



**SRI GURU NANAK DEV KHALSA COLLEGE
(UNIVERSITY OF DELHI)
DEV NAGAR, NEW DELHI - 110005**



**SELF STUDY REPORT
2015**

**SUBMITTED TO
NATIONAL ASSESSMENT AND
ACCREDITATION COUNCIL**



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PREFACE

Sri Guru Nanak Dev Khalsa College is probably the only college of the University of Delhi that has transformed itself from most humble beginnings as an evening college into one of the most vibrant and happening colleges, leaving its stronger peers way behind in most spheres of life be it academics, sports, art and culture, and discipline. No wonder the college has been regularly producing position holders in various disciplines especially Commerce, Business Economics, Hindi Journalism, Punjabi and so on. The college is credited with having produced outstanding sportsmen of national fame and stands tall with achievements hardly any other college can boast of by bagging the most number of gold and silver medals in various competitive sports events – that too when it doesn't have a playing arena of its own. The college has the best Bhangra team of the university and has won the most competitions; it also has the best-performing street play team of the University of Delhi, known by the name of '*Nepathya*'.

Named after Sri Guru Tegh Bahadur, the ninth guru of Sikhs, the College started its operations as Sri Guru Tegh Bahadur Khalsa (Evening) College in July 1973 in the premises vacated by Sri Guru Tegh Bahadur Khalsa College that eventually shifted to the north campus of University of Delhi. Such were its modest beginnings that the head of the institution did not hold the status of Principal but was designated as Vice-principal (in-charge). The college was further renamed Sri Guru Tegh Bahadur Khalsa Post Graduate (Evening) College during the year 1988-89 when it secured approval to start M.Com with the Vice-principal (in-charge) getting the designation of Additional Principal. The college has imbibed the teachings of Sri Guru Tegh Bahadur in letter and spirit and has made it a way of life for students as well as teachers. Sri Guru Tegh Bahadur made the supreme sacrifice for protecting the religion of others when mass-scale conversions were being resorted to by the Mughals and eventually sacrificed his entire clan to uphold the religious freedom and beliefs of other communities, thereby proffering a true lesson of religious tolerance. The tenets of our guru's teachings have been so internalized in our students that it culminated in one of our notable students, Captain Vijayant Thapar, laying down his life in the Kargil War for the protection of his fellow countrymen and being posthumously awarded the Vir Chakra for his act of bravery.

In the year 2005, the college was converted into a full-fledged day college and was renamed Sri Guru Nanak Dev Khalsa College after the first Sikh Guru Sri Guru Nanak Dev ji. Ever since, the college has transformed itself into an institution that not only strives to achieve academic excellence and all-round development of its students but also inculcates in them the spirit of scientific temper taught by the guru who demolished many myths of life and showed the whole world how to live in the modern world and still uphold the values of spiritualism and truthfulness. The tenets

of “*kirtkarna, naamjapna and vandchhakna*” and “*maanias ki jaat sabhai ekai pehchanbo*” have become a way of life for the students who live and study in a most secular atmosphere and believe in remembering God and sharing the fruits of their labor with their less fortunate brothers and sisters. Character building remains the focal point of all activities of the college.

A constituent college of the University of Delhi, the college is registered under Section 2f and 12B of the UGC Act, 1956 and is managed by the Delhi Sikh Gurudwara Management Committee – the parent body that takes pride in managing some quality educational institutions, including senior secondary schools, colleges, management institutions, and engineering and other professional institutions. The college is located in Karol Bagh, one of the leading business and commercial centers of Asia. It is surrounded by corporate offices of major industrial giants, leading banks and financial institutions, export houses, foreign exchange and precious metal dealers, and leading retail chains and hotels in places like Rajendra Place, Connaught Place, Jhandewalan and Karol Bagh. This provides an excellent opportunity for student-industry interaction. The industry interaction of the college is so strong that practically every week one such interaction is organized by the students through their own societies known by the names of Vanaj, Kirt, Cyber Clan, Photo Bug, Nepathya and Society for Financial Literacy and Consumer Awareness (SOFICA), etc. The fact that the college’s placement cell could place all the willing students of the final year, totaling more than 160, is yet more testimony to its strong industry interface. The student societies along with the NSS and NCC wings of the college actively engage students with community work such as consumer awareness, financial literacy, educating the under-privileged sections of society, taking up social work in slums and so on. This augurs well for carving out their holistic personalities and making them responsible citizens.

Though the college imparts education as per Delhi University Guidelines, it works towards evolving as a resource center of holistic learning. It is with this objective in view that state-of-the-art academic and extra-curricular infrastructure is made available to the students. The college not only has five fully functional computer labs and a well-stocked library that is centrally air-conditioned and computerized, all its classrooms are fitted with multimedia facilities and the entire college building is monitored with CCTV cameras. The college building is not only disabled-friendly, there is work in progress towards setting up a solar power plant and for rainwater harvesting; it is going to be amongst the first few colleges of the University of Delhi that will be energy efficient with a green tag. In its endeavor to regularly upgrade its infrastructure the college has already put all its attendance and internal assessment work online, has state of the art teaching-learning aids for differently abled students and faculty, and is on the way to becoming the first college of the university that will be completely digitized.

National-level seminars and workshops are organized throughout the year. Prominent experts from academics, business and industry participate in these programs. An inter-college cultural festival by the name of ‘Surlok’ is also held annually. Since most of these

activities are organized by the students themselves under the supervision of their able mentors, it helps build their personalities and inculcate in them a unique sense of responsibility that comes in handy when they take up different roles in real-life situations, making them more confident. The college is the first to experiment successfully with the idea of engaging its own students in managing the affairs of the college by offering them summer internships in administration, accounts and library work.

The college has one of the most learned faculties in the entire University with a large number of teachers having doctorate and post-doctorate qualifications. The services of many of them are solicited by various regulatory bodies, educational institutions and leading corporates, and the like. Most of them have a sound record of research as well as published work and use innovative and practical methods of imparting education. To enrich the students' knowledge from a contemporary angle, prominent experts from academics, business and industry are invited round the year. The college, with a student strength of more than 2,000, admits boys and girls and offers undergraduate as well as postgraduate courses in Commerce and Punjabi (started in 2004-5) besides offering undergraduate courses in Political Science, History and Hindi. The college also conducts professional courses in Business Economics and Hindi Journalism and Mass Communication. The college is in the process of offering new courses in Mathematics, Computer Science and Statistics.

Despite excelling in academics and many other spheres of life, the college, being an off-campus one, has been deprived of the attention it deserves not only from the public at large but everyone that matters including the media and various agencies that rank educational institutions. NAAC accreditation will not only get us the desired critical review and analysis of the progress we have made so far but will also affirm our commitment to striving for achieving excellence. The very process of preparing a Self Study Report has made us do a thorough SWOC analysis whereby we have been able to understand as to what lies ahead and which are the areas that need to be worked upon.

This Self Study Report being submitted for the first cycle of Assessment and Accreditation presents information as per the requirement laid down by NAAC in this regard. The report has been organized in two parts. The first part includes a Profile of the College and Executive Summary. The second part consists of the Criterion-wise Report and Department-wise Evaluative Report.

It is my privilege to submit the Self Study Report to the National Assessment and Accreditation Council, Bangalore for assessment and accreditation of the college.

With kind regards

Dr. Man Mohan Kaur

Principal

SWOC ANALYSIS

Sri Guru Nanak Dev Khalsa College was set up as SGTB Khalsa Evening College in the year 1973 and later progressed to a full-fledged independent college in 2005. The College endeavors to prepare its students for fulfilling careers by enabling them to realize their full potential and by inculcating in them the spirit of intellectual enquiry, independent thinking and an ethical mindset. The mainstay of the institution has been to lead a wholesome life by nurturing in them the human qualities as well as professional abilities to emerge as informed and responsible citizens of this globalized world. Driven by the teachings of the Sikh Gurus, the college has been progressing steadfastly towards realizing its mission of creating balanced minds wherein knowledge is paired with benevolent outlook.

STRENGTHS

- The Mission of the college -- to develop lifelong learners equipped with competencies nurtured through integration of academic learning and a socially conscious outlook -- is a perpetual source of strength for all stakeholders. This is adequately reflected in the entire gamut of academic and non-academic activities of the college which are designed to instill not just employability skills, but also a sense of compassion & sensitivity among students.
- The college has a dedicated and competent faculty who are always ready to walk that extra mile to mentor the students. More than 60% of the teaching staff are Ph.ds and a large number of teachers have publications to their credit. The teaching learning process moves beyond the confines of the class rooms and teachers willingly make themselves available to the students even after the mandatory teaching sessions.
- Effective and supportive guidance from the governing body is a pillar of strength for the college which generates impetus needed for robust and unhindered functioning of the institution.
- All round personality is the hallmark of education at our college and what is learned within the class room is complemented by what is done together outside of them. A Large number of clubs and Societies of the College work religiously towards the operationalization of cultural curriculum of the college. All societies and Clubs are successfully managed by students with teachers as facilitators in the background.
- A highly motivated and responsible body of students is a formidable pillar of strength in our college. The entire spectrum of co-curricular and departmental activities is brilliantly managed by students who creatively expand the horizons of

these activities year after year. The innovative and entrepreneurial approach of the student body towards overall management of clubs and societies is an outstanding feature of the college. Further, the way in which junior members of these societies observe, analyze and imbibe the core values and managerial acumen of their seniors leads to a smooth transition of leadership from mentors to learners.

- The Internal Quality Assurance Cell (IQAC) of the college has been recently setup which plays a vital role in ensuring quality in education through various quality enhancement measures and monitoring mechanism. Even before the formation of IQAC, college had regular monitoring of the teaching, workload and sports activity. The college has been tirelessly striving to upgrade the performance of students especially in the examination. The college has Monitoring Committee, Moderation Committee, and Academic Development Committee which looks into their Internal Assessment problems. Besides this, all the results of the students are analysed from time to time, and their parents are also informed.
- An active and dedicated Equal Opportunity Cell (EOC) caters to the needs and concerns of differently abled students in the college.
- Our institution is fully conscious of its responsibility towards the society particularly the immediate neighborhood. College Community Collaboration (C3) is an initiative taken up by the college towards community engagement and outreach program wherein college resources and infrastructure shall be utilized towards community welfare.
- The college runs a counseling cell that addresses the psychological and emotional issues faced by students as well as the staff.
- We have this practice of in-house internship for our students wherein students work as interns in library, administrative and accounts departments of the college. Such internships generate mutual benefits for students as well as the college.
- In keeping with the universality of the teachings of Guru Nanak Dev Ji, after whom the college is named, the integrated vision of education pursued by our institution incorporates capacity building facilities within the curriculum. The college has a Divinity society which organizes religious trips, langar on founders' day and college prayers on all occasions. Besides, Yoga workshops are held for students and staff members to instill in them a sense of self discipline.

WEAKNESSES

- Lack of space resulting in inadequate infrastructural facilities is the major handicap for the college. Non availability of modern Auditorium and conference

rooms hinders the college in organizing national and international seminars and workshops.

- There is no sports infrastructure within the college premises. Budding sport persons of national / international repute lament the absence of play ground and other sports facilities in the college and they are constrained to use other colleges' playgrounds for practice.
- Rehearsals and Practice sessions of extra- curricular activities viz. Western Band, Vocal music, Street play, Bhangra etc. have to be scheduled either before or after the regular college hours so that classes take place in an undisturbed, noise free ambience. Students, therefore, have to stay back late in the college posing serious safety issues especially for girls.
- The college is located in the vicinity of a congested market Place and this is further aggravated on account of increasing commercialization of the immediate surroundings as well as the overcrowded approach roads.
- The College lacks the aura and ambience of a modern, plush campus instrumental in attracting the contemporary youth towards an institution.
- Locational disadvantage coupled with infrastructural constraints are major obstructions in forging productive partnerships with industry, research bodies and International Collaborations with foreign Universities.
- A sizeable numbers of teachers in the college are working on temporary basis. Instability of their working tenure prevents them from getting involved in and contributing to the corporate life of the college in a more substantial manner.
- The college has no Hostel or residential facilities for students and staff.

OPPORTUNITIES

- The college building is in the process of renovation and upgradation. A modern infrastructure shall open the doors to a world of opportunities for the college which were kept in abeyance so far.
- The college has the potential and immense scope for new courses which are long overdue.
- Since education is one of the priority agendas of successive governments, tremendous opportunities have been thrown open for national and international collaborations with other universities. The College, too, proposes to collaborate with foreign universities as well as the industry with a view to provide students useful insights on professional skills with a thrust on entrepreneurial culture.

- For professional and academic development of the faculty, training sessions and workshops shall be organized along with inter-institutional tie-ups.
- With a view to sensitize the students as well as the staff towards its responsibility towards the community, the college plans to actively engage itself with its immediate neighborhood through the network of local RWAs and Traders' Associations under the aegis of its College Community Collaboration project(C3).
- The college looks forward to academic collaboration with professional institutes and other universities for introduction of professional courses as well as 'add on' certificate courses.

CHALLENGES

- In current times, the youth perception towards success and satisfaction is measured in terms of materialistic success and one-upmanship. Youngsters are increasingly becoming oblivious to the relevance and concept of a fulfilled and meaningful life. As an educational institution, the college needs to be conscious and vigilant about its obligation to reinforce the significance of an ethical mindset and a compassionate outlook without which the entire teaching learning process becomes shallow.
- To motivate students to develop a deeper sense of critical and analytical thinking and to cultivate in them an endeavoring passion to be conscious morally and socially.
- To encourage research aptitude amongst students and instill an innovation prone thought process.
- To setup a forum for the alumni whereby they can maintain regular contact with the college in the form of feedback as well as valuable contributions.
- In this technologically revolutionized world, overload of and easy accessibility to information comes with the risk of reducing the teaching learning process to a mere dissemination of facts. The challenge lies before the teaching fraternity to revisit the conventional pedagogy so as to establish the real connect between information, knowledge and wisdom as well as its applicability and incorporate the same in teaching methodologies.
- In today's world of glitz & glamour, everyone especially the younger generation is fascinated by looks and appearances. In this respect, our college needs to go a long way and evolve itself aesthetically failing which the old exterior of the college building shall prove to be a costly deterrent for the budding new faces and turn them away towards more presentable campuses.

EXECUTIVE SUMMARY

CRITERION I: CURRICULAR ASPECTS

The mission, vision and objective of SGND Khalsa College are amply reflected in the college's motto "*Jeh Gyan Pragas Agyan Mitant*" (Light of knowledge dispels ignorance). Right from its inception in 1973 till today, the college has striven to achieve greater heights in quality education. Developing an ardent quest for knowledge, research, freedom of expression, respect for culture, generating sensitivity towards one's environment are some of the focal points around which the institution works.

The college offers eight undergraduate courses leading to the Bachelor with Honours/Programme Degree and postgraduate courses in Commerce and Punjabi. The college also offers two professional courses viz. B.A. Hons. in Business Economics and B.A. Hons. in Hindi Journalism and Mass Communication. This vast array of disciplines provides to students a broad choice of courses, according to their interest. With a focus on the holistic development of the students, excellence in both curricular as well as the extra-curricular activities is promoted.

The faculty works towards encouraging an attitude of enquiry, a critical outlook and an analytical approach among the students. The concept of parallel education runs deep in our curriculum and all departments in the college organize seminars, symposia, conferences, study tours, and other academic activities to achieve this end.

