
	Rashmi Pant	Member of Syllabus Restructuring Committee, Department of History, University of Delhi, 2015.
		Convener of the Group of Writers for preparation of Study Material for the Paper 'Social Formations', ILLL, University of Delhi, 2007-2008.
		Member, Syllabus Formation Committee for the Paper 'Rise of the Modern West', Department of History, University of Delhi, 1981-82.
	Chitra Joshi	Member, Syllabus Revision Committee for the Papers 'Modern European History' and 'History of Europe', Department of History, University of Delhi ,2015.
		Presently Member, Committee of Courses for PG Studies, Department of History, University of Delhi.
	Meenakshi Khanna	Member, Vice-Chancellor's Committee on Courses, University of Delhi, for revising curriculum and creating new courses in the Concurrent Stream for the B.A. (Hons) Program, 2005.
		Introduced 'Cultural History of Medieval India' (DCC) for B.A. (Hons), 2005.

		Course No. Reli 582, 'Islam in South Asia', Department of Religious Studies, University of North Carolina, Chapel Hill, USA, 2006.
MMMC	Manasvini M. Yogi	Member, Syllabus Formation Committee for BMMMC, DU, 1997-1998.
Mathematics	Sarita Anand	Member, Course Formation Committee for the Paper 'Analysis V-Complex Analysis' (FYUP), Department of Mathematics, University of Delhi, 2014.
	Vagisha Sharma	Member, Course Formation Committee for the Paper 'Analysis II-Real Functions' (FYUP now as a part of TYUP), Department of Mathematics, DU, 2014.
		Prepared Study Material for the Unit-'Real Analysis' for B.A. Program, School of Open Learning, University of Delhi.
Philosophy	Manasvini M. Yogi	Member, UG Course Committee and PG Course Committee, Department of Philosophy, University of Delhi, 2000-2004, 2012-2014
		Member, Syllabus Formation Committee, Department of Philosophy, 1993-1994.
Political Science	Jyoti Trehan Sharma	Contributed to revision of Syllabus and introduction of new courses in UG – 'Gandhi and its Contemporary World' and 'Understanding Ambedkar', 2012.
		Created e-lessons on 'Education in the Colonial Period' and 'Gandhi and Mass Mobilization', ILLL, University of Delhi.
		Contributed to Curriculum Development as Member, Board of Studies, Directorate of Distance Education, Sikkim, Manipal University, Bengaluru, 2011.
	Swati Pal	Developed online quizzes in Political Science, ILLL, University of Delhi.
	Shagufta	Coordinated, arranged and assisted in the uploading of e-content for the UG courses of Political Science, ILLL, University of Delhi.
Psychology	Nalini Deka	Member, Syllabus Revision Committee for B.A. Program and B.A. (Hons), Department of Psychology, University of Delhi.
		Member, Syllabus Construction for B.Sc. and M.Sc. Psychology, University of Sikkim, Gangtok, (Central University), 2006.
	Veena Gupta	Member, Core Committee, Course Development of Psychology (Hons) and B.A. Program since 2004.
		Convener, Sub-Committee for Paper 'Statistical Methods for Psychological Research - I', University of Delhi.
	Shrruti Sehrawat	Member, Departmental Committee for Reformulation of B.A. Program Syllabus, DU.

	Nidhi Malik	Member, Committee for Restructuring of B. Tech. (Psychological Sciences) Course (FYUP), 2013.
		Member, Committee for Restructuring of B.A. (Hons) Psychology Course, 2011.
		Member, Departmental Committee for Reformulation of BA Program Syllabus, DU.
	Mitu Rohatgi	Member, Syllabus Formation and Restructuring Courses Committee, Department of Psychology, University of Delhi.
	Gayatri A. Kumar	Member, Committee for Restructuring of the Papers 'Social Psychology' and 'Media Psychology', B. Tech. (Psychological Sciences), 2013.
	Anshu	Member, Syllabus Formation Committee (FYUP) for B.A. (Hons) Psychology Course, 2013.
FCW	Gunjan Jhamb	Member, Syllabus Formation Committee, 'Family and Child Welfare' Semester System, B.A. Program.

Table 11: Research Profile of the Faculty

S. No.	Name	Books Authored/ Co-authored/ Monograph	Books Edited/ Co-edited/ Translated	Research Papers/ Articles	Chapters in Books	Popular Articles/ Translations /Poems/ Book Reviews	Papers Presented in Conferences/ Seminars/ Workshops	Resource Persons/ Chair/ Discussant / Panelist	Lessons/ e-lessons
1	Babli Moitra Saraf		3	3	3	2	10	12	3
Department of Commerce									
1	Sarita Sachdeva					3			
2	Sushma N. Kumar					1	1		
3	Archana Gupta						2		
4	Renu Chaudhary						2		
5	Nalini Panda								30
6	Vinita Kaul Dar				1		1		
7	Anita Aggarwal			1			2		
8	Nupur Bhati			2					4
9	Gauri			2			1		4
10	Neha Manga						3		
Department of Computer Science									
1	Archana Singhal			32	1			1	
2	Ritu Singhal								1
3	Manisha Bansal			3			1	1	
4	Sarabjeet Kaur			8	1		1	1	3
5	Manju Bala	2		13	1			3	
6	Diksha Jain			2					
7	Shikha Verma			5					