The various students associations, departments, staff council committees as well as robust NCC and NSS units are running comprehensive programmes for the betterment of the students in particular, and society at large. The committees like the Grievance Committee, SC/ST/OBC Counselling Committee and Gender Sensitization Society have been created to address the special needs of the students. Curriculum enrichment would remain incomplete, if technological developments are not incorporated in the life of an educational institution. In keeping with these sentiments, the college keeps pace with most of the technological developments related to university education. Be it the college library, website, college office, or the class-rooms, continuous efforts are made to update all college infrastructures with the latest technology. Such updating promotes physical and intellectual agility in the institution.

SGND Khalsa College has an active Career Counselling cum Placement Cell that not only helps students in getting internships and jobs, but also works towards making them employment ready. Some courses such as B.Com. (Hons), B.A. (Hons.)Hindi Journalism & Mass Communication and B.A. (Hons.) Business Economics are specifically designed to offer students good employment opportunities.

CRITERION II: TEACHING-LEARNING AND EVALUATION

The College provides quality education in various disciplines ranging from languages (English, Hindi, Punjabi and Sanskrit) and humanities (History & political Sciences) to social sciences (Commerce, Economics and Mathematics) and professional courses (Business Economics and Hindi Journalism). New courses are also added from time to time after seeking approval from the University. The College is on its way to introduce B.Sc. Hons. in three courses viz. Computer Science, Mathematics, and Statistics.

Admissions in the college are merit-based adhering completely to the regulations and directives as stipulated by University of Delhi from time to time. They are carried out by an admission committee which is duly constituted by the Staff council-a statutory body of the College. The Committee decides in its meetings the cut-offs from time to time for different courses, inform University in this regard, put them on College & University web-sites, on College's notice board etc. for wider publicity and for ensuring transparency.

The Committee ensures fair opportunities to different sections of the society in the admissions as per University guidelines. Towards this, due weightage is given to the candidates belonging to SC, ST and PWD categories. Relaxation is given to Sikh and female students to ensure their fair representation in admissions. Due consideration is given to sports and extra curricular activities.

The College provides ample support to the deserving economically poor & socially backward students both in the form of cash and kind. To this end the College liberally grants fee concession and issues books from Student Aid Fund (SAF) to such students. The College has rich tradition where teachers in their personal capacity help deserving and needy students financially. The college also organises special teaching / coaching classes for such students to enhance their employability and competitive strength.

To incentivise students, the college large number of prizes for outstanding academic performances as well as for excelling in the fields of Sports, NCC, NSS, and extra-curricular activities. To motivate students many cash prizes have been instituted by faculty members of the College.

The College follows a multi-faceted learning process which includes not only the lecture & tutorial classes, but also interactive discussions, collaborative exercises, project works, and presentations. For better dissemination of knowledge, the college provides various communication tools like LCD projectors and laptops to the teachers and students. Industrial, historical, cultural and, religious tours are frequently organized for students to gain on site knowledge. Further, departmental societies regularly organize seminars, extension-lectures, quizzes, debates and other activities in their respective fields. At the same time, students also have the option to join

highly active NCC and NSS units. All these not only enhance academic value of the students but also contribute significantly to their overall personality development and skills. As a result, our placement committee has an enviable record of conducting successful campus recruitment.

While University laid down procedure is strictly followed for recruiting faculty members, they continue to strive for learning and keeping abreast of the latest developments in their respective fields. The Faculty regularly participates in conferences, workshops, seminars, and refresher courses with many of them being regularly invited as resource persons at such events. The College also regularly organizes conferences, workshops and Seminars. Further, our faculty members are also associated with the University and UGC sponsored prestigious Innovation/ Research Projects.

The performance of the students and learning outcome is regularly evaluated and monitored by conducting periodic class tests, presentations, assignments, discussions as a part of students' internal assessment while their final evaluation is made through the semester end examination as conducted by the university. The report includes course-wise details on students' performances *vis-a-vis* peer colleges that reflect excellent performances of our students.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

The SGND Khalsa College is known for its dedicated efforts towards achieving excellence in teaching and research. Faculty members enthusiastically take keen interest in undertaking disciplinary and inter-disciplinary research projects from various funding and sponsoring agencies engaged in the field of higher education and research. The institution encourages action research and organizes various academic Seminars/Conferences/Workshops with the financial assistance of national and state bodies, in collaboration with prominent professional organizations and associations.

At the level of institution there is a Research Committee to formulate and look into various aspects of research and learning. All efforts are made to encourage independent, original and quality research in a dynamic manner. The College hosts the visit of nationally and internationally renowned personalities from India and abroad.

The research and other academic activities of the faculty and the students are not limited to the University Curriculum only but transcends beyond. The institution has an effective mechanism to disseminate research findings by sensitizing students through their involvement in various activity based programmes, engaging social media, and holding interactive programmes. At the level of undergraduate students, the University provides research support and opportunity through Innovation Projects. The final year students of certain Bachelor programmes have to take up a research project and make use of Statistical Packages and Computational techniques. State of

the art computer labs with necessary softwares are provided to the students for their use in research. Summer internships are offered to students by the college and outside agencies to give them a chance to learn and acquaint themselves with office procedures and actual working environment of the College and other respective institutions.

The College conducts regular extension activities and services so that, education and social work not only benefits the society at large, but imbibes the students with qualities to become responsible citizens. National Service Scheme (NSS) volunteers and College Communicate Collaboration (C3) actively participate in the extension activities of the College. Faculty members are frequently invited to deliver lectures on issues like women empowerment, consumer rights, environment protection etc. at various forums. They also participate in talks and interviews in Radio and TV. Besides, education fairs, medical camps, health awareness programmes, cultural festivals, intra-College and inter- College sports meet, literacy programmes, rural development programmes, etc. are organized. Some of these activities are funded by UGC, and various other agencies.

Societies of the various departments engage the students and faculty at regular interval towards co-curricular activities such as career counselling, personality development, quiz and debate competitions, paper presentation, case study analysis etc.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

The infrastructural policy of the college is driven by visualization of future requirements of teachers, administrative staff and students. The college intends to impart quality education and all round personality development of the students. Keeping in view, the college's total commitment towards quality education, we have comprehensively renovated all class rooms, created six new computer labs, fully air conditioned and well-equipped library so as to have conducive environment for effective teaching and learning. For the college, the proper maintenance of physical infrastructure facilities is as important as the creation of new facilities for efficient and smooth functioning.

The Management of the College does not only ensure, that the current plans regarding available physical infrastructure is in line with academic growth but also sees that existing infrastructure is optimally utilized for the benefit of students. The college management ensures that adequate physical infrastructure is in place for all courses being presently run as well as the new courses likely to be introduced. It also looks into efficient and optimal utilization of the available infrastructure facilities. During the last five years, the college has been expanding the physical infrastructure as per the needs of its academic growth.

The college is quite sensitive to the requirements of differently abled students. The maintenance committee assesses the needs and reviews the facilities required by differently abled students on a regular basis.

Library provides books, journals, technical assistance and other learning resources which enable students to acquire information and knowledge required for their study.

Internet facility is available throughout the college campus. In order to create technology enabled teaching and learning environment by deploying and upgrading IT infrastructure and associated facilities, the college has adopted two pronged strategies. First, the college provides training to the teachers in computer based teaching learning methods such as how to prepare power point presentations etc. Second, the college is planning to introduce short term computer courses to those students who do not have any previous exposure to basic skills in computers. The college facilitates extensive use of Information & Communication Technology (ICT) resources including development and use of computer aided teaching / learning materials by its staff and students by making these facilities available as and when required by concerned users.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

The College believes that its primary stakeholders are the students. All aspects of education focus on the core values of contributing to national development while fostering global competencies among students. The College admits students from all social milieus and empowers them through intensive mentoring and counselling to face the challenges of life and become responsible and sensitized citizens of the country. The various societies of the College spread awareness and sensitize the student community about socially relevant issues. Faculty members are available within the College premises and students can approach them with their personal, academic and career related issues.

Book bank facility, fee concession, students' aid fund and numerous scholarships and prizes are given by the College every year. The prizes are merit based and given for excellence in the field of academics and extra- curricular activities providing support and incentive to students to do their best. Special consideration in the form of scholarships and free ships is also given to deserving students from financially disadvantaged background.

The College provides special support to slow learners and those who need additional help through a variety of means such as remedial and extra classes. The Grievance Redressal Committee, Anti-Ragging Committee and Internal Complaints Committee ensure a conducive and secure environment for growth and development of students.

The College ensures exposure of its students to faculty and institutions of the highest standards in eminent Indian universities through workshops, seminars, talks and lectures etc. The College believes in equipping its students to face the challenges of the future and encourages the development of a spirit of financial independence amongst students. The Career Counselling cum Placement Cell at the College facilitates the training and on campus recruitment of our students. Many organizations come to the College for pre placement talks and recruitment. From time to time, we take feedback from the companies and corporate houses that employ our students. This has helped us prepare our students better to stand up to the challenges of the modern business setting.

There are two popular job oriented self-financed courses offered in the College (Business Economics and Hindi Journalism apart from B.Com and M.Com) that enable students to achieve qualifications to give them a head-start in the competitive world today.

Many students of the College have cleared competitive examinations conducted by agencies such as UPSC, State Civil Services, GRE, GMAT, TOEFL, CAT, CSIR/UGC-NET etc. We constantly support and guide our students for career advancement and progression.

The College has varied range of sports facilities and a small yet useful Gymnasium which can be accessed by all students. There is a repertoire of societies offering abundant opportunities of participation in extra-curricular and cultural activities. The student union is a democratically elected student body which oversees student participation in all student related activities of the College.

The College maintains regular contact with Alumni and former faculty through various email groups and social networking sites. Many of our alumni have come back to their alma mater to serve as brilliant teachers, entered politics, bureaucracy, law, corporate sector, media and entertainment industry. Alumni also donate funds for the development of the College infrastructure.

CRITERION VI: GOVERNANCE, LEADERSHIP & MANAGEMENT

As an educational institution which has set forth its vision as academic excellence with a humane face, the college is on a mission of transforming its student inputs into lifelong learners. The endeavour is to instil in them confidence and capability to perform leadership roles so that they can later act as change agents in the increasingly global society. Accordingly, the top management the Governing Body and the principal lay emphasis on the holistic education of students and the continuous learning of the faculty members. Adopting a pro-active approach, the top management ensures the democratic participation of all stakeholders in formulation and implementation of the action plans pertaining to academic and other matters. The policies and plans of the college are periodically monitored for both the academic and

financial aspects through appropriate forums such as Governing Body, Staff Council, Departmental meetings and College Committees.

The college provides platform for grooming student leadership via the Students Union, Departmental and other societies, NSS, NCC and so on. The college functions in a fairly decentralized manner as reflected in the democratic functioning of the staff council, delegating authority further through constitution of societies, committees and Departmental committees. The college is committed to uphold highest standards of quality in academic and extra-curricular activities. The management takes a long term view towards start of new courses, judicious use of infrastructure, community engagement, industry association, etc. The quality improvement strategies include ICT methods of teaching, participation of faculty in Conferences / Seminars / Workshops; student's participation in NSS, NCC & Community initiatives; attracting and retaining the best faculty.

The Principal of the college remains in constant touch with the Governing Body and keeps it apprised of all major issues. The grievance handling machinery in the college is quite active and takes prompt action on matters of student indiscipline or staff grievances, if any. The self – assessment proforma, as prescribed by the university is used for performance appraisal of the faculty. The purchase and maintenance committees through established procedures, inter-alia, ensure the financial discipline at the institution level.

CRITERION VII: INNOVATIONS AND BEST PRACTICES

As an academic institution it is college's responsibility to inculcate good habits and responsibility in students. Students are encouraged to save electricity by switching off the main switch provided outside each classroom when they exit after the class. Computers are switched off when not in use and not left in the sleep mode. Awareness is created about saving paper. Staff and students are constantly reminded to print only when absolutely necessary.

College has taken certain steps to make the premises environment friendly. To create environment consciousness, a sapling is planted when a distinguished guest visits the college. The College has a 1 KW off grid (with battery backup) solar power plant and a Rain Water Harvesting System in place. Also wastage of water is avoided by adopting various conservation methods. During renovation large windows with glasses were installed to ensure optimum use of sunlight and circulation of air.

A step towards skill development is in house internships offered to students in library and administration section. Visually Impaired students are helped in various ways such as organizing workshops and providing them necessary learning equipments.

Inspired by modern pedagogy's insistence upon collaborative group-work between facilitators and learners, the college has created an inclusive practice-model that focuses on development of personal skills along with academic qualifications. The Model inculcates development of strategic thinking, communication-skills, self-assessment and leadership qualities and instill self-esteem among students.

Instead of filling young minds with information, the holistic vision of education asks them to creatively draw upon their latent talents and engage themselves with the community at large. College Community Collaboration (C3) is an endeavor to inculcate social responsibility in students.

SECION B: PREPARTION OF SELF-STUDY REPORT

1. Profile of the Affiliated/Constituent College

1. Name and Address of the College:

Name:	SRI GURU NANAK DEV KHALSA COLLEGE	
Address:	DEV NAGAR, KAROL BAGH	
City: NEW DELHI	Pin: 110005	State: DELHI
Website:	sgndkc.du.ac.in	

2. For communication:

Designation	Name	Telephone With STDcode	Mobile	Fax	Email
Principal	DR. MAN MOHAN KAUR	O:011-28729399 R:011-25507200	9810167366	011-28728909	principal@sgndkc.du.ac.in / manmohan.kaur@sgndkc.du.ac.in
Vice Principal	DR. D.K. CHAWLA	O:011-28729399 R:011-29233448	9899095765	011-28728909	davinder.kaur@sgndkc.du.ac.in
Steering Committee Cordinator	N/A				

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

5. It is a recognized minority institution?

Yes

No

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

Religious- Sikh Minority

6. Sources of funding:

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

7. a. Date of establishment of the college: 11th July 1973

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 (dd-mm-yyyy)	Remarks(if any)
i.2(f) <input checked="" type="checkbox"/>	6 th July, 2005	
ii.12(B) <input checked="" type="checkbox"/>	6 th July, 2005	

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

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

Under Section/ clause	Recognition/Approval details Institution/ Department Programme	Day,Month andYear (dd-mm-yyyy)	Validity	Remarks
i.	N/A			
ii.	N/A			
iii.	N/A			
iv.	N/A			

(Enclose the recognition/approval letter)

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? N/A

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:.....(dd/mm/yyyy) N/A

b. for its performance by any other governmental agency? N/A

Yes No

If yes, Name of the agency.....N/A.....and

Date of recognition:.....(dd/mm/yyyy) N/A

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

Location*	URBAN
Campus area in sq.mts.	5700 SQ. MTR (approx.)
Built up area in sq.mts.	4427 SQ. MTR.

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

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

- Auditorium/seminar complex with infrastructural facilities YES

- Sports facilities

*Playground: NO

*Swimming pool: NO

*Gymnasium: YES

- Hostel: N/A

*Boys' hostel

i. Number of hostels

ii. Number of inmates

iii. Facilities (mention available facilities)

- * Girls' hostel N/A

- i. Number of hostels
- ii. Number of inmates
- iii. Facilities (mention available facilities)

* Working women's hostel: N/A

- i. Number of inmates
- ii. Facilities (mention available facilities)

- Residential facilities for teaching and non-teaching staff (give numbers available—cadre wise): TWO STAFF QUARTERS (GROUP-D)
- Cafeteria— YES
- Health centre— YES (FIRST AID)

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance..... Health centre staff—

Qualified doctor Fulltime Part-time

Qualified Nurse Fulltime Part-time

- Facilities like banking, post office, bookshops: YES, BANKING
- Transport facilities to cater to the needs of students and staff: NO
- Animal house NO
- Biological waste disposal: N/A
- Generator or other facility for management/regulation of electricity and voltage: YES
- Solid waste management facility: YES
- Waste water management: NO
- Water harvesting: IN PROGRESS

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

S. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned /approved Student strength	No.of students admitted	
							ACTUAL	AFTER CANCELLATION.
1	UG	B.A (PROG)	3 YRS	12TH	ENGLISH	120	266	128
		B.COM (PROG)	3 YRS	12TH	ENGLISH	180	233	167
		B.COM (HONS)	3 YRS	12TH	ENGLISH	80	147	102
		B.A.(H) ENGLISH	3 YRS	12TH	ENGLISH	30	61	47
		B.A.(H) HINDI	3 YRS	12TH	HINDI	30	67	52
		B.A.(H) PUNJABI	3 YRS	12TH	PUNJABI	30	61	52
		B.A.(H) HISTORY	3 YRS	12TH	ENGLISH	30	36	33
		B.A.(H) POLITICAL Sc.	3 YRS	12TH	ENGLISH	30	45	37
		B.A.(H) HINDI JOUR	3 YRS	12TH	HINDI	40	61	58
		B.A.(H) BUSINESS ECO	3 YRS	12TH	ENGLISH	40	64	29
2	Post-Graduate	M. COM	2 YRS	GRAD.	ENGLISH	10	11	9
		M.A. PUNJABI	2YRS	GRAD.	PUNJABI	10	02	2

13. Does the college offer self-financed Programmes?

√ Yes* No*

If yes, how many?

TWO

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

Yes	√	No		Number	TWO
-----	---	----	--	--------	-----

B.A (HONS.) ECONOMICS

B.SC (HONS.) MATHEMATICS

15. List the departments: (respond if applicable only and donot list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, donot list the departments offering common compulsory subjects for all the programmes

(Like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science				
Arts	√	√	√	
Commerce	√	√	√	
Any Other (Specify)				

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

- a. annual system ×
- b. semester system 12
- c. trimester system ×

17. Number of Programmes with

- a. Choice Based Credit System ×
- b. Inter/Multidisciplinary Approach ×
- c. Any other (specify and provide details) ×

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

Yes No √

If yes,

a. Year of Introduction of the programme(s).....(dd/mm/yyyy): N/A
and number of batches that completed the programme

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

Notification No.:.....

Date:.....(dd/mm/yyyy) Validity:.....

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

Yes No

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

Yes No

If yes,

a. Year of Introduction of the programme(s).. (dd/mm/yyyy)
and number of batches that completed the programme NIL

b. NCTE recognition details (if applicable): N/A
Notification No.:

Date:(dd/mm/yyyy)

Validity:

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

Yes No

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

Positions	Teaching Faculty							Lib**	Non-teaching staff		Technical staff	
	Principal		Associate Professor		Assistant Professor		*M		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F						
Sanctioned by the UGC/University/ State Government <i>Recruited</i>	0	1	27	18	6	7	1	16	5			
<i>Yet to recruit</i>					26			25				
Sanctioned by the Management/ society or other authorized bodies <i>Recruited</i>												
<i>Yet to recruit</i>												

*M-Male *F-Female ** Librarian

21. Qualifications of the teaching staff:

Highest qualification	Principal		Associate Professor		Assistant Professor		Librarian	Total
	Male	Female	Male	Female	Male	Female	Male	
Permanent teachers								
D.Sc./D.Litt.								
Ph.D.		01	17	15	03	03	01	40
M.Phil.			05	03	02	04		14
PG			05	-	1	-		6
Temporary teachers								
Ph.D.			-	-	03	05		8
M.Phil.			-	-	02	03		5
PG			-	-	04	07		11
Part-time teachers (Nil)								
Ph.D.								
M.Phil.								
PG								

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

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

2010-2011 2011-2012 2012-2013 2013-2014

Categories	Year1		Year2		Year3		Year4	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	173	43	201	43	203	45	246	58
ST	32	08	32	07	28	04	28	02
OBC	15	06	30	07	25	09	18	06
General	958	552	1098	654	1177	731	1163	703
Others	13	01	15	01	08	01	10	02

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

Type of students	UG	PG	M.Phil.	Ph.D.	Total
Students from the same State where the college is located	1706	31			1737
Students from other States of India	348	02			350
NRI students					
Foreign students	01				01
Total	2055	33			2088

25. Drop out rate in UG and PG (average of the last two batches) 2012-13, 2013-14

UG PG

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. 70146
(b) Excluding the salary component	Rs. 2187

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

Yes No

If yes,

a) is it a registered centre for offering distance education programmes of another University: N/A

Yes No

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

c) Number of programmes offered

d) Programmes carry the recognition of the Distance Education Council. N/A

Yes No

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

HONS.-12:1 PASS-20:1

29. Is the college applying for

Accreditation: Cycle 1 Cycle 2 Cycle 3 Cycle 4

Re-Assessment:

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

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

Cycle1:.....(dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle2:.....(dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle3:.....(dd/mm/yyyy) 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

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

190

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

IQAC 11/12/2014.....(dd/mm/yyyy)

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

AQAR (i)(dd/mm/yyyy)

AQAR(ii) (dd/mm/yyyy)

AQAR (iii).....(dd/mm/yyyy)

AQAR (iv).....(dd/mm/yyyy)

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

CRITERIA-WISE INPUTS

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.

In the backdrop of emerging, newly-independent India in the third quarter of the 20th century with its quest for an educational system incorporating the ethos of the Indian value system and nationalism, Sri Guru Tegh Bahadur Khalsa College (S.G.T.B.) was founded in 1951 with broad-based community support. In the course of time, it has evolved into one of the best institutions of learning in Delhi. The overarching theme of the vision, mission and objectives is canopy-like as the basic motto of the institution is to shape the students into sensitive, self-reliant citizens of the country imbued with the ideals of secularism and a scientific temper.

The vision, mission and objectives of the college have some core essentials which are timeless in nature and characteristic, but flexibility is duly ensured with the incorporation of the needs of changing times and demands of society. The S.G.N.D. Khalsa College has in fact branched out as an independent institution from the parent institution that at present is the S.G.T.B. Khalsa College.

Vision

“To be an educational institution of repute dedicated to academic excellence with a humane face contributing to social transformation through improvement in the quality of life.”

Empowering the youth for capacity-building, inculcating basic moral values, community development, and fair access for the poor and socially disadvantaged group of human resource in the light of changing economic, social and cultural development constitute the aim. The vision is to see S.G.N.D. Khalsa College as a torch-bearer in enabling students to garner the cream of available knowledge, enhance their skill set and become employable in varied fields of the industrial and service sectors of the economy.

This is consistently stressed in communications to the teachers as well as students, using methods such as personal discussion and mails.

Mission

- To instil scientific zeal and develop skilled human resource to meet contemporary challenges.
- To facilitate young adult learners with opportunities to hone their ethics and leadership potential.

- To sensitise learners towards inclusive social concerns, human rights, and gender and environmental issues.

Objectives

The main objective of the institution is to transform the students into well-rounded citizens through a committed pattern of instruction based on carefully prepared and meticulously designed curricular aspects. The changing needs of the time are the basis for building a rich corpus of talent.

Communication to stakeholders

The student advisory committee and staff council are the two main academic bodies of the institution. Regular meetings are held to plan programs and discuss key issues in tune with the vision and mission of the institution. Decisions taken by the advisory committee and staff council are communicated at length to the entire student body through notices on the notice board and classroom announcements. The following methods are employed to communicate the vision, mission and objectives of the college to the stakeholders:

- The college's mission and vision are displayed at the main entrance of the college.
- It is communicated to the students through the prospectus, the college magazine and during the orientation program.
- The vision and mission statement of the college is also posted on the college website.

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 meticulously develops action plans for effective implementation of the curriculum. At the outset, the Principal conducts protracted meetings with the faculty of different departments to develop various strategies for effective implementation of the curriculum. Teachers are encouraged at the outset to impart the curriculum through innovative teaching methods such as presentations, assignments, discussions, workshops, seminars, industrial visits, and computer education apart from regular/traditional teaching methods like chalk and talk. Thereafter, various teaching departments conduct internal meetings and formulate academic plans for the coming year. Keeping in view the number of working days available, the syllabus is divided into units which are to be completed by a stipulated deadline. Each department of the college follows the academic calendar issued by the affiliating university, and heads of each department keep track of the progress by holding monthly departmental meetings. Hence, the college plans its annual academic schedule which clearly

mentions the topics to be taught and the number of working days allocated to the respective topics, and the quantity of the syllabus to be tested in various class tests and terminal exams.

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?

The students are thoroughly taught the curriculum prepared by Delhi University, to which the college is affiliated, after serious preparation as well as critical thought by the teachers concerned. Being an affiliated institution, we are always in step with the latest trends in education as well as guidelines. The University regularly organizes refresher courses, orientation programs and workshops to keep the knowledge and teaching aptitude of the teachers updated. The faculty of the college can discuss issues or problems, if any, while participating in the meetings of the Board of Studies.

Teachers receive the following support for improving teaching practices and effective implementation of the curriculum:

- (a) As per the UGC guidelines, the college encourages teachers to participate in the orientation/refresher courses/workshops/seminars and so on organized by Academic Staff Colleges and other institutions to update their knowledge and teaching practices. Our teachers attend various refresher and orientation courses conducted by the University to update their knowledge and improve their curriculum delivery. The college bears the entire travel and other expenditure.
- (b) The college provides teaching and reference material like journals, computers, projectors, and software to enable the teachers to ensure effective handling of the contents of the curriculum.
- (c) The college organizes various faculty development programs, such as workshops/seminars for the staff members to participate and update their knowledge about emerging trends in their respective disciplines/streams.

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.

Though the curriculum is designed and revised by the University of Delhi, to ensure its effective delivery the college gives weightage to academic improvement while equally stressing the overall development of students by encouraging them to work with various forums of the college such as the Students Union, NSS, NCC and so on. The college relies upon the globally trusted and followed teaching strategy, the chalk and talk method. However, the college and the teaching faculty have taken many initiatives for effective delivery of the curriculum. The faculty is trained by the in-

house faculty proficient in computers and Information Technology (IT) to make them familiar with the use of computers so that they are able to use modern technological resources like the Internet, projectors, electronic star boards, LCDs and OHPs to supplement classroom lectures. The college has created a Book Bank for the use of teachers and students where the latest publications are made available for reference. In addition to the regular subject classes the college organizes special lectures, inviting experts from various fields to share their knowledge with the students. The college also organizes special Personality Development Programs for its students.

The students are taken for educational tours to industrial/trade fairs, exhibitions and places of historical importance to provide them first-hand knowledge of various aspects. Further, for effective curriculum delivery, special classes are conducted for those students who could not attend classes on account of NCC/NSS camps or participation in sports or extra-curricular activities.

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 college has set up a career guidance and placement cell which maintains professional relations with representatives of industry. The HR managers of various companies are invited to the college campus to interact with the students. The students of various departments of the college are taken for industry-related visits from time to time to keep them acquainted with the latest developments in the economy.

Research Bodies

To keep the temper of research alive on the campus, research scholars from various fields are invited to the college to motivate the students to take up research projects as part of further study. The faculty of the college is also motivated to take up research projects initiated by the affiliating university or the UGC. Faculty members, on their own, also keep interacting with various research bodies and participate in research projects. Some faculty members, being members of professional bodies like the Institute of Chartered Accountants of India and the Institute of Company Secretaries of India, attend their conferences which in turn helps them in effective operationalization of the curriculum.

University

The faculty members keep in touch with their counterparts at the affiliating university and receive latest information regarding their respective subjects. They visit the parent university from time to time to keep themselves abreast of the latest trends in their field of scholarship. They also subscribe to the journals published by various teaching departments of the university. Further, professors from the parent university campus are invited to the college from time to time to hold seminars and talks for the faculty members.

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

Though the college cannot modify the syllabus on its own, the affiliating university has a system to solicit recommendations from its affiliated colleges. A number of our faculty members represent the academic bodies of Delhi University, who regularly participate in the process of syllabus design. Our teachers also participate in discussions relating to curriculum design and in workshops conducted by the university. Whenever they find that the syllabus needs modification to meet present trends, they communicate their ideas concretely to the respective Members of the Academic Council through the Principal of the college.

The members of the faculty often brainstorm and discuss amongst themselves the relevance of the syllabus designed by the affiliating university. While recommending or forwarding suggestions to the Academic Council, our teachers routinely take into consideration feedback from students as well as faculty of various departments. It has been a regular practice of the college to depute senior faculty to meet students in classrooms as well as informally outside the classroom to elicit informal feedback. Opinions expressed during parent visits as well as the report from the administration are also taken into consideration while forwarding suggestions to the Academic Council.

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

Being a constituent college of University of Delhi, the extent of our autonomy is limited. The college does not enjoy the freedom to frame its own curriculum for any of the academic programs. However, the college tries to supplement the syllabus by arranging special lectures for students or by inviting experts in various fields.

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

The college ensures fulfilment of the objectives of the curriculum by implementing it in the following ways:

- (a) By reviewing the progress of the syllabus at its various meetings.

- (b) The college plans and adopts remedial action and strategies to cover the gaps. Students are encouraged to be involved with their courses through co-curricular activities.

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 realizes that a vast number of students are in need of certificate/diploma/skill development courses to avail of job opportunities in a relatively short span of time, owing to pressing economic needs. To cater to the needs of such students, the college advises students about skill development courses and communication skills, giving our students an edge in different fields of employment. Various professional agencies and career counsellors, such as T.I.M.E, Career Launcher, JetKing, Aptech, NIIT, ICSI, ICAI, ICWAI, AIMA, IFCAI and so on are regularly invited to the college to interact with and guide our students.

1.2.2 Does the institution offer programs that facilitate twinning/dual degrees? If “yes”, give details.

The affiliating university does not permit such degrees.

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 skill development, academic mobility, progression to higher studies and improved potential for employability.

The issue of academic flexibility is linked with the broader policy formulations which are shaped by the university. The demands of the market such as tourism, retail, finance, banking, insurance and so on which essentially lie beyond watertight compartmentalization of disciplines are adequately met by outsourcing. Skill development and progression to higher studies are facilitated by the institution through counselling by senior faculty and various professional agencies and career counsellors, such as T.I.M.E., Career Launcher, JetKing, Aptech, NIIT, ICSI, ICAI, ICWAI, AIMA, IFCAI and the like.

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

Delhi University prescribes a three-year degree course with Honours at undergraduate level and a two-year Master’s program with four semesters. Along with various Honours papers, options for elective papers are available for students to choose from. The college has opted for Honours programs in Commerce, English, Punjabi, History, Hindi and Political Science and students are free to choose their subjects as per

University rules. Under the semester system, there are six semesters of six months' duration each. At postgraduate level, there is a theory examination in each paper as well as internal assessment in which the student's behaviour, percentage of attendance and project work are considered. The project work is especially designed to orient students towards constructing hypotheses, and evolving critical and scientific thinking. Besides, at undergraduate level students are given the option of MIL (modern Indian language) papers, covering Hindi and other languages.

- **Vocational Courses**

The college has no such courses.

- **Choice-Based Credit System and range of subject options**

As the affiliating university does not prescribe a choice-based credit system, we do not have the same.

- **Courses offered in modular form**

Courses in modular form are not offered in the college.

- **Credit transfer and accumulation facility**

The university rules do not provide for this facility.

- **Lateral and vertical mobility within and across programs and courses**

These are not allowed by the university. Students are not allowed to choose and alter the Honours or the optional subjects once they have opted for a particular course.

- **Enrichment courses**

Students are provided lectures on skill development, including communication skills.