Department of Economics									
1	Anindita Roy Saha			2		2	2	10	
2	Roopali Goyanka	1		1	1	1	2	1	4
3	Bindu Oberoi			2			5		
4	Vibha Aggarwal						1		
5	N.Shraddha Verma	1		6					
Department of English									
1	Mita Bose	1	1	1	2	11	12	5	
2	Vinita Sinha					1	7	6	
3	Debjani Sengupta		8	5		1	19	3	
4	Nitoo Das	2			1	35	9	12	
5	Reetu Raj Ekka				1		4		
6	Anita E. Cherian	1		2	1	2	31		
7	Divya Mehta						5		1
8	Neelima Luthra		2	4	3		8		
9	Sonali Aggarwal			1	2	1	12		
10	B.R. Alamelu				1		7		
11	Jayashree Borah						1		
12	Bithika Gorai						1		
13	Shivika Mathur			1					
14	Ruchi Singh	2		2	5		8		
15	Suman Rana		1	3			2		
16	Nidhi Verma	1		1					2
17	Chansa Maken						1		
18	Anindita Ghosh						2		
Department of Hindi									
1	Veena Mahajan	1							

2	ChandraKanta Kinra		3						
3	Rekha Sethi	2	6	4	1	16	8	10	5
4	Rekha Upreti	2	3			1			
5	Harsh Bala Sharma	4	2	13	4	1	8	5	12
6	Rimpi Khillan Singh	3		2		3	4		
7	Uma Gupta					1	3		
8	Chitra	1	1	5		1	4		1
9	Bibha Kumari	1		5		7			
10	Amita Pandey	2		3		6			
11	Satya Prakash Singh			6	1		3		
Department of History									
1	Meena Bhargava	3	3	11	8	17	10	19	10
2	Asha Shukla Choubey			2	4				
3	Rashmi Pant	1		2	1	3	9		
4	Pragati Mohapatra								
5	Chitra Joshi	1	1	12	9	5	31	6	
6	Meenakshi Khanna		2		14	6	24	36	
7	Ruchika Singh			1					
8	Ritesh Kumar Jaiswal						4		
9	Vijyant Kumar Singh						1		
10	Mandira Sharma				6		1		
Department of MMMC									
1	Tanushree Sharma						2		
2	Albert Abraham			6	1	20	2		
3	Ritika Pant					1	3		
4	Gagan Gera						6		

Department of Mathematics									
1	Sarita Anand			1					
2	Sunita Marwah			1					
3	Vagisha Sharma			5			1	1	3
4	Mohammad Amir			6					
Department of Philosophy									
1	Manasvini M. Yogi	2		2	4		15	1	
2	Neela Minocha	1							
3	Udaya M. Yogi	1							
4	Paulavi Das				1		2		
5	Supriya Saha	1							2
6	Bindu Das						2		
7	Mayuri Gogoi						4		
8	Dipika Bhatia			5					
9	Gunjan Kumar			3			3		
10	Monika Shivhare			3					
Department of Political Science									
1	Jyoti Sharma	3			4	1	4	15	19
2	Monica M.Nandi			2					2
3	Swaha Das			1	5	3	1		1
4	Shubhra Seth						4		
5	Lianboi Vaiphei			3	8		21		6
6	Jaya Mishra					1			
7	Papori Konwar				1		1		
8	Anshu Srivastava			1	1		5		
9	Ankita Pandey			2		2	4		
10	Shagufta		1	1			3		4

11	Avneet Kaur	2		2	1		6		
12	Kaustubh Deka			3	2	4	6		
13	Pragya Parmita						1		1
14	Ramarao Bonagani			1	4		7		
15	Minakshi Buragohain			1		1			
Department of Psychology									
1	Nalini Deka			4	2	1	5	28	2
2	Meenakshi Saxena	3		4	2		7	1	35
3	Veena Gupta			3	1		15	9	
4	Shrruti Sehrawat			4	1		4	2	
5	Surabhika Maheshwari			4			4		
6	Nidhi Malik			3	4		1	2	10
7	Mitu Rohatgi			4	1		1	5	25
8	Gayatri Arun Kumar				1				
9	Anshu			1	1		3	1	
10	Dinesh Kumar Gupt			1			4		
11	Shweta Kapur			2	1		4		9
12	Surbhi Kumar						10	1	
13	Dipika Dhanda			5			13	2	
14	Swati Jain						2		
15	Komal Chandiramani			4			1		
Department of Sanskrit									
1	Suman Mahendru	1							
2	Anita Swami	1		10	1				
3	Maya Verma			1					
4	Arvind Kumar			2			14		

5	Vandana Yadav			5			2		
Department of Environmental Studies									
1	Govind Singh			1	1		11	4	
2	Darpa Saurav Jyethi			7			3		
Department of Family and Child Welfare									
1	Gunjan Jhamb			2	1	2			
Department of Physical Education									
1	Seema V. Singh	1		5	2			10	
Faculty members Retired/Resigned during last four years									
1	Sneh Mahajan	5	1	8	8	19	17	14	4
2	Neeraj Malik		6	2		10	2	4	
3	Poonam Trivedi	3	3	11	18	62	11	7	
4	Vandita Arora		1	5			4	3	
5	V. K Purohit	7		9		2	2		8
6	Reena Kapoor			6			6		