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 does offer self-financed programs like B.A. Hons. in Business Economics and B.A. Hons. in Hindi Journalism and Mass Communication, which have done remarkably well in the past few years with students landing excellent jobs.

The programs differ in matters of admission, curriculum, fee structure, teacher qualification etc. with respect to the following:

- (1) Admission: Admission in traditional programs prescribed by the affiliating university is made on merit (marks obtained in the previous exam) while in self-

financed courses admission is on the basis of an entrance test. However, from the academic year 2014-15, the admission to Hindi Journalism is also being done on merit basis.

- (2) Curriculum: The curriculum is designed by the concerned departments on the basis of UGC guidelines and is then approved by the Academic Council of the university.
- (3) The fee structure is decided by the implementation and monitoring committee of the university.
- (4) Teacher Qualification: Senior teachers, research scholars, adhoc teachers, and industry stakeholders in the relevant fields are engaged as resource persons for teaching-learning purposes.

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.

The college provides additional skill-oriented programs. Details of such programs and beneficiaries are as follows:

- Communication skills development programs are offered through the language departments.
- Project work at B.Com. Hons. level. This promotes critical thinking and analytical capacity – which are useful when students take up research work after graduation. Summer internships are helping students take up international assignments.

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 a provision for the benefit of students?

University rules do not include this provision.

1.3 Curriculum Enrichment

1.3.1 Describe efforts made by the institution to supplement the university’s curriculum to ensure that the academic programs and the institution’s goals and objectives are integrated.

The following efforts are made by the institution to supplement the university’s curriculum to ensure that the academic programs and the institution’s goals and objectives are integrated:

- Apart from the teaching in the prescribed syllabus, teachers update students on current affairs so that the latter remain in sync with the changing world. Lectures on moral values are also delivered to the students by the faculty.
- While preparing the students for challenges on the professional front, care is taken to ensure that they do not lose sight of moral values, professional ethics and the cultural values of the country through tools such as Thought of the Day, Character Building Camps, Lectures, Seminars, Workshops on Personality Development and extension activities and other such programs of the college.
- Camps and seminars on voter awareness, female literacy, prevention of child labour, blood donation, AIDS awareness, Swachh Bharat Abhiyan, Jan Dhan Yojana, Consumer Awareness and Financial Literacy and so on are organized from time to time under the banner of NSS/NCC and student societies of the college.
- Lectures by experts are also conducted on the campus to open new vistas for the students and the staff.
- There is a very strong community service spirit in the college that helps to inculcate the habit of serving others and civic values among the students.
- Qualitative teaching-learning methods are used with the help of computers and the Internet.
- Well-equipped computer laboratories are available.
- An ICT-enabled library with quality books, journals and e-resources is available.
- Seminars, symposia, debates and workshops are organized regularly.
- Teachers sensitize the students on issues such as gender equality, inclusion, environment and the like by holding talks/discussions on current affairs regularly.

1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experiences of the students and cater to the needs of the dynamic employment market?

In the backdrop of structural limitations which prevent the college from modifying, enriching and organizing the curriculum to suit the employment market, the college, in a limited way, has tried to achieve this linkage with it through career counselling. Students are encouraged to and provided platforms to make presentations about their learning experiences in day-to-day life related to the part of the curriculum being discussed in the class.

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.

Notwithstanding the limitations connected with change in the curriculum mentioned above, the college organizes periodic lectures and group discussions for educating the students about gender discrimination, climate change, human rights, access to common proper resources (CPR) and intellectual property rights (IPR) and so on. Examination papers like Business Environment and Marketing Management have been suggested to include issues pertaining to environmental education and gender, respectively.

At undergraduate level, the college follows the university's instructions and offers a compulsory paper – Environmental Education. It has been designed and developed by expert academicians. The syllabus of this paper has ensured that issues such as ecology and environment protection and preservation, value orientation, and global and national demands have made a significant entry in study.

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

In order to ensure holistic development of students, we lay stress on the following:

- **Moral and ethical values**

To inculcate moral and ethical values we have a Divinity Society in the college. This society organizes seminars and workshops in the college from time to time, aimed at enriching the moral and ethical values of students. We are trying to popularize it among the students by organizing talks and debates. Heads of departments and faculty members have shown keen interest in it. The college NSS team regularly visits surrounding areas and villages where people are made aware about various social, moral and ethical principles and ways of life. The students are also motivated by way of special lectures aimed at instilling moral and ethical values in them.

- **Employability and life skills**

To ensure employability and life skills, we have a Placement Cell in the college.

- **Better career options**

To ensure better career options, we have a Placement cum Career Counseling Cell for students.

Various enrichment programs are conducted throughout the year for better career options. During the 2014-15 academic year, 10 programs were conducted by the Commerce department society, Vanaj, Kirt, and Hindi Sahitya Sabha at which various educational institutions and corporates made presentations. The college organizes

regular computer orientation courses for all students to develop basic computer operating skills.

- **Community Orientation**

Our NSS and NCC programs are directly community-oriented.

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

The college elicits regular feedback from the students and industry partners. On the basis of student feedback, some aspects such as field trips and case studies have been introduced in the curriculum. Educational excursions, which were discontinued, have been revived on student demand. The major stakeholders are the students who have been participating in sharing of suggestions even after passing out and taking up jobs or joining the family business. Students are provided the requisite tools for study and research. Besides, expert teachers in the field of radio, cinema and film editing are invited for lectures.

After feedback from students on developing their communication skills, we have established language labs to enhance our curriculum on that count. We have provided necessary facilities for our differently-abled students.

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

The Staff Council, at its periodic meetings, reviews and monitors the nature and quality of enrichment programs. The college, with the support of its various bodies, monitors and evaluates the quality of these programs.

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?

The institution is an affiliated college of Delhi University and therefore there is no scope for framing curricula on its own. However, a systematic mechanism exists for feedback and analysis through the member of the Academic Council of the university. Faculty members regularly attend workshops and seminars on revision of curriculum. The college can only forward the suggestions of its faculty to the university. The design and development of the curriculum lie in the hands of the university alone. Some of the faculty members are part of the curriculum designing team of the university which is mentioned in detail in column 1.1.6.

As the college is a constituent college of the university, the Principal along with senior faculty members is invited by the university when the need for designing and

development of the curriculum is felt. Faculty members of the college have regularly participated in updating of the course curriculum prepared by the university.

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

The institution encourages various stakeholders such as students, faculty and alumni to furnish feedback and communicates it to the relevant authority at the university through suitable channels. The institution also uses feedback for improvement. Feedback is discussed at the staff council meetings. The institution takes part in the curriculum development process through appropriate analysis of feedback from the various stakeholders from time to time and assimilates the suggestions in its functioning. Finally, the institution represents these suggestions through various capacities to the university for appropriation in the curriculum.

A web portal has been created for the students which can be accessed by them freely. The university was approached last year with a formal presentation for sanctioning the college the Bachelor of Business Studies (BBS) program, based on suggestions from the students.

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?

Under the erstwhile Four Year Undergraduate Program (FYUP) the college was allowed to start B.Sc. Hons. in Mathematics and B.A. Hons. in Economics. But with the withdrawal of FYUP by the university these courses have been discontinued.

However, the college, since 2008, has been asking the university to allow it to start B.Sc. Hons in Mathematics and B.A. Hons. in Economics and, since 2009, has wanted to start B.Sc. Hons. in Computer Science and BSc. Hons. in Statistics. Inspection was completed by university officials in April 2015 for all these courses except Economics Hons. for which the inspection is awaited. It is worth mentioning that, in the past 4-5 years no college of the university has been allowed to start any new course.

We are quite confident after the inspections that the college will be allowed to launch the new Hons. courses in the near future for the benefit of our students. The rationale for introducing these new courses is that the students will get a wider choice to select courses as per their need and potential.

CRITERION II: TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

2.1.1 How does the college ensure publicity and transparency in the Admission Process?

S.G.N.D. Khalsa College follows admission norms within the broad framework of University of Delhi rules and there are no entrance tests for different courses except for Bachelor of Business Economics (B.BE). The entrance test for this programme is conducted by the University of Delhi.

- Eligibility criteria and guidelines for all courses are printed in the prospectus and put up on the college (<http://www.sgndkc.du.ac.in>) and the university websites as well as the college notice boards which provide all necessary information.
- The entire admission process of the college is computerized. Application and registration are online. The prospectus is available on the college website for the ready reference of the applicants.
- The college provides facilities of telephonic/e-mail counselling along with personalized guidance by subject teachers available at the admission help desk throughout the days scheduled for applying.
- Cut-off lists for each subject are published on the college and university websites and in newspapers, and posted on the college notice boards during admission as per the University of Delhi schedule.
- Admissions are done on the basis of online registration. The admission once granted including under the reserved categories or any other special category allowed by the rules of University of Delhi, e.g. Sports, Extra-Curricular Activities, differently-abled and so on are displayed on the college notice boards and on its website.
- To ensure transparency the college has an Extra-Curricular Activities (ECA) Committee which has a panel of teachers who set the guidelines for selection under different categories, e.g. dance, western music, drama, debate, acting, and so on. However, the final selection is made by university-appointed experts in the respective fields.
- Similarly, there is a sports committee that formulates guidelines, organizes trials and monitors the admission process. There is also an external expert sent by the University of Delhi for each sport, besides another external Supervisor who oversees the entire process to ensure fairness and transparency.

- The Staff Council of the college constitutes an Admission Committee comprising all departmental conveners and a couple of members elected by the council. All admissions in the college are made by the Admission Committee only.
- The Admission Committee works in accordance with the guidelines provided by the university. It decides in its meetings the cut-off levels of marks in various courses for different categories of students (General, SC, ST, Sikh and PH) who are to be admitted. Such information is subsequently forwarded to the university office on a regular basis which then releases press reports for wider circulation. All this ensures transparency and compliance with regulations and directives as stipulated by the university.
- The college also provides admission to foreign students and Kashmiri migrants, the list of whom is sent by the university.

2.1.2 Explain in detail the criteria adopted and process of admission (e.g. (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) to various programmes of the institution.

Admission criteria for undergraduate courses are decided by each department of the college within the broad framework of University of Delhi rules and there is no interview/written test for admission to undergraduate courses offered in the college.

- For all Honours and B.A./B.Com courses, merit is decided on the basis of Class XII marks (best four subjects, including English).
- Admission to B.A. (Hons) in Business Economics is done on the basis of an entrance examination conducted by the University of Delhi.
- Each department determines its cut-offs for admission to respective courses in consultation with the Admission Committee every year.
- The previous year's cut-offs are displayed on the college website and notice board to guide the applicants in making an informed choice of subjects.
- Sikh students are admitted according to merit and are given relaxation in consultation with Admission Committee.
- In terms of specific skills and talents with respect to students excelling in sports and extra-curricular activities, there are centralized committees (ECA and Sports Committees) designated by the Staff Council every two years.
- These committees scrutinize the applications received every year; select suitable applications based on predetermined criteria developed by them and hold trials/auditions leading to final selection of candidates.
- These two central committees allocate the selected candidates to various departments. The allocation is based on a combination of skill and merit.

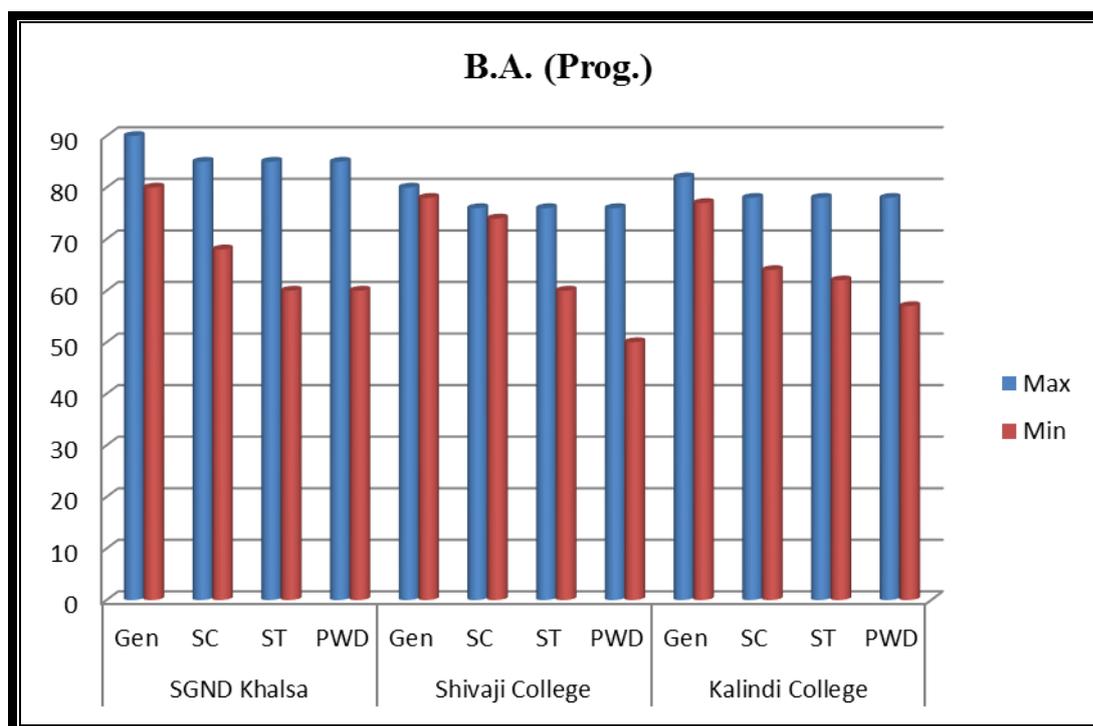
- The criteria for the admission process adopted by the college strictly adhere to the university guidelines. In some courses like B. Com (Hons), B. Com and B.A. (Hons) in Punjabi and English, the college grants admission to students on merit basis. Under this system, students are admitted on the basis of the cut-off decided by the Admission Committee. A student's percentage of marks in the best four subjects is considered for clearing the cut-off level along with some specific conditions of each course, e.g. mathematics is a compulsory subject among the best four for B.Com (Hons) and so on.
- Our college also offers B.A. (Hons) in Business Economics which is a self-financed course and admission is provided on the basis of a Common Entrance Test conducted by the Department of Business Economics, University of Delhi. The final combined rank-wise list is prepared by the department on the basis of performance in the entrance test; also, 50% weightage is given to Class XII marks. After the list is prepared the Department of Business Economics publishes it on the website and it is also circulated to all the colleges. The final admission is done through a process of counselling the applicant by the department of Business Economics.
- Any additional criterion is decided by the Admission Committee and is duly notified.

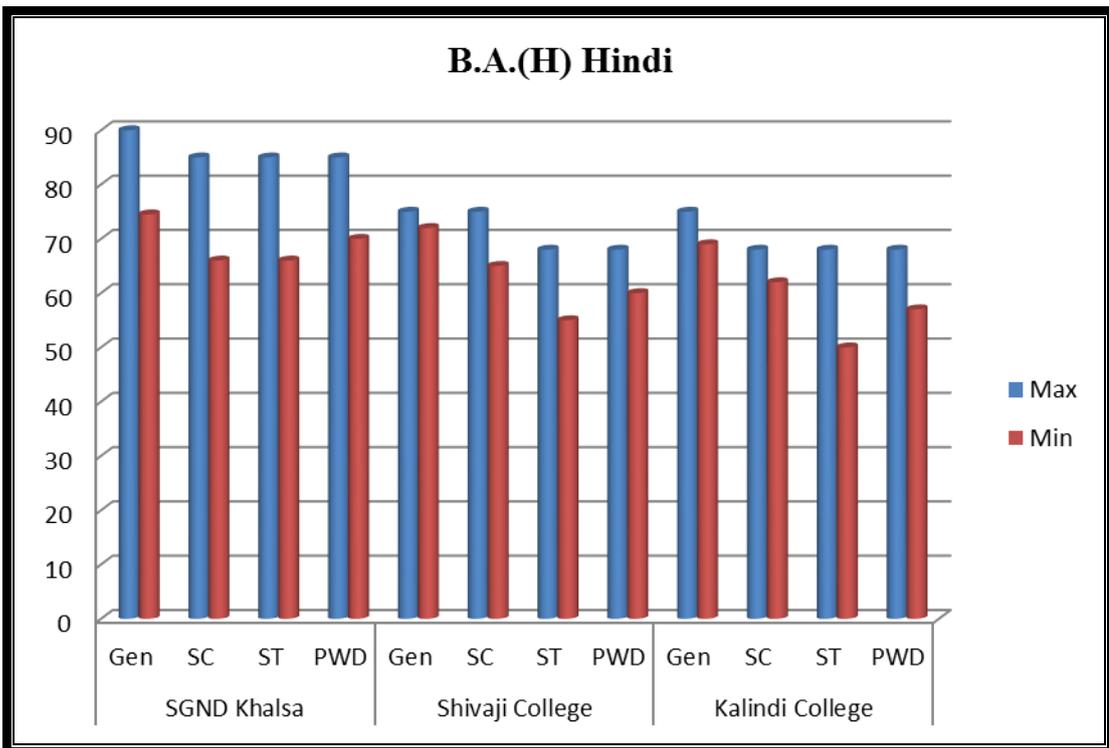
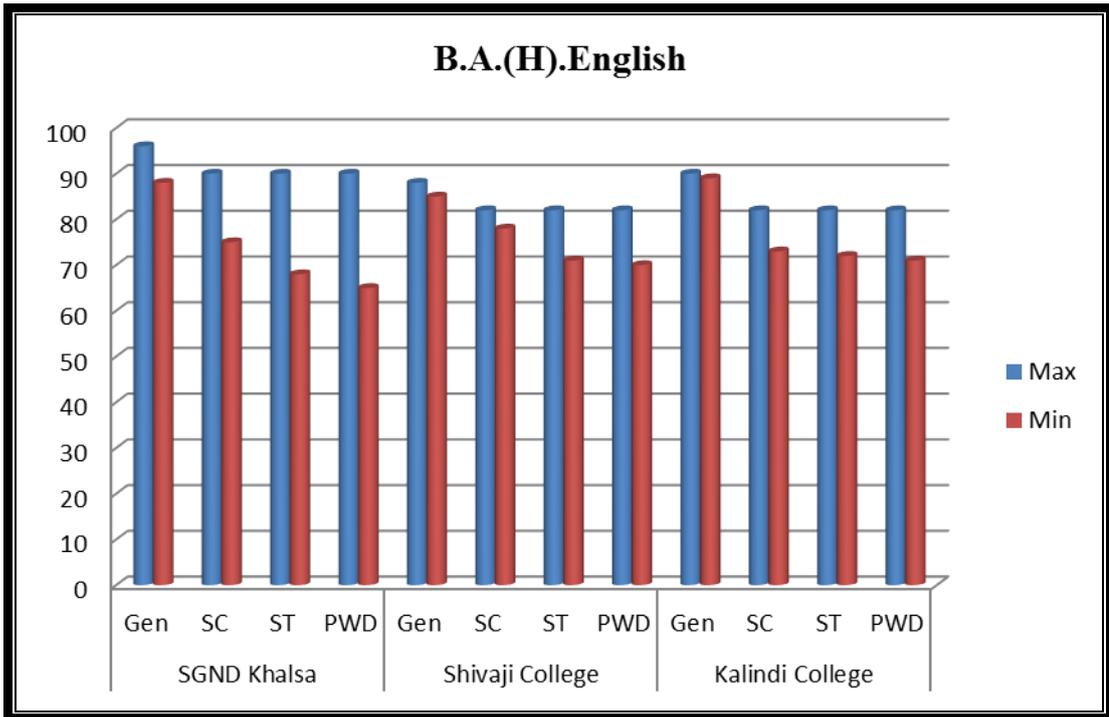
2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the programs offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

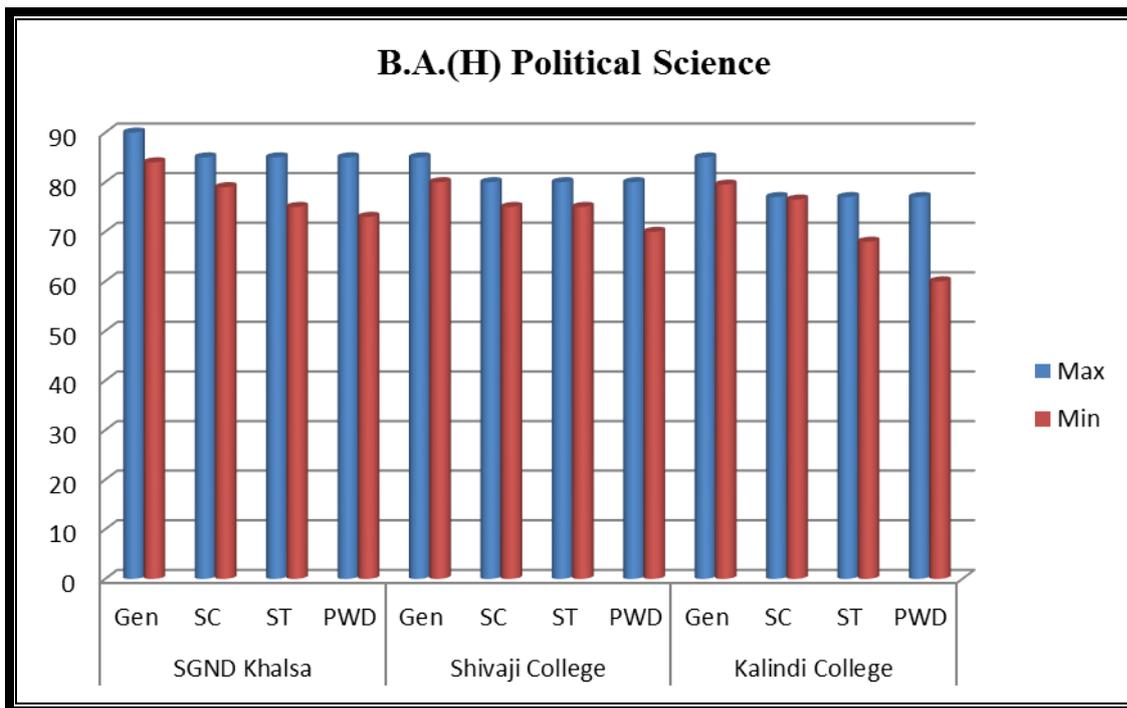
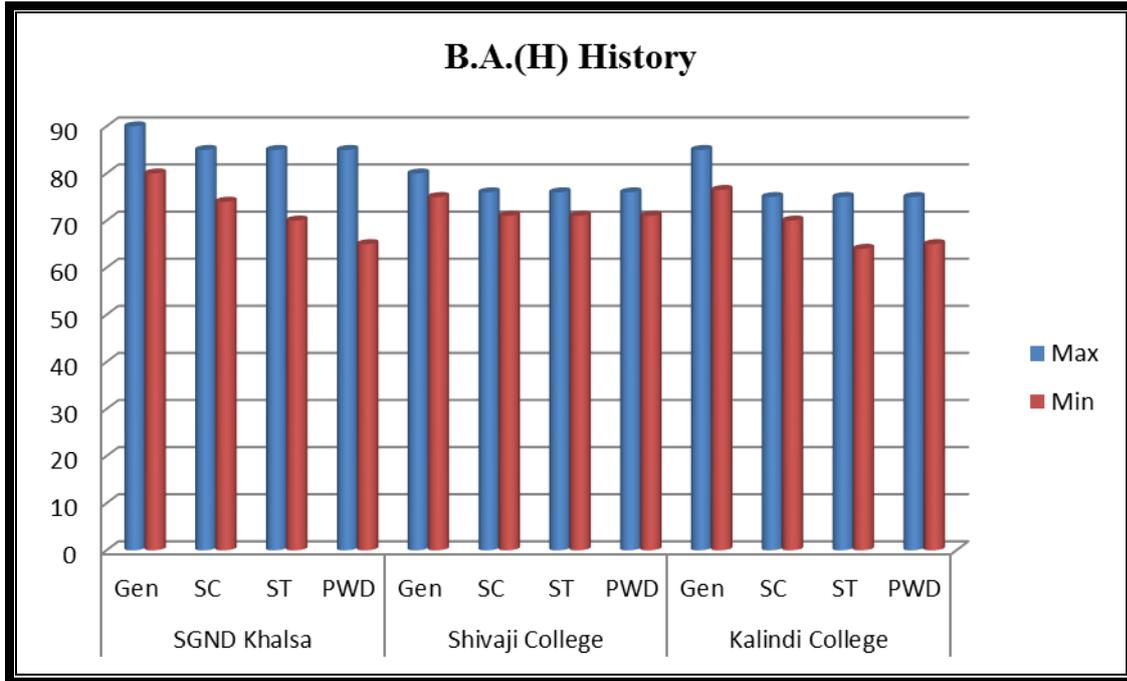
<i>Category: General</i>		B.A. Prog	B.A.(H) English	B.A.(H) Hindi	B.A.(H) History	B.A.(H) Political Science	B.Com	B.Com (Hons)
S.G.N.D.	First Cut-off	90	96	90	90	90	92	94
	Last Cut-off	80	88	74.5	80	84	90.25	93.25
Shivaji	First Cut-off	80	88	75	80	85	94	96
	Last Cut-off	78	85	72	75	80	82	94.5
Kalindi	First Cut-off	82	90	75	85	85	90	94
	Last Cut-off	77	89	69	76.5	79.5	88.5	93.25
<hr/>								
<i>Category: SC</i>		B.A. Prog	B.A.(H) English	B.A.(H) Hindi	B.A.(H) History	B.A.(H) Political Science	B.Com	B.Com (H)
S.G.N.D.	First Cut-off	85	90	85	85	85	85	85
	Last Cut-off	68	75	66	74	79	68	72
Shivaji	First Cut-off	76	82	75	76	80	86	88
	Last Cut-off	74	78	65	71	75	70	72
Kalindi	First Cut-off	78	82	68	75	77	85	88
	Last Cut-off	64	73	62	70	76.5	69.75	76

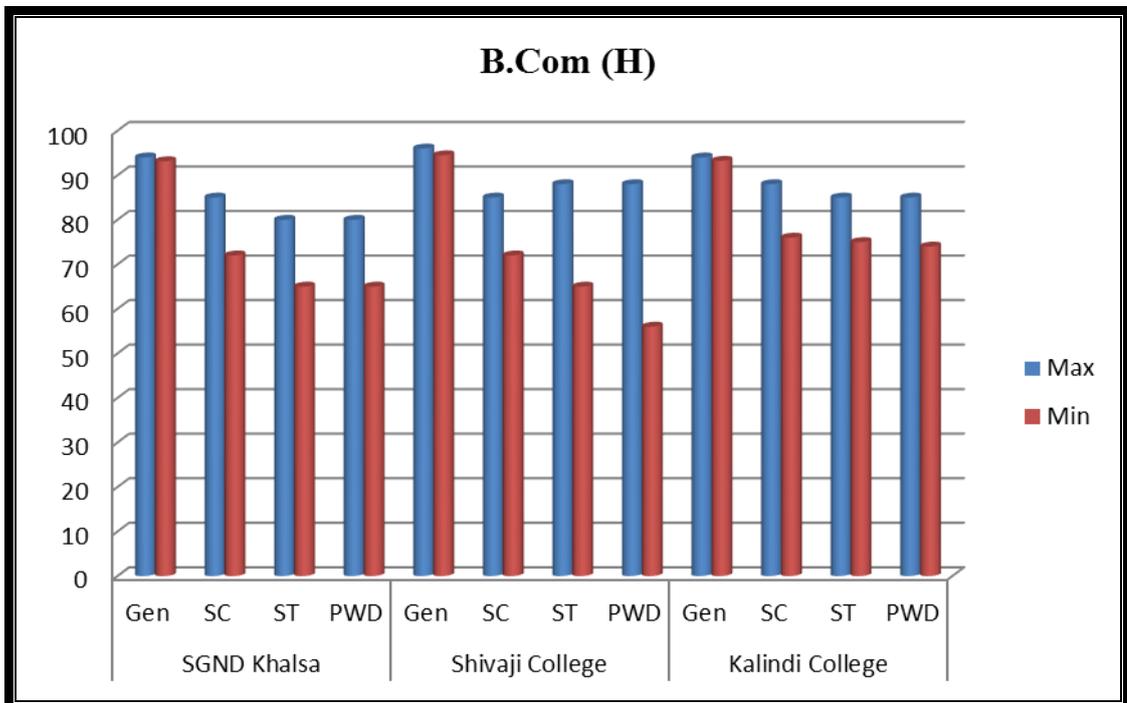
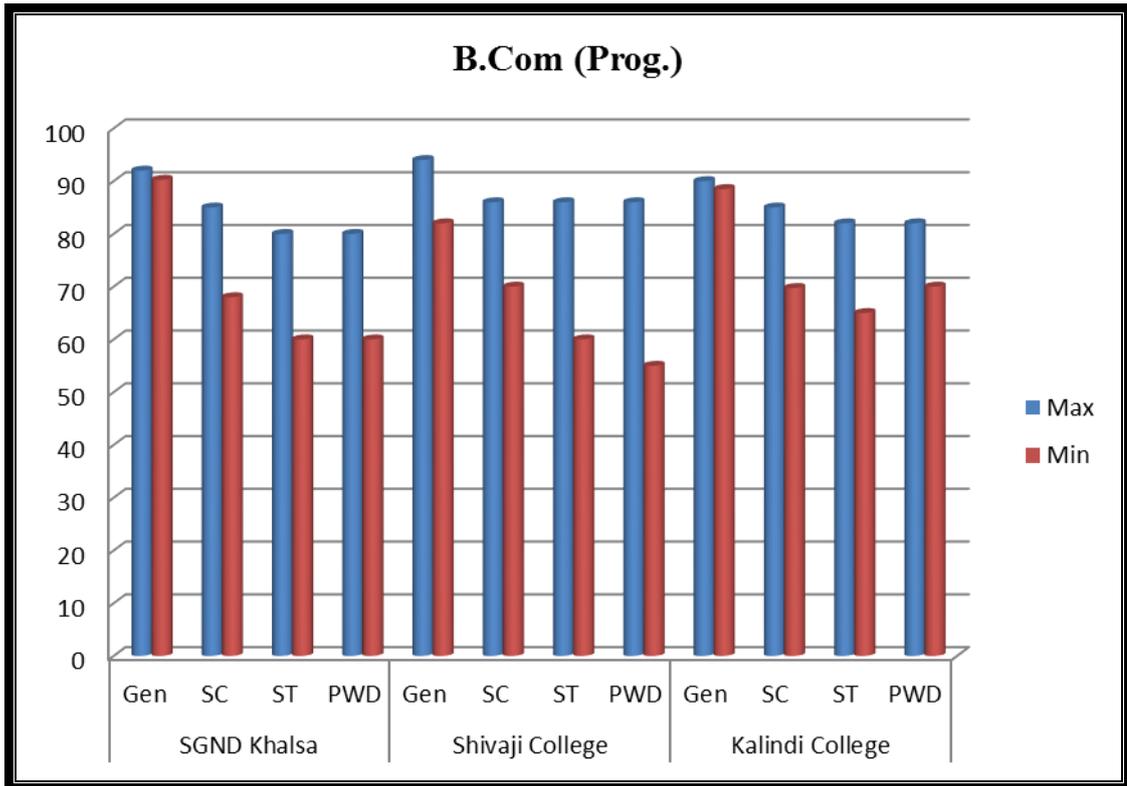
<i>Category: ST</i>		B.A. Prog	B.A.(H) English	B.A.(H) Hindi	B.A.(H) History	B.A.(H) Political Science	B.Com	B.Com (H)
S.G.N.D.	First Cut-off	85	90	85	85	85	80	80
	Last Cut-off	60	68	66	70	75	60	65
Shivaji	First Cut-off	76	82	68	76	80	86	88
	Last Cut-off	60	71	55	71	75	60	65
Kalindi	First Cut-off	78	82	68	75	77	82	85
	Last Cut-off	62	72	50	64	68	65	75