Table 12: Financial Assistance to Students - Department-wise

Year 2013-2014										
S. No	Department	No. of students	Students receiving financial assistance from							
			College		University		Government		Other Agencies	
			No.	%	No.	%	No.	%	No.	%
1	BA (P)	428	86	20.09	3	0.70	0	0.00	12	2.80
2	BMMMC	175	1	0.57	0	0.00	0	0.00	1	0.57
3	Commerce	319	29	9.09	2	0.63	0	0.00	1	0.31
4	Computer Science	179	14	7.82	0	0.00	0	0.00	0	0.00
5	English	208	3	1.44	0	0.00	0	0.00	0	0.00
6	Economics	221	6	2.71	0	0.00	0	0.00	0	0.00
7	Hindi	212	84	39.62	7	3.30	0	0.00	18	8.49
8	History	129	25	19.38	3	2.33	0	0.00	3	2.33
9	Mathematics	274	25	9.12	1	0.36	0	0.00	0	0.00
10	Music	11	1	9.09	0	0.00	0	0.00	0	0.00
11	Philosophy	176	7	3.98	0	0.00	0	0.00	0	0.00
12	Political Science	353	51	14.45	2	0.57	0	0.00	1	0.28
13	Psychology	278	4	1.44	0	0.00	0	0.00	0	0.00
14	Sanskrit	67	35	52.24	0	0.00	0	0.00	1	1.49
Year 2012-2013										
S. No	Department	No. of students	Students receiving financial assistance from							
			College		University		Government		Other Agencies	
			Stud.	%	Stud.	%	Stud.	%	Stud.	%
1	BA (P)	634	113	17.82	62	9.78	4	0.63	11	1.74
2	BMMMC	139	2	1.44	0	0.00	0	0.00	1	0.72
3	Commerce	295	2	0.68	1	0.34	1	0.34	3	1.02
4	Computer Science	146	4	2.74	0	0.00	0	0.00	1	0.68
5	English	157	3	1.91	0	0.00	1	0.64	0	0.00
6	Economics	131	23	17.56	0	0.00	0	0.00	0	0.00
7	Hindi	167	78	46.71	38	22.75	0	0.00	11	6.59
8	History	114	17	14.91	15	13.16	1	0.88	6	5.26
9	Mathematics	211	21	9.95	5	2.37	0	0.00	1	0.47
10	Music	7	0	0.00	0	0.00	0	0.00	0	0.00
11	Philosophy	167	4	2.40	1	0.60	0	0.00	0	0.00
12	Political Science	310	43	13.87	16	5.16	5	1.61	7	2.26
13	Psychology	234	3	1.28	0	0.00	1	0.43	0	0.00
14	Sanskrit	55	29	52.73	12	21.82	2	3.64	14	25.45

Year 2011-2012										
S. No	Department	No. of students	Students receiving financial assistance from							
			College		University		Government		Other Agencies	
			Stud.	%	Stud.	%	Stud.	%	Stud.	%
1	BA (P)	566	112	19.79	38	6.71	0	0.00	35	6.18
2	BMMMC	132	2	1.52	0	0.00	0	0.00	0	0.00
3	Commerce	293	24	8.19	0	0.00	0	0.00	1	0.34
4	Computer Science	142	3	2.11	0	0.00	0	0.00	0	0.00
5	English	135	2	1.48	0	0.00	0	0.00	0	0.00
6	Economics	160	3	1.88	0	0.00	1	0.63	0	0.00
7	Hindi	159	62	38.99	49	30.82	1	0.63	24	15.09
8	History	113	27	23.89	15	13.27	0	0.00	15	13.27
9	Mathematics	202	11	5.45	0	0.00	0	0.00	1	0.50
10	Music	13	0	0.00	0	0.00	0	0.00	0	0.00
11	Philosophy	141	4	2.84	0	0.00	0	0.00	0	0.00
12	Political Science	315	33	10.48	26	8.25	0	0.00	12	3.81
13	Psychology	219	2	0.91	0	0.00	0	0.00	0	0.00
14	Sanskrit	56	29	51.79	13	23.21	0	0.00	17	30.36

Year 2010-2011										
S. No	Department	No. of students	College		University		Government		Other Agencies	
			Stud.	%	Stud.	%	Stud.	%	Stud.	%
1	BA (P)	458	86	18.78	29	6.33	23	5.02	9	1.97
2	BMMMC	123	0	0.00	0	0.00	4	3.25	2	1.63
3	Commerce	250	9	3.60	0	0.00	1	0.40	0	0.00
4	Computer Science	123	2	1.63	0	0.00	0	0.00	0	0.00
5	English	125	1	0.80	0	0.00	0	0.00	0	0.00
6	Economics	128	0	0.00	0	0.00	0	0.00	0	0.00
7	Hindi	128	50	39.06	43	33.59	1	0.78	7	5.47
8	History	99	20	20.20	9	9.09	7	7.07	1	1.01
9	Mathematics	127	4	3.15	0	0.00	1	0.79	0	0.00
10	Music	18	1	5.56	0	0.00	0	0.00	0	0.00
11	Philosophy	127	2	1.57	3	2.36	5	3.94	0	0.00
12	Political Science	286	24	8.39	13	4.55	11	3.85	04	1.40
13	Psychology	219	1	0.46	0	0.00	0	0.00	0	0.00
14	Sanskrit	49	22	44.90	14	28.57	6	12.24	5	10.20

Ph. 23236351, 23232701, 23237721
23234116, 23235733, 23232317
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)
UGC Website: www.ugc.ac.in
F. No. 8-35/2013 (CPP-I/C)

Speed post

विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

May, 2014

The Principal,
Indraprastha College for Women
31, Sham Nath Marg
Delhi – 110 054

28 MAY 2014

Sub: - Recognition of **Indraprastha College for Woman, Shamnath Marg, Delhi – 110 054** under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

With reference to your letter no. IPC/207/05 dated 27.05.2014 on the above subject, I am directed to say that the name of **indraprastha College for Woman, Shamnath Marg, Delhi – 110 054** established in the year of **1924**, affiliated to **University of Delhi** is included in the list of Colleges maintained under Section **2 (f) & 12 (B)** of the UGC Act, 1956 under the head **Non-Government** College teaching upto **Master's** Degree.

Yours faithfully,

Charan Das

(Charan Dass)
Under Secretary

- AO — to put up in GB.
- Nodal (AICTE) Dr. Sarabjeet Kaur
- TIC Dept of Comp. Sc.

6/5/15

All India Council for Technical Educatio
(A Statutory body under Ministry of HRD, Govt. of India
7th Floor, Chandralok Building, Janpath, New Delhi- 110 00
Phone: 23724151/52/53/54/55/56/57 FAX: 011-23724183 www.aicte-india.or

F. No. AICTE/NWRO/DU Colleges/ICW/1-2557889281/2013-14

Date: 29/04/2015

Receipt No. 97 6/5/15

To,

The Vice Chancellor
University of Delhi
University of Enclave
Delhi - 110007

Sub: Letter of Special Approval for the Technical courses run by colleges affiliated to University of Delhi for the academic year 2013-14.

Ref: MHRD letter No. 20-2/2015 TS-II dated 16-02-2015

Sir/Madam,

University of Delhi has changed the duration of all Degree Courses from 3 years to 4 years in the A/Y 2013-14. The duration has again been rolled back to 3 years on the direction of UGC. The duration of B. Tech Programme has however been retained to 4 Years. Further, the approval of AICTE for the 4 Year B. Tech Programme has not been obtained by these institutions. With a view to streamline this, UGC has issued guidelines to University of Delhi vide letter No. 43-10/2013(CU dated 29/06/2014 and University of Delhi forwarded the UGC guidelines to all its colleges for necessary action.

Further, MHRD vide letter No. 20-2/2015 TS-II dated 16-02-2015 has informed that the matter regarding approval of 4 year B. Tech Programmes under the colleges of University of Delhi has been examined in the Ministry. In the light of MHRD directions under clause 20 (I), chapter 4 of AICTE Act, 1987 and the subsequent approval of E.C. in its meeting held on 07/04/2015 and Council Meeting held on 09/04/2015 and 27-04-2015, I am directed to convey the onetime special approval to

Regional Office	NWRO, Chandigarh	Application Id	**1-2557889281**
Name of the Institute	INDRAPRASTHA COLLEGE FOR WOMEN	Institute Address	(UNIVERSITY OF DELHI) 31- SHAM NATH MARG, CIVIL LINES, NEW DELHI, DELHI 110054
Institute Type	Government aided		

to conduct following courses with the intake indicated below for the academic year 2013-2014

	Application Id : **1-2557889281**								
S. No.	Programme	Shift	Level	Course	Full / Part Time	Affiliating Body	Intake for 2013-14 as certified by University of Delhi	PIO	NRI
1	ENGINEERING AND TECHNOLOGY	Ist Shift	UG	COMPUTER SCIENCE	Full Time	University Of Delhi	67	NA	NA

All Institutions shall fulfill the following general conditions:

1. The Institution shall not conduct any course(s) in the field of technical education in the same premises / campus and / or in the name of the Institution without prior permission / approval of AICTE. If found so, appropriate action as per the notified regulations shall be initiated against the Institution.

2. The institution shall operate only from the approved location, and that the institution shall not open any off campus study centers / extension centers directly or in collaboration with any other institution / university / organization for the purpose of imparting technical education without obtaining prior approval from the AICTE. If found so, appropriate action as per the notified regulations shall be initiated against the Institution.
3. The tuition and other fees shall be charged as prescribed by the Competent Authority of the University of Delhi within the overall criteria prescribed by the Council from time to time. No capitation fee shall be charged from the students / guardians of students in any form. If found so, appropriate action as per the notified regulations shall be initiated against the Institution by the Competent Authority of the University of Delhi .
4. The teaching and other staff appointed for the course shall fulfill the qualifications and experience prescribed by the Council from time to time and pay scales are as per the norms prescribed by the Council from time to time.
5. It shall be mandatory for the institution to maintain a Website providing the prescribed information. The Website information must be continuously updated as and when changes take place.
6. It is open for the Competent Authority of the University of Delhi to carry out random inspections round the year for verifying the status of the Institutions to ensure maintenance of norms and standards.
7. The Institution by virtue of the approval given by the Council shall not automatically become claimant to any grant-in-aid from the Central or State Government.
8. The Institute shall take appropriate measures for prevention of ragging in any form, in the light of AICTE regulation "Prevention and Prohibition of Ragging in Technical Institutions, Universities including Deemed to Universities imparting technical education" Regulation 2009 (F.No. 37-3/Legal/AICTE/2009 dated 01/07/2009). In case of failure to prevent the instances of ragging by the Institutions, appropriate action as per the notified regulations will be taken.
9. This is a "One time approval" given to the institute for the batch admitted in 2013-14 only and will not be valid for any other technical course without prior approval of the Council.
10. The institute shall submit compliance report of the affidavit regarding the deficiencies existing in the institution within the time duration, failing which, appropriate disciplinary action will be taken.