<i>Category: PWD</i>		B.A. Prog	B.A.(H) English	B.A.(H) Hindi	B.A.(H) History	B.A.(H) Political Science	B.Com	B.Com (H)
S.G.N.D.	First Cut-off	85	90	85	85	85	80	80
	Last Cut-off	60	65	70	65	73	60	65
Shivaji	First Cut-off	76	82	68	76	80	86	88
	Last Cut-off	50	70	60	71	70	55	56
Kalindi	First Cut-off	78	82	68	75	77	82	85
	Last Cut-off	57	71	57	65	60	70	74









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

- The admission criteria is discussed and debated upon each year by the departments.
- The Admission Committee reports its observations to the Staff Council where all the issues are discussed in depth and decisions are taken collectively to improve upon the admission process.
- To maintain balance in the sex-ratio we provide relaxation of marks to female candidates.
- The Staff Council reviews the admission policy every year.
- A Grievance Committee looks into the problems and queries of the students and parents.
- The Admission Committee as well as Committees for Sports, ECA, Differently Abled Persons, Foreign Nationals, Staff Quota and Sikh students, review the admission policy each year and make necessary modifications.
- The college has an Admission Committee to review the admission process annually. The committee ensures transparency and makes sure that the admissions are done under the guidelines set by the university.
- The college currently doesn't have any formal mechanism for reviewing the student profile, but it is done periodically at an informal level.

B.A. Hons. In Business Economics (B.B.E)

Every year, regular centralized meetings are held before admissions which are attended by the faculty members associated with the programs of different colleges of University of Delhi at the university to review the admission process and profiles of students admitted. For the last five years a faculty member from the participating colleges acts as a Co-Convener of the Admissions Committee. This ensures direct inclusion of observations from the faculty on the intake process, for example, a decision on desirable attributes, competencies for the course and weightage to be given to the entrance test.

SRI GURU NANAK DEV KHALSA COLLEGE							
DEV NAGAR, NEW DELHI – 110 005							
B.B.E.	Last Cut-Off	Actually enrolled					
2011	Admitted on the basis of provisional slip by department from South Campus	41	Cut-off for this course doesn't apply since admission to this course is based on entrance exam				
2012	Admitted on the basis of provisional slip by department from South Campus	44					
2013	Admitted on the basis of provisional slip by	Not					

	department from South Campus	Admitted/ Not Applicable					
2014	Admitted on the basis of provisional slip by department from South Campus	29					
SRI GURU NANAK DEV KHALSA COLLEGE							
DEV NAGAR, NEW DELHI – 110 005							
HINDI JR.	Last Cut-Off	Actually enrolled					
2011	Admitted on the basis of provisional slip by department from South Campus	27	Cut-off for this course doesn't apply since admission to this course is based on entrance exam				
2012	Admitted on the basis of provisional slip by department from South Campus	26					
2013	Admitted on the basis of provisional slip by department from South Campus	25					
2014	7th. Cut-Off was as under:- Gen. 73%, SC 67%, ST 67% PWD 65%	58					

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

- **SC/ST**
- **OBC**
- **Women**
- **Differently-abled**
- **Economically Weaker Sections**
- **Minority community**
- **Any other?**

In keeping with the mission and objectives of the college, the focus is on reaching out towards the less privileged sections of society and addressing the needs of students from diverse social, economic and religious backgrounds. For the achievement of this goal the college is committed towards:

- SC/ST admissions that are done as per University guidelines
- Education for women from all strata of society, especially the economically and socially marginalized.
- Priority to Sikh students and girls.
- Meeting the special needs of the differently-abled through an Equal Opportunity Cell (EOC).

- Providing a nurturing environment for students from other parts of the country and abroad.
- The college undertakes the following steps to fulfil its commitment towards students from diverse backgrounds:
- The college has constituted committees for prevention of sexual harassment and caste-based discrimination.
- The Anti-Ragging Committee ensures that no student faces any mental or physical harassment in the college.
- A teacher is assigned to especially look into any specific problems faced by students from the SC/ST and North-Eastern communities.
- The activities of the Equal Opportunity Cell are guided by the need to sensitise students about the importance of an inclusive society, wherein all members of society have space and scope to develop and evolve. Talks are organized to spread awareness, workshops are held to develop skills and through the NSS wing of the college action-oriented programs are carried out from time to time. During the current session, students of the college have actively participated with an NGO, ASRA Samajik Lok Kalyan Samiti, to work with differently-abled people.
- Remedial classes for weak students are organized, especially in English and Economics, to address their needs on the academic front. Care is taken to disseminate information relevant to them primarily through notices and if need be through telephone calls. At regular intervals the Principal and teachers meet students to elicit feedback from them and address their concerns and needs.
- The college organizes inter-faith dialogue to inculcate inter-religious harmony.
- The college gurudwara is open to all for reflection and prayer.
- There is provision of essential facilities for the differently-abled, including ramps, specially designed toilets and software like JAWS, Braille and so on.
- Financial aid is provided through the Student Aid Fund and fee concessions for students from economically weaker sections and the Sports category.
- To fill the seats in the SC/ST and PH categories we admit even students with only the minimum eligibility criteria.
- All admissions on the basis of sports and extra-curricular activities are instantly posted on the website of the college (<http://www.sgndkc.du.ac.in>).
- The college, from the very beginning, is committed to improving access for the following categories of students that reflects the national commitment to diversity and inclusion: women and Sikh students who are given relaxation in marks, and those belonging to the SC, ST and PH categories. Some admissions

are also made on the basis of sports and extra-curricular activities. In this regard, decisions are made by the duly constituted Sports and Art & Culture committees, strictly as per university rules and provisions. All this ensures fair opportunity for various sections of society. The final record of the students admitted under the Sports category is sent to the university.

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

Admissions to various courses are based on a marks cut-off announced by the college. All students meeting the criteria are granted admission. As a result, the number of students admitted significantly exceeds the sanctioned number of seats.

The number of students admitted in the past four years under different courses is given below:

Programs	No. of application*	No. of students admitted				Demand ratio**
		2011	2012	2013	2014	
UG courses	N. A.					Cannot be estimated
BCH	N. A.	123	118	169	140	Cannot be estimated
ENG	N. A.	83	49	37	50	Cannot be estimated
HIN	N. A.	83	74	110	65	Cannot be estimated
PUN	N. A.	11	11	32	53	Cannot be estimated
HIS	N. A.	79	63	46	36	Cannot be estimated
PSC	N. A.	51	46	59	41	Cannot be estimated
BBE	N. A.	41	44		29	Cannot be estimated
HNJ	N. A.	27	26	27	58	Cannot be estimated
BAP	N. A.	197	254		119	Cannot be estimated
BCP	N. A.	204	244		149	Cannot be estimated
PG courses						
M. COM	N. A.	14	12	19	11	Cannot be estimated
MA (PUN)	N. A.	0	0	6	2	Cannot be estimated
Any other						
DC-1 ECO	N. A.			63		Cannot be estimated
DC-1 MATHS	N. A.			35		Cannot be estimated

* No. of applicants cannot be determined as the University of Delhi follows a centralized application process for all its colleges, including our college.

A student can apply for many colleges and courses simultaneously under it.

The college receives a master CD containing the entire data.

** In the absence of no. of applicants, demand ratios cannot be estimated.

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?

The college has initiated many steps for the benefit of differently-abled students as per university and government ordinances. All the policies delineated by the Equal Opportunities Cell (EOC) of the university are implemented by the college. These include:

- Total fee concession except a nominal amount of Rs75.
- Books and other study material available for free.
- The college campus is accessible and movement-friendly for the differently-abled.
- We motivate the other students to be sympathetic towards them and help them in all possible manners.
- The facility of wheelchairs is also provided by the college; disabled-friendly toilets and signboards are gradually being installed.
- These students are given extra time during examinations and writers are also arranged for them.
- There is a student counselling cell to solve the issues of these students.
- The college website has been designed, keeping in mind the special needs of persons with disability.
- A Grievance Redressal Cell is also working in the college to promote and maintain a conducive educational environment. The main objective of this cell is to provide redressal of students' grievances pertaining to academic and administrative problems.

The college has been making consistent efforts to cater to the needs of differently-abled students. New computer software has been adopted by the college so that these students can have access to the latest technology. These students are fully equipped and taught with the help of laptops, reading cameras, screen magnification software with speech, open book scanning and reading software, special keyboards for students with low vision, recorder, reading system for visually challenged and so on. They are given special training for using these aids and a special teacher is appointed for such students.

Our library also has a stock of Braille books which help these students in their learning. A project for getting a lift installed in the college is underway. To assist the differently-abled students, the college ensures that they are allocated classrooms on the ground floor as far as possible.

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 of the process.

The college is not fully competent to assess their needs before the commencement of classes. However, it does take initiative to assess their needs and provide full support to the students once they are admitted.

Knowledge, skill and aptitude of students are assessed by various societal committees for enrolling them in various societies like VANAJ, KIRT, CYBERCLAN, SOFICA, NEPATHYA and so on. Based on their skills, they are assigned various roles that suit and accentuate their competencies and potentials.

Counselling is provided for students and parents at the time of applying.

The college readies itself before the session starts with schedules well in place and classrooms and laboratories ready for use.

- Software and hardware that help in enhancing skills in specific courses are made available prior to the commencement of the session.
- Students are given orientation in the college about the rules and regulations of the college and the courses before the commencement of the program at the beginning of the academic session. An orientation program is conducted for newly admitted students every year.
- A Student Counselling Committee is set up during admissions. Student counsellors help and guide fresher students regarding queries related to admissions and course choices.
- An Orientation Program for each course is also held separately. In these Orientation Programs, the new students are acquainted with the Principal, teachers, facilities, specifics of their course, placements and so on. This orientation also explains to them the rules and regulations of the college and the different committees formed for their benefit, like the Anti-Ragging Committee. They are also told about the various societies in the college like Vanaj, Kirt, SOFICA, Cyberclan, MUSOC, Nepathya, Vedang, Divinity, Arts and Culture, Dance and so on for further activities.

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?

Teachers bridge the knowledge gap of the enrolled students through regular tutorials. Remedial classes are also offered in various subjects to provide additional help. During the tutorials, individual progress of students is assessed by the teachers.

Appropriate reading is suggested to help them grasp basic concepts. Students interact with each other through group discussions and presentations, thereby enhancing peer learning.

Specific strategies and interventions are discussed and implemented at the departmental level:

- Weak students are given remedial classes.
- Focus on small group interaction.
- Computer Literacy Program for students.
- Specialized Resource Persons are invited to give lectures and share their expertise and skills with the students.
- Our college has made sincere efforts to ensure the bridging of the knowledge gap amongst the students. Extra attention is given to weaker students in the form of extra classes so that they are on a par with the other students. Several workshops/ conferences/ seminars are conducted to which educationists/ academicians/ entrepreneurs from different fields are invited so that the students can make maximum utilization of the theoretical knowledge imparted to them and get an insight as to how they can apply their learning in the real world.
- We are in the process of including an add-on course in basic computer literacy for students from the deprived section of society.

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

The college has several societies such as VANAJ, KIRT, National Service Scheme (NSS), National Cadet Corps (NCC) and so on through which both faculty and students are sensitized towards empowerment, inclusion and environment protection.

- The college organises a national seminar on “Guru Granth Sahib Ji” every year to sensitise the staff and the students on issues related to gender, environment management, equality, inclusion, etc.
- The college has an Internal Complaint Committee for women.
- The college has organised many medical camps, blood donation camps and so on for the students and the staff.
- Our college has a small garden where many fruits, medicinal herbs and vegetables are grown.
- The NSS unit of the college organises activities like ‘Swachhta Abhiyaan’ in which students participate actively.

- NSS volunteers participated in the 'Run for Unity' from Vijay Chowk to India Gate to celebrate Rashtriya Ekta Divas (National Unity Day) on Sardar Patel's birth anniversary, on October 31, 2014.
- NSS volunteers participated in the inter-college festival, Antardhwani, organised by University of Delhi in 2015.
- The volunteers also regularly work for community outreach programs to help the residents of slums and other such communities in the vicinity of the college
- The faculty encourages the students to participate in activities and events conducted/organized by these societies such as tree plantation and cleanliness drives, street plays on gender and other social issues, talks and workshops on legal rights of women, and debates on similar issues.
- All the departments complement the efforts of the societies by organizing seminars, talks, paper readings, workshops and so on.
- Students are generally required to do projects on issues such as environment protection, development, social inclusiveness and the like.
- Classroom teaching is also used as a platform, wherever appropriate, in order to create awareness among students on these issues.
- For sensitizing college staff and students regarding gender, the college has constituted an Internal Complaints Committee in accordance with the Sexual Harassment of Women at Workplace (Prevention, Prohibition, and Redressal) Act, 2013 (Ministry of Law and Justice). The committee continuously interacts with all the constituents and also ensures awareness regarding sexual harassment.
- The college has dedicated institutional mechanisms in place to act as a facilitator for young women so that they are enabled to realize their full potential and exercise their active influence on society and its transformation. Women's development in the college follows a multi-pronged strategy and all units in the college are actively involved in promoting this worthy cause. The College has constituted Gender Sensitization Society to specifically address issues relating to women development.
- The college views itself as a facilitator for young women so that they are able to realize their full potential and exercise their active influence on society and its transformation. Women's development in the college follows a multi-pronged strategy and all units in the college are actively involved to its cause. The Internal Complaints Committee works actively in this direction. A number of steps have further been taken in this direction such as:

- The Gender Sensitization Society of the College organized a symposium on Gender Discourse in India on 17th April 2015. Eminent speakers were invited to share their perspectives on contemporary gender issues.
- In 2008 the College in collaboration with WSDC, University of Delhi offered a Certificate course in Women's Studies. The objective of this course was to sensitize the youth of today about gender issues and relationships. The duration of the course was 100 Hours. Classes were held twice a week.
- NSS Wing of the College organized a Legal awareness programme for students on the TOPIC: DOMESTIC VIOLENCE ACT. Students of Law Centre I gave a presentation on the Domestic Violence Act in our college on 16th September 2008. The Gender Sensitization Society organised a symposium on Gender Discourse in India on April 17, 2015. Eminent speakers were invited to share their insights and perspectives on contemporary gender issues. The symposium elicited an overwhelming response from the students and faculty.
- This year the college has offered optional papers on Gender to students of B.A. (Hons) Political Science IIIrd Year and B.A. (Hons) English IIIrd Year.
- The college conducted a SAM workshop in December 2010 for capacity-building for women managers in higher education. The objective of the workshop was to train women managers in higher educational institutions so that they could complement the efforts of men for qualitative development of the system, bring their perspectives into decision-making and ensure gender justice.
- In 2008 the college, in collaboration with WSDC, University of Delhi, offered a certificate course in Women's Studies. The objective of this course was to sensitize the youth of today about gender issues and relationships. The duration of the course was 100 hours. Classes were held twice a week.
- The NSS wing of the college had organized a legal awareness program for students on the Domestic Violence Act. The students of Law Centre I gave a presentation on the Act in the college on September 16, 2008.