The Management of the Institute shall strictly follow further conditions as may be specified by the Council from time to time. The Competent Authority of the University of Delhi will monitor the Academic Progress and also other administrative matters from time to time and any violation of the above conditions and / or non- adherence to the norms and standards prescribed by the Council, mis-representation of facts and submitting factually in correct information will be liable for penal action

Dr P.B. Ullagaddi
Advisor-II (Approval Bureau)

Copy to:

1. **The Regional Officer,**
   Plot No. 1A, 5th Floor, DTE(Pb..) Building,
   Dakshin Mark, Sector 36-A, Chandigarh-160 036

2. **The Secretary to GoI**
   Higher Education, MHRD, Shastri Bhawan, New Delhi

3. **The Director Of Technical Education,**
   (Higher & Technical Education)
   Muni Maya Ram Marg,
   Pitam pura, ,
   Near T V. Tower, Delhi-110088

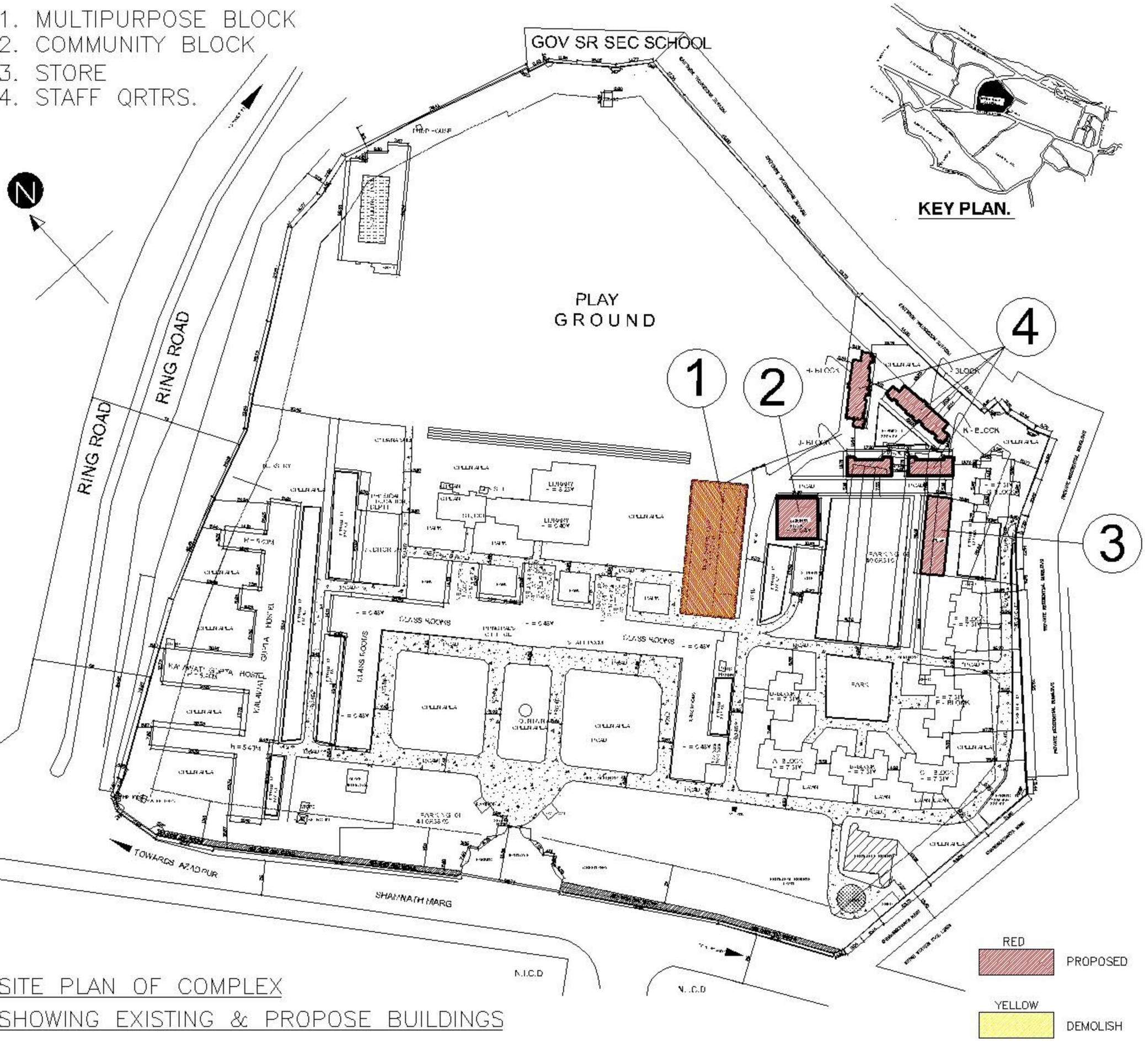
4. **The Registrar, University of Delhi** to submit an undertaking stating that the syllabus of the B. Tech courses under the Four Year Undergraduate Programme introduced by it in the AY 2013-14 is at par to the curriculum imparted in AICTE approved institutions. Further the University shall have periodic review of the academic progress in respect of courses under intimation to the Council.

5. **The Principal / Director,**
   Indraprastha College for Women,
   (University of Delhi)
   31- Sham Nath Marg, Civil Lines,
   New Delhi, Delhi 110054

6. **Guard File(AICTE)**

LEGEND:–

1. MULTIPURPOSE BLOCK
2. COMMUNITY BLOCK
3. STORE
4. STAFF QRTRS.



SITE PLAN OF COMPLEX
SHOWING EXISTING & PROPOSE BUILDINGS

03 December 2014

The Senior Audit Officer (AMG-IV)
Office of the Director General of Audit,
(Central Expenditure),
New Delhi – 110 002.

Madam,

Re: Compliance Report on the points raised during audit of accounts of Indraprastha College for Women for the year 2011-14.

Please refer to your letter No. AMG-IV/IR/4-46/IP College/2014-15/363 dated 02.06.2014. Point-wise Compliance Report is submitted hereunder:-

Part II – B

Para 1 : Non-contribution of management share of 5 per cent Rs.40.83 lakh

At the time of audit, tentative amount of Rs.36.37 lakh was informed to be received from the Governing Body for the financial year 2013-14. However, after finalization of accounts for the financial year 2013-14, actual amount to be received from the Governing Body has come to Rs.33.17 lakh making a total amount of Rs.37,61,730/- instead of Rs.40.83 lakh to be receivable from the Governing Body for three financial years i.e.2011-12, 2012-13 and 2013-14.

Therefore, Management share amounting to Rs. 37,61,730/- has been transferred to the College Account on 18.09.2014 vide Voucher No. 1744 dated 18.09.2014 (photo copy enclosed).

- **(Pages no. 1-2)**

Para 2 : Non-deduction of medical contribution of Rs.12.95 lakh from the beneficiaries.

We have sought clarification from University of Delhi vide letter No. IPC/224/05 dated 20.05.2014 (photo copy enclosed) addressed to the Assistant Registrar, University of Delhi, Delhi. Reply from the University is awaited. Action will be taken on receipt of directions from University of Delhi in this matter.

However, the College Governing Body has directed to deduct the medical contribution and retain the amount in the College A/c till the matter is resolved by University of Delhi.

- **(Page no. 3)**

Para 3 : Inadmissible payment of Service Tax of Rs.1.75 lakh

Following firms were requested for refund of Service Tax vide our letter (photo copy enclosed) number mentioned against their respective name:-

Name of the Firm/Agency	Letter No. & Date	Amount refundable Rs.)
M/s. ESF Securities	IPC/79/06 dated 24.06.2014	84,956/-
M/s. TELERAD	IPC/80/06 dated 24.06.2014	30,900/-
M/s. RefAir India Pvt. Ltd.	IPC/78/06 dated 24.06.2014	7,242/-
M/s. Prime Enterprises	IPC/81/06 dated 24.06.2014	55,997/-
M/s. Cummins Svam Sales & Service Ltd.	IPC/82/06 dated 24.06.2014	5,280/-

Out of the above five firms, only two firms i.e. M/s. ESF Securities and M/s. RefAir India Pvt. Ltd. have refunded the amount of Service Tax. Two firms, M/s. TELERAD and M/s. Prime Enterprises have shown their inability to refund the amount of Service Tax, as per their representations mentioned below and enclosed herewith.

Name of the Firm/Agency	Firm's Representation Dated	Amount (Rs.)
M/s. TELERAD	22.07.2014	30,900/-
M/s. Prime Enterprises	27.09.2014	55,997/-

M/s. Cummins Svam Sales & Service Ltd. who have to pay an amount of Rs.5,280/- have not responded so far and we are pursuing with them. - **(Pages no. 4-21)**

Para 4: **Income of Rs.29.36 lakh earned as interest on maintenance grant kept in saving bank account not reflected as income in accounts sent to UGC.**

Interest amount of Rs.29.36 lakh earned on the maintenance grant has now been depicted in the accounts vide voucher No. 53 dated 23.07.2014 (photo copy enclosed).

- **(Page no. 22)**

Para 5: **Overpayment to hostel mess catering contractor for Rs.2.48 lakhs.**

Mess contractor M/s. Dhawan Caterers have refunded the amount of Rs.2.48 lakhs and a photo copy of their letter dated 17.07.2014 enclosing therewith a cheque of Rs.2.48 lakhs is enclosed.

However, in this particular case, the College Governing Body has observed in its meeting held on 7 October 2014 vide para 2 of the Minutes that since the College is an autonomous body and rules for procurement of services and award of contracts are framed with the approval of the Governing Body especially in cases where the grant is not received from Govt. funding agency, it is the prerogative of the Governing Body to modify the terms and conditions of any contract, including with retrospective effect, to facilitate smooth functioning of the College. In this case, the Honorary Treasurer, Governing Body approved payment on increased rates w.e.f. July, 2013 to M/s. Dhawan Caterers. Photo copy of letter dated 27.09.2013 on which she gave her approval on behalf of Governing Body is enclosed.