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

There is a constant effort to have a close interaction between the faculty and students.

- During lectures, tutorials, class tests, assignments and interaction outside the class, the teachers are able to assess the calibre of the students and identify the advanced learners.
- Departments, through a combination of academic and co-curricular activities, encourage the advanced learners to optimize their potential.

- They are given additional reading in the concerned and related subjects.
- They are motivated to carry out more research on various aspects of the syllabus.
- They are motivated to help and provide support to the weaker students.
- They are given an opportunity for micro teaching in the class as well as for making individual presentations.
- They are involved in special projects like book and movie reviews, and analysis of current issues of relevance to their subjects.

A database of students from weak socio-economic strata as well as students with special needs is created at the time of admissions as students from such backgrounds are identified by information given in the admission forms relating to income status, special categories, including ST/SC, and the differently-abled.

- There is a fee concession and the Students Aid Fund for the economically deprived students.
- The library maintains a book bank of essential texts for the economically deprived students.
- The learning process in the college constitutes regular lecture classes, tutorial classes, interactive discussions, collaborative exercises, project work and presentations.
- In addition to classroom teaching, the college facilitates students gaining on-site knowledge through a number of tours that include industrial, historical, cultural and religious tours. All these not only enhance the academic value of the students but also contribute significantly to their overall personality skills.
- The advanced learners are also offered opportunities to go for inter-college debates, seminars or conferences.
- There are many scholarships which are sponsored by our college teachers for meritorious students. The list is provided:
 - I. Institutional Scholarship
 1. Two Jaspreet Kaur Memorial Prizes of Rs 1,100 each (Instituted by the Principal, Dr. Man Mohan Kaur, in memory of her sister)
 2. S. Joginder Singh Memorial Prize of Rs 1,100 (Instituted by Dr. Bhupender Singh in memory of his father, S. Joginder Singh, and father-in-law, Dr. Daulat Singh)
 3. Smt. Parvati Devi Sharma Memorial Prize of Rs 1,100 (Instituted by Daya Shanker Sharma in memory of his mother)

4. Yashpal Sharma Memorial Prize of Rs 2,000 (Instituted by Daya Shanker Sharma in memory of his brother)
5. Prize of Rs 1,500 to be awarded to topper in 'Income Tax-Law and Practice' (Instituted by G.K. Arora).
6. Jeevan Mehta Memorial Prize of Rs 1,100 to be awarded to topper in B.B.E. IIIrd Yr. (Instituted by P.K. Mehta in memory of his father).
7. Bakhshi Inderjit Singh Memorial Prize of Rs 1,100 to be awarded to topper in Punjabi (Hons) Ist Yr. (instituted by Bhupinder Pal Singh Bakhshi in memory of his father).

Non-Academic Prizes

1. Amrit Lal Bajaj Memorial Prize of Rs 1,100 to be awarded to best student of B.A. English (Hons) IInd Yr. (Instituted by Dr. Jyoti Bajaj Desai in memory of her father).
2. Sardarni Iqbal Kaur Bakhshi Memorial Prize of Rs 1,100 to be awarded to the best student of Divinity Society. (Instituted by Bhupinder Pal Singh Bakhshi in memory of his mother).
3. Mata Joginder Kaur Memorial Prize of Rs 1,100 to be awarded for Overall Excellence in Education & Conduct. (Instituted by Dr. Hernake Singh Gill in memory of his mother).
4. Mata Sukhwinder Kaur Memorial Prize of Rs 1,100 to be awarded for Overall Good Performance in Education & Behaviour. (instituted by Dr. Hernake Singh Gill in memory of his aunt)
5. Pita Shri Gurbachan Singh Memorial Prize of Rs 1,100 to be awarded for Overall Good Performance in Education & Behaviour. (Instituted by Dr. Hernake Singh Gill in memory of his father).
6. Dr. Gurpreet Singh Memorial Prize of Rs 1,100 to be awarded to the Most Responsive Student of the college. (Instituted by Dr. (Mrs.) Bhagwant Kaur in memory of her husband).

II. Sultan Chand Trust Scholarship

III. SC/ST/OBC Post Metric Scholarship

IV. Financial Assistance out of V.C. Students Fund

V. Goel Charitable Trust

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, the physically challenged, slow learners, economically weaker sections, etc. who may discontinue their studies if some sort of support is not provided?

A database of students from weak socio-economic strata as well as students with special needs is created at the time of admissions as such students are identified by information given in the admission forms relating to income status, special categories including ST/SC, and differently-abled.

- There is a fee concession and Students Aid Fund for the economically deprived students.
- The library maintains a special book bank of essential texts which the economically deprived students can borrow for the whole year.
- The faculty reaches out to them through personal counselling in case of economic or personal problems.
- Weak performers are identified, counselled and provided extra help in every respect possible.
- In case it is required, the Principal meets the parents of these students.

There are negligible cases of drop-out in the college. The college authorities and the teachers make every possible effort to address the issues and help to solve the problems of such students.

The college analyzes the data and information on academic performance of students from different sources like performance record in class and regular attendance record. The college also provides ample support to these economically poor and socially backward students and partial to full fee concession. Four to six books are provided for the entire semester to almost all students from the Student Aid Fund (SAF). For the students of backward communities, the college provides additional teaching/coaching facilities for their upliftment so that they can compete with general students. From time to time, the college conducts special classes from the viewpoint of competitive exams for enhancing their job-seeking capabilities.

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 blueprint, etc.)

- The academic calendar constituting the teaching and examination/evaluation schedule is finalized by the University of Delhi. The university sends this calendar to all its constituent colleges and the colleges are required to comply with it.

- The Staff Council of the college, with the Principal as the Chairperson, deliberates and decides the college activities it plans to hold in the academic session.
- Committees for different academic as well as co-curricular activities are formed by the Staff Council.
- The College Time Table Committee appointed by the Staff Council prepares the time-tables for each department in advance so that teaching begins on the very first day of the session.
- The class time-tables as well as the time-tables of the teachers are accessible online.
- The room time-tables are put up outside every room of the college.
- The teachers have the freedom to make their own teaching plan within the time-frame stipulated by the university.
- For evaluation, the college follows university guidelines regarding internal assessment, class tests, assignments, projects and presentations.
- Our teachers participate in the evaluation process scheduled by the University for Semester Examinations.
- The university departments organise paper-wise meetings of college teachers for preparing teaching plans at the beginning of the semester. This is strictly followed by the college.

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

The management and staff of the college have always striven to provide quality education to the students through an effective and meaningful teaching-learning process. In keeping with this goal and the requirement of NAAC, the college has constituted an Internal Quality Assurance Cell (IQAC). The IQAC has assumed a proactive role in enhancing the quality of the academic and co-curricular endeavours of the college in keeping with its vision. It works towards strengthening the good practices of the college, encourages innovative practices and modifies any practices that need to be improved.

- It plays a constructive role by making recommendations and suggestions for internal quality enhancement such as an improved system for feedback in teaching-learning and infrastructural up-gradation.
- ICT enablement of all the classrooms was recommended by the IQAC.

- Scheduling of all significant events, including research activities, study trips in the form of an annual almanac.
- Starting a peer reviewed research journal was recommended.
- The IQAC's objectives are fulfilled through various committees such as the Admissions, Maintenance, Workload and Time-table Committees. These committees ensure the quality of administration, academics and infrastructure, and improvements have been seen in successive years.
- The merit of our college is that we admit students with lower percentage, compared to many of the campus colleges, but the sincere efforts of our teachers produce far better and improved results which are comparable with any other college of the university.

How the IQAC proposes to contribute:

- By ensuring a heightened level of clarity and focus in institutional functioning towards quality enhancement.
- By ensuring enhancement and coordination among various activities of the institution and institutionalizing all good practices.
- By providing a sound basis for decision-making to improve institutional functioning.

The primary aim of the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

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

There is a conscious effort both on the part of the authorities as well as faculty to make learning student-centric.

- A dialogic approach in teaching ensures that every student participates in class discussions.
- Not only class participation, our students are motivated and inspired to independently organise festivals, seminars etc. under the guidance of convenors. This is prominently visible in the events organised by the Art & Culture Society, SOFICA, Vanaj, Kirt, etc.
- Freedom is given to choose from topics for home assignments, presentations and projects according to their individual interests.

- Use of ICT techniques and e-learning by students is encouraged.
- Project work to foster the spirit of exploration and teamwork is a regular practice.
- Collaborative learning – paper and Power Point presentations for which students work together in small groups are encouraged.
- Independent learning in tutorial groups where students are made to do assignments or solve problems is a feature of student-centric learning.
- Classroom discussions, quizzes, debates and essay writing are organized for broadening of the knowledge base of students.
- Seminars/workshops are organized and external experts are invited.
- Journals are maintained as a tool for enabling critical thinking and self-reflection.
- The learning process in the college constitutes regular lecture classes, tutorials, interactive discussions, collaborative exercises, project work, presentations and so on. For better dispersal of knowledge, the college provides various communication tools like LCD projectors, electronic starboards, multimedia tools and laptops to the teachers and students.
- In addition to the classroom teaching, the college also facilitates students to gain on-site knowledge through various kinds of tours which includes industrial, historical, cultural and religious tours. All these not only enhance the academic value of the students but also contribute significantly to their overall personality.

Support structures – in the university

- (a) Institute of Life Long Learning (ILL) provides audio-visual course content for various subjects on its website.
- (b) Orientation Courses for teachers.
- (c) Refresher courses for upgrading skills and knowledge.
- (d) Short-term workshops to encourage teachers to use interactive techniques.
- (e) Training for teachers for up-gradation of technical and teaching skills.

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 aim of the faculty is not only imparting knowledge but also to encourage and nurture critical thinking among students. To fulfil this aim, the faculty organizes activities and programs such as:

- Debates/discussions

- Seminars/talks
- Research-based projects
- Group discussions
- Presentations
- Writing reflective journals
- Internships in companies
- Role playing
- Case studies
- Awareness programs

The students are also encouraged in taking independent decisions to enable them to become life-long learners and innovators.

- Our college magazine, 'Surlok', provides a platform for the students to showcase their creative and innovative excellence by contributing articles, stories, poems, etc.
- Nepathya is the dramatic society of our college. It works to keep the spirit of theatre alive among the students and helps them explore their hidden talents as well as makes them understand the value of team spirit and hard work. Nepathya has won various awards including "The Best Production" & "The Best Actor/Actress" awards at various inter-college theatre competitions. Its productions so far include Social Networking Sites, Kitni Sahi aur Kitni Galat (2011-12), Umeed (2011), Kharid Lo Bachpan (2012-13) and Rajneetika Raj (2013-14).
- Photobug is the photography club of our college which captures beautiful memories of all our college functions, fests, events, seminars etc. Many students are part of this club and are learning by practically doing professional photography in and around the college.
- Magus is the dance society of our college which involves a group of students with a passion for dancing. This society brings out the hidden talent in them and makes them more confident and gives them a platform to showcase their talent in all inter-college competitions.
- Musoc is the music society of our college. Its genre is rock and fusion which has given our college a new dimension. Budding singers, after auditions, join Musoc to participate in inter-college competitions.
- The faculty members have also successfully completed innovation projects granted by University of Delhi. They include:

- 1) “Youth Empowerment – what it means to youth and its implications for educational institutions” (Dr. Gita Lakhanpal, Dr. Neeta Dhingra and Dr. Abhishek Sharma)
 - 2) “Understanding the attitude of college students towards religion and politics” (Dr. Deepak Sharma, Dr. D.K. Chawla and Dr. Vinayneet Kaur)
- Critical thinking, creativity and scientific temper are at the core of our teaching. The college is imparting these traits through various societies, namely,
 - Vanaj society: It organises various programs where higher educational institutions and various bodies like ICAI, ICSI, ICFAI, ICWAI, BSE, NSE, and SEBI deliberate on various courses available to our students for study.
 - Kirt: This society organizes educational trips, Eco-Fest, seminars, workshops, annual Econet fest, seminars by EDU Pristine on CFA, FRM Pearl Academy on a career in the fashion industry and Econerd-an event based on economic interpretation of news.
 - SOFICA: The Society for Financial Literacy and Consumer Awareness of our college engages students in providing literacy and awareness to investors and consumers. The Society has organized a number of programs on such issues, including a UGC-sponsored National Seminar, held on March 14, 2015 at the VPCI Hall, University of Delhi, on ‘E-Commerce and Consumer Interests: Challenges and Opportunities’.
 - Art and Culture society of our college is responsible for organising all the fests, farewell and freshers’ parties and so on. The tremendous involvement of the students makes them more confident and life-long learners.
 - Gyanodya Trip: This is an educational trip and an initiative undertaken by University of Delhi, under which a special train is arranged and the students along with their teachers visit different places in India. The Gyanodya Trip started in 2012 and develops a scientific temper, creativity and critical thinking among students. Students gain on-site knowledge of science and culture through various projects that are undertaken during the trip. Following the trip, students prepare reports which contain tables, charts and their gains from it. All these enhance the overall development of the students.
 - Students are integral to every lecture delivered by the faculty. Students are encouraged to think rationally, be objective, rise above stereotypes and use evidence to construct arguments.

We believe there can be multiple solutions to any problem. Divergent solutions are encouraged in an attempt to nurture creativity and respect the multiplicity of perspectives. This is achieved:

- By encouraging them to extend their understanding of theories to real-life situations.
- Students are encouraged to observe, investigate and analyse logically and come up with novel solutions.
- Contemporary developments are closely followed (newspapers, magazines, journals, e-sources) and used as the basis to build classroom discourse.
- Autonomous learners are developed consistently through exposure to various sources of knowledge, varied field experiences, and interacting with eminent scholars in the field, in addition to understanding and realizing one's own potential. In order to augment the limited resources available to students, the Institute of Life Long Learning (ILLL) has developed its own portal, the Virtual Learning Environment (VLE). Various kinds of Interactive "open" resources such as e-lessons, video lectures, performances, panel discussions, interviews, quizzes and e-labs are being continually developed and uploaded on the portal. A number of Delhi University college teachers have been involved in this process. Our college teachers too have been participating in these programs. This in turn has been helping our students to a large extent, and our teachers make the students aware of the ILLL resources on a timely basis.

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 the National Program on Technology Enhanced Learning (NPTEL) and the National Mission on Education through Information and Communication Technology (NME-CT), open educational resources, mobile education, etc.

- Ours is a wi-fi enabled campus which aids the students as well as the teachers in the teaching-learning process.
- Almost all the classrooms are equipped with overhead projectors so that e-teaching is enabled.
- Laptops are provided to students as well as teachers for effective teaching.
- We have well-equipped computer labs catering to the demands of different courses.

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

- The college upgrades facilities for the faculty through annual staff development programs.