- **(Pages no. 23-27)**

Para 6: Non-conducting of physical verification of stores

Apart from the College routine verification at the end of academic session, physical verification of stock has been undertaken and completed again as per your advice. Photo copy of a notification no. IPC/48/05 dated 12.05.2014 issued to colleagues in this regard is enclosed. Proof of physical verification from all concerned Departments are enclosed. It is reiterated that there is no Central Store in the College.

- **(Pages No. 28 to 37)**

Para 7 : Loss of interest due to operation of current account

As directed, we have requested Canara Bank to convert the Current Accounts i.e. Maintenance Salary Account No. 7 and College Maintenance Account No. 102 into Savings A/c vide our letter No. IPC/184/08 dated 12.08.2014 (photo copy enclosed). The Bank has complied and the money has been transferred to Savings Accounts.

- **(Page No. 38)**

Para 8 : Non Adherence of provisions of GFRs

(A) AMC for Computers

AMC for Computers has now been awarded to the vendor after due tender process to M/s. VSM Advance Automation for one year w.e.f. 24.07.2014 to 23.07.2015 (copy enclosed).

- **(Pages no. 39-44)**

(B) AMC for CCTV

AMC for CCTV has now been awarded to to the vendor after due tender process to M/s. Cosmo Enterprises, for one year w.e.f. 16.09.2014 to 15.09.2015 (copy enclosed).

- **(Pages no. 45 – 50)**

Para 9 : Non-recovery of cess amounting to Rs.3.96 lakh

Following person(s)/firms were requested for refund of over-payment (i.e. cess) vide our letter (photo copy enclosed) number mentioned against their respective name:-

Name of the Person(s)/Firm	Letter No. & Date	Amount refundable Rs.)
Mr. Sita Ram	IPC/100/06 dtd. 26.06.2014	3,932/-
M/s. Satnam Singh & Co.	IPC/98/06 dtd. 26.06.2014	2,53,818/-
M/s. Neon Constructions	IPC/97/06 dtd. 26.06.2014	65,556/-
M/s. Spectrum Broadcast Infrastructure Services	IPC/96/06 dtd. 26.06.2014	24,907/-

Pvt. Ltd. M/s. A.K. Enterprises	IPC/99/06 dtd. 26.06.2014		48,399/-

All the above parties have deposited the demanded amount. The College has deposited the amount of Rs.7.92 lakhs {Rs.3.96 lakhs + Rs.3.96 lakhs(penalty)} with the Deputy Labour Commissioner, Delhi Building and othr Construction Workers Welfare Board (Copy enclosed).

- **(Pages 51-66)**

Para 10 :

(A) Irregular payment of Rs.2.77 lakh on LTC claims

The College issued letters (copies enclosed) for recovery of the amount to the concerned employees.The employees have requested for waiver of recovery vide their self explanatory letters attached herewith. The College agrees with their contention and would like to request the CAG that since the tickets were purchased for travel by Air India under LTC 80 and their respective claims have been approved by the competent authorities i.e. Governing Body, University of Delhi and UGC by approving the Balance Sheet of relevant financial year, recovery on this account may kindly be allowed to be waived as there has been no loss to the Public Exchequer.

(Pages No. 67-72)

(B) Irregular leave encashment of Rs.11,174/-

The College issued letters for recovery of the amount to the concerned employees. The employees have requested for waiver of recovery vide their self explanatory letters attached herewith. Waiver of recovery may kindly be allowed in view of what has been stated in the communications received from the employees.

(Pages No. 73-76)

Para 11: Non-submission of Annual Property Returns by the employees

Annual Property Returns have been obtained from all the employees except from those on long leave.

Thank you.

With regards

Dr. Babli Moitra Saraf
Principal

INDRAPRASTHA COLLEGE FOR WOMEN

(University of Delhi)

31, Sham Nath Marg, Delhi-110054

Tel. : 23954085, 23962009 Fax : 23976392

Utilisation Certificate

This is to certify that **Rs. 2,52,52,203/- (Rs. Two Crore Fifty Two Lacs Fifty Two Thousand Two Hundred Three Only)** spent against the grant of **Rs.1,87,50,000/-(One Crore Eighty Seven Lacs Fifity thousand Only)** received from Ministry of Youth Affairs & Sports, Department of Sports, Government of India vide **letter No. F.No.14-23/2009-SP.IV(Vol-III) dated 16.12.2009** towards up-gradation of sports infrastructure under Legacy Plan of Commonwealth Games, 2010. Amount has been utilized for the purpose for which it was sanctioned and in accordance with the terms and conditions as laid down by the Ministry of Sports, Government of India.

We further certify that we have verified the books and related documents etc. and found the same to be correct.

For HARI & ASSOCIATES
Chartered Accountants

(Dr. Babli Moitra Saraf)
Principal

HARI & ASSOCIATES NEW DELHI Chartered Accountants

(KAJ GUPTA) 27/1/11

INDRAPRASTHA COLLEGE FOR WOMEN : DELHI

(STATEMENT OF INCOME & EXPENDITURE)

Audited statement of Income & Expenditure in respect of Upgradation of Gymnasium Hall vide Ministry of Youth Affaris & Sports, Department of Sports letter No.14-23/2009-SP.IV(Vol-III)

	INCOME		AMOUNT(Rs.)		EXPENDITURE	AMOUNT(Rs.)
1)	Grant from Ministry of Youth Affairs & Sports, Department of Sports Government of India		18750000	1)	Civil works	2084728
				2)	Electric Works	989961
				3)	Equipments	1723319
	Expenditure Excess over income					4798008
	Excess over income as per previous income & Expenditure Account	1704195				**20454195**
	Add : Excess over income	4798008	6502203			
	TOTAL (RS.)		25252203			25252203

PRINCIPAL

HARI & ASSOCIATES NEW DELHI Chartered Accountants

INDRAPRASTHA COLLEGE FOR WOMEN
University of Delhi
31, Sham Nath Marg, Delhi – 110054
Website: www.ipcollege.ac.in
Email: ipc1924@gmail.com
Tel. : 23954085, 23962009 FAX : 23976392

15.6.2013

Utilization Certificate

This is to certify that Rs. 1, 00,000 (Rs. One Lakh only) was spent against the sanctioned grant of Rs. 1, 00,000 (Rs. One Lakh only) received from Kul Vikram Trust Scholarships towards 'Financial Aid to Students in Need of Assistance' during 2012 – 2013. The amount has been utilized for the purpose for which it was sanctioned and in accordance with the terms and conditions laid down by the Sanctioning Authority

Dr. Vinita Sinha
Bursar

Dr. Babli Moitra Saraf
Principal

प्राचार्या / Principal
इन्द्रप्रस्थ महिला महाविद्यालय
Indraprastha College for Women
दिल्ली विश्वविद्यालय / University of Delhi
दिल्ली–110054 / Delhi-110054

KUL VIKRAM TRUST SCHOLARSHIP

2012-13

INCOME	*AMOUNT (Rs.)*	*EXPENDITURE*	*AMOUNT (Rs.)*
Amount received	500000	Financial Aid to Students	100000
Interest (2012-13)	41161		
		Balance (as on 31.03.2013)	**441161**
	541161		**541161**

प्राचार्या / Principal
इन्द्रप्रस्थ महिला महाविद्यालय
Indraprastha College for Women
दिल्ली विश्वविद्यालय / University of Delhi
दिल्ली–110054 / Delhi-110054

INDRAPRASTHA COLLEGE FOR WOMEN
University of Delhi
31, Sham NathMarg, Delhi – 110054
Website: www.ipcollege.ac.in
Email: ipc1924@gmail.com
Tel. :23954085, 23962009 FAX : 23976392

UTILIZTION CERTIFICATE

This is to certify that Rs.1,00,000/-(Rs. One Lakh Only) was spent against the sanctioned grant of Rs. 1,00,000/-(Rs. One Lakh Only) received from Kul Vikram Trust Scholarship towards ' Financial Aid to Students in Need of Assistance' during 2013-14. The amount has been utilized for the purpose for which it was sanctioned and in accordance with the terms and conditions laid down by the Sanctioning Authority.

Dr. Vinita Sinha
Bursar

Dr. Babli Moitra Saraf
Principal

KUL VIKRAM TRUST

INCOME AND EXPENDITURE ACCOUNT

2013-14

INCOME	AMOUNT(Rs.)	EXPENDITURE	AMOUNT(Rs.)
Opening Balance (as on 01.04.2013)	441161	Financial Aid to Students*	100000
Interest (2013-14)	37500	**Balance (as on 31.03.2013)**	**378661**
TOTAL	**478661**		**478661**

*

			Amount (Rs.)
1)	Ms. Kaveri Borah	College Fee	14620
		Hostel Fee	66950
2)	Ms. Aiman Ghazli	Hostel Fee	18430
			100000

Section Officer (Accounts)
Indraprastha College for Women
Sham Nath Marg, Delhi-110054

Bursar
Indraprastha College for Women
Sham Nath Marg, Delhi-110054

Principal
Indraprastha College for Women
Sham Nath Marg, Delhi-110054

INDRAPRASTHA COLLEGE FOR WOMEN
University of Delhi
31, Sham NathMarg, Delhi – 110054
Website: www.ipcollege.ac.in
Email: ipc1924@gmail.com
Tel. :23954085, 23962009 FAX : 23976392

UTILIZTION CERTIFICATE

This is to certify that Rs.1,00,000/-(Rs. One Lakh Only) was spent against the sanctioned grant of Rs. 1,00,000/-(Rs. One Lakh Only) received from Kul Vikram Trust Scholarship towards ' Financial Aid to Students in Need of Assistance' during 2014-15. The amount has been utilized for the purpose for which it was sanctioned and in accordance with the terms and conditions laid down by the Sanctioning Authority.

Dr. Vinita Sinha
Bursar

Dr. Babli Moitra Saraf
Principal

KUL VIKRAM TRUST

INCOME AND EXPENDITURE ACCOUNT

2014-15

INCOME	AMOUNT(Rs.)	EXPENDITURE	AMOUNT(Rs.)
Opening Balance (as on 01.04.2014)	378661	Financial Aid to Students**	100000
Interest (2012-13)	*	**Balance (as on 28.02.2015)**	**278661**
TOTAL	**378661**		**378661**

* Interest for the Financial Year 2014-15 to be added.

**			Amount (Rs.)
1)	Ms. Neetu Gupta	College Fees	23100
		Hostel Fees	76900
			100000

Section Officer (Accounts)
Indraprastha College for Women
Sham Nath Marg, Delhi-110054

Bursar
Indraprastha College for Women
Sham Nath Marg, Delhi-110054

Principal
Indraprastha College for Women
Sham Nath Marg, Delhi-110054