- Teachers attend lectures, seminars, conferences, group discussions, and workshops related to their areas of interest and expertise organised by various institutes or universities.
- Students participate in internships and Innovation Research Projects of the University of Delhi.
- The college has a virtual classroom for teachers and students.
- The college encourages the faculty to conduct research and many of our teachers are members of various prominent research bodies.
- The college faculty has exposure to advanced levels of knowledge through refresher courses, academic conferences and workshops conducted by many institutions, including our own. For example, a SAM (Sensitivity/Awareness /Motivation) workshop was conducted in December 2010 which was organised by Dr. Gita Lakhanpal.
- ILLI organised a three-week workshop in Delhi University in September 2009 in which three faculty members participated. They subsequently organised similar workshops in the college for other faculty members.
- The college organised a two-day workshop on ‘Approaches, Processes and Tools of Education (APT)’ for the entire staff at Hotel Radisson Blu, Noida in October 2012, and another APT workshop on soft skills was held in May 2015 at Hotel Bristol, Gurgaon. These workshops provided an excellent opportunity to faculty members of the college to interact with each other and have a holistic approach in imparting education to our students. The workshops included motivational lectures by professionals from industry as well as the internal faculty.
- The college faculty, from time to time, attends various seminars and the faculty development programs organised by CPDHE (UGC) and participates in various seminars/workshops organised by other colleges/institutions sponsored by UGC/AICTE and many other external agencies including prominent business schools. Various departments of the college organize extension lectures and workshops for advancement of students’ knowledge. Experts from different governmental agencies, corporate and other fields are also invited to address our students in these programs.

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

- Financial hardships are the root cause of psycho-social issues, which is duly and practically identified by the college. It supports its students in the form of fee concessions and free books. Besides this, some of our teachers follow the Sikh

practice of 'Dasvandh' and have adopted students and sponsor their graduation fee, with the names kept confidential.

- There is a trained professional counsellor, Dr. A.S. Bindra, who is our own faculty member, available from 10 a.m. to 3 p.m. Students can take prior appointment for counselling. As awareness is increasing, more and more students are benefitting from it. Dr. Bindra provides psycho-social counselling to needy students.
- A tutor-ward system has been adopted by the college under which teachers work as mentors for specific students and guide them. The tutors provide support and advice to their wards on a one-to-one basis. Each tutor is available for personal consultation as and when required.
- Departments have a decentralized system wherein the faculty in-charge along with other members of the department micro-manages the students' concerns and demands.
- Every student is thus given academic, personal and psycho-social support and guidance services through professional counselling, mentoring and academic advice.
- Need-based psycho-social support is provided in exceptional cases by a group of dedicated teachers under the banner of Student Counselling Cell. These mentors help the students to come into the mainstream by solving their psycho-social problems. Teachers also take care of social, cross-culture clash-related issues and financial hardships, and help students cope with these problems.

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?

The aim of the college is to provide all-round education that focuses on the intellectual, social, emotional, aesthetic and spiritual development of every student so that they engage with the world as persons of substance. For this purpose there is an effort to constantly reinvent and adopt innovative pedagogical techniques. To facilitate this:

- We have faculty members who have recorded their lectures and teach the students through these videos apart from Power-Point presentations. These lectures also help them in revision exercises before examinations.
- Multi-media facilities have been provided in most classrooms.

- Film screenings to further their understanding of the text containing the social, political and economic aspects encourage students to analyse various aspects via case studies. For instance, films like *Gandhi*, *Lagaan*, *Chak de India*, *Schindler's List*, *Silence of the Lambs*, *Forrest Gump* etc. were screened in 2014-15.
- Peer-review exercises.
- Creative writing exercises.
- Field visits and trips.
- Role playing.
- Dramatization of literary texts.
- Heritage walks.
- Inter-disciplinary approach.

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

In keeping with the aim of our college to provide a stimulating teaching-learning environment, the emphasis is on availability of latest sources of knowledge.

The library is the hub of information and it is the treasure-house of knowledge. It is the nucleus of academic pursuits. The college is equipped with a centrally air-conditioned state-of-the-art library. The reference section of the library has a large collection of reference books, encyclopedias, dictionaries, theses, scientific journals and management journals. The open access system in the library is user-friendly. The library services are computerized. Library resources are used to augment the teaching-learning process by using journals, books, newspapers, and Student Aid Fund books. Various free e-books are also available for students as well as teachers.

- The library has more than 57000 books and journals and a seating capacity for 70 people. It has an open access system in which users can search for their required books directly from the shelves.
- Library books, journals and other reading material are also available throughout the year for issue and/or reference.
- Library orientation programmes are conducted from time to time to train the students in the use of the library catalogue, reference sources and Internet-based information.
- The library has two computers with Online Public Access Catalogue.
- Other than these, the library has 5 computers for faculty and student use.
- E-resources are made available to teachers and students.

- The faculty can go through new books and resource material and order them conveniently for purchase by the library.
- The library's stock of books is checked meticulously once a year during annual stocktaking.

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

The University of Delhi is undergoing a lot of changes due to a shift from annual to semester mode and the rollback from the Four Year Undergraduate Program to the three-year format. The same has posed numerous challenges:

- Unavailability of reading material/books recommended.
- All-round development of students requires the academic and extra-curricular activities to be balanced. Due to time constraints, extra-curricular activities and events encroach on teaching time.
- In the semester system, examinations are conducted twice a year, thereby doubling the time spent on preparatory leave, conduct of examinations and evaluation, etc. This has considerably reduced effective teaching time.
- Information related to syllabi, curriculum revision, academic calendar etc. is sometimes delayed which disrupts the flow of classroom teaching.

However, teachers have met these challenges in the following ways:

- By reading in libraries as well as on the Internet and formulating study material for the benefit of students, sometimes even translating for Hindi-medium students.
- Most of the extra-curricular activities are held either during late afternoons or a specific period set aside for them in the college time-table; this minimizes their impact on regular teaching.
- Time constraints are overcome by scheduling extra classes for the benefit of students.
- The teachers and college office make an extra effort to keep in touch with the university and other appropriate authorities so as to remain updated on any changes and developments to prevent delays and disruptions.
- In case of emergencies, when the appointed teacher is unable to take some classes, other departmental members help out by taking extra classes to cover the syllabus so that the students do not suffer.

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

The college monitors the quality of teaching-learning through

- Result analyses
- Feedback collection from teachers and students
- Regular meetings of the departments to assess quality
- Staff Council meetings conducted by the Principal
- IQAC
- Regular assessment of students through varied approaches
- Our college is endowed with talented and dedicated teachers. Well-qualified and experienced teachers are recruited by the management. The faculty enjoys complete academic freedom. The teachers are deputed to attend the orientation and refresher courses. They attend workshops and seminars. The institution continuously monitors, evaluates and reports on the quality of teaching, teaching methods used, and classroom environment through results by conducting Internals, semester examinations, and skill development activities which help in improving performance.
- To some extent the quality of teaching is monitored by regular class teaching, and through performance of students in tutorials, assignments, class tests and final exams.

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	Principal		Associate Professor		Assistant Professor		Librarian	Total
	Male	Female	Male	Female	Male	Female	Male	
Permanent-teachers								
D.Sc./D.Litt.								
Ph.D.		01	17	15	03	03	01	40
M.Phil.			05	03	02	04		14
PG			05	-	1	-		6
Temporary teachers								
Ph.D.			-	-	03	05		8
M.Phil.			-	-	02	03		5
PG			-	-	04	07		11
Part-time teachers (Nil)								
Ph.D.								
M.Phil.								
PG								

Recruitment/Retention of Faculty (Permanent/Temporary/Ad-hoc)

- Recruitment of faculty is as per UGC guidelines (Student-Teacher Ratio)
- The UGC guidelines are accessible online on their respective web-sites
- Recruitment process from advertising of a post to appointment is subject to university stipulation.
- Formal approval from the university is mandatory for any post to be filled.
- Eligibility criteria of teachers, whether permanent, temporary, ad-hoc or guest, is as per UGC norms and guidelines.

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 introduced (biotechnology, IT, bioinformatics, etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

The institution caters primarily to humanities subjects and faces a challenge in terms of catering to the growing demand for subjects which are more professionally oriented, inter-disciplinary, entrepreneurial and technical in nature. The college meets this challenge through the following:

- The faculty updates its knowledge by attending workshops, seminars, refresher and orientation courses, etc.
- The college invites academic/professional experts from different fields to interact with the faculty and students.
- New recruitments are made keeping in view the changing requirements of the emerging areas. To meet such scarcity, the college invites teachers from other colleges and universities and educational Institutes of repute as guest faculty. Various subject experts were invited during the last few years to meet the demand.

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

- The institution has always granted duty leave to the faculty to attend any Staff Development Program: (Orientation, Refresher, Skill Up-gradation Workshops, etc.).

- All permanent faculty for whom orientation and refresher courses were mandatory have attended these courses organised by University of Delhi or other universities. Their expenditure was reimbursed by the college.
- We also encourage our faculty to attend other workshops and we organise workshops for our faculty. The college organised a two-day workshop on Approaches, Processes and Tools of Education (APT) for its entire staff at Hotel Radisson Blu, Noida in October 2012, and another APT workshop on soft skills was held in May 2015 at Hotel Bristol, Gurgaon. These workshops provided an excellent opportunity to the faculty of the college to interact with each other and have a holistic approach in imparting education to our students. The workshops included motivational lectures by professionals from industry as well as the internal faculty.
- The Society for Financial Literacy and Consumer Awareness (SOFICA) of our college engages students in providing literacy and awareness to investors and consumers. The Society has organised a number of programs on such issues, including a UGC-sponsored National Seminar, held on March 14, 2015 at the VPCI Hall, University of Delhi, on 'E-Commerce and Consumer Interests: Challenges and Opportunities'. The college invited experts from different fields to give lectures.
- A stock exchange seminar was conducted by BSE Institute Ltd, an offshoot of the Bombay Stock Exchange, for practical knowledge of stock market working as well as the courses available for our students to be taken up along with the current pursuit of graduation.

a) Nomination to staff development programs

Academic Staff Development Programs	Number of faculty nominated
Refresher courses	10
HRD Programs	2
Orientation programs	7
Staff training conducted by the university	33
Staff training conducted by other institutions	7
Summer/winter schools, workshops, etc.	38

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

- An NIIT workshop was conducted for the practical knowledge of our students on TALLY to improve their employability in the corporate world.

- ILLL organized a three-week workshop in Delhi University in September 2009 in which three faculty members participated. They subsequently organized similar workshops in the college for other faculty members.
- The college organised a two-day workshop on Approaches, Processes and Tools of Education (APT) for its entire staff at Hotel Radisson Blu, Noida in October 2012, and another APT workshop on soft skills was held in May 2015 at Hotel Bristol, Gurgaon. These workshops provided an excellent opportunity to faculty members of the college to interact with each other and have a holistic approach in imparting education to our students. The workshops included motivational lectures by professionals from industry as well as the internal faculty to deal with following:
 - Teaching-learning methods/approaches
 - Handling new curriculum
 - Content/knowledge management
 - Selection, development and use of enrichment materials
 - Assessment
 - Cross-cutting issues
 - Audio Visual Aids/multimedia
 - Teaching-learning material development, selection and use
- Delhi University conducts faculty development programs from time to time and teachers participate in these programs.

c) Percentage of faculty

- Invited as resource persons in workshops/seminars/conferences organized by external professional agencies – 10% to 15%
- Participated in external workshops/seminars/conferences recognized by national/international professional bodies – 8% to 12%
- Presented papers at workshops/seminars/conferences conducted or recognized by professional agencies – around 10%
- Faculty visited as resource persons at workshops/seminars/conferences from time to time – 20% to 25% in different years.

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 in specialized programs, industrial engagement, etc.)?

Research grants are provided by the UGC, ICSSR, ICPR and other such governmental organizations as per their criteria of eligibility.

- Study leave facility, subject to approval as per University of Delhi and UGC rules, is available to permanent teachers to do research work. Many faculty members have availed of it for their Ph.D. and higher studies.
- Leave for deputation to other institutions as per University of Delhi rules is also available.
- Delhi University has introduced a new concept of innovation projects to be undertaken by teachers and students. Many teachers have pursued these sponsored projects as well as projects from various agencies including UGC and ICSSR. For example, one of our teachers has completed a UGC-sponsored project last year. A faculty member, Dr. Vinod Kumar, had gone as an Associate to the Indian Institute of Advanced Studies (IIAS) in Shimla for his research project.
- The college organised a two-day workshop on Approaches, Processes and Tools of Education (APT) for the entire staff at Hotel Radisson Blu, Noida in October 2012, and another APT workshop on soft skills was held in May 2015 at Hotel Bristol, Gurgaon. These workshops provided an excellent opportunity to faculty members of the college to interact with each other and have a holistic approach in imparting education to our students. The workshops included motivational lectures by professionals from industry as well as the internal faculty.
- Many faculty members have worked with other institutes and on UGC-sponsored projects from time to time. Some examples:
- Dr. Vinod Kumar was selected as Associate of the Indian Institute of Advanced Studies (IIAS), Shimla, for conducting research in behavioural finance in 2014.
- Harpreet Bahri Grover attended an ICSSR-sponsored two-day National Level Seminar-cum-Workshop organised by Chitkara College of Education For Women on the theme of 'Writing a Seminar Paper, Proposals and Thesis' on March 20-21, 2014.
- Dr. Vinayneet Kaur did a research project named 'Punjabi Patrakarita-Samkali Sarokar' which was completed in 2012 and was sponsored by UGC.
- Dr. Pradeep Kumar Mehta conducted three research projects at Indian Statistical Institute, New Delhi along with other researchers on EU, ASEAN and power sector reforms during 1992-2003.

- Three of our faculty members have attended the UGC-sponsored Workshop Capacity Building of Women Managers in Higher Education: SAM (Sensitivity, Awareness and Motivation) Workshop in December 2010.

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

- The college constantly encourages the faculty to engage in research and other academic enterprises as well as be conscious of their social responsibilities. This not only promotes the personal growth of the faculty but the benefit will ultimately percolate to the students via teaching.
- The college provides full support and encouragement to the faculty to excel in teaching. The teachers are given full autonomy and space to employ innovative methods of teaching and utilize the college infrastructure to complement their teaching enterprise.
- Mr. Harmeet Singh Gulati, Dr. Rajiv Midha and Mrs. Deepinder Kaur received the Teaching Excellence Award from the Vice-Chancellor, University of Delhi.
- The faculty members have also successfully completed innovation projects on grants from the University of Delhi. They include:
 - 1) “Youth Empowerment – what it means to youth and its implications for educational institutions” (Dr. Gita Lakhanpal, Dr. Neeta Dhingra and Dr. Abhishek Sharma)
 - 2) “Understanding the attitude of college students towards religion and politics” (Dr. Deepak Sharma, Dr. D.K. Chawla and Dr. Vinayneet Kaur)

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?

- There are no guidelines or provision of Delhi University/UGC regarding evaluation of teachers till date. Hence, there is no formal evaluation of teachers either by students or peers.
- Teachers take feedback informally from the students. This information is for self-reflection, to review how their teaching is being received.
- The Principal of the college does regular rounds of the classrooms to elicit feedback from the students.
- From this semester onwards, the college is voluntarily in the process of introducing a formal mechanism of feedback from the students.

2.5 Evaluation Process and Reforms

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

The University of Delhi has a Centralized Evaluation System, and the university keeps its constituent colleges regularly informed of the process and there is a transparent mechanism for communication to the stakeholders by the institution.

- The notifications from the university are duly forwarded by the Principal to the Heads of Departments/Teachers in charge.
- There is an internal assessment committee which monitors the internal assessment processes and interacts from time to time with the students.
- The Internal Assessment (IA) procedure is uploaded on both the university as well as college websites. It is also published in the college handbook.
- Before the commencement of the session every year, an orientation program is held by the college at which new entrants are apprised of the systems of internal and external evaluation.
- The teachers also communicate the specific criteria to their respective students in their tutorial classes.
- For internal assessment, the processes of evaluation include group discussions, presentation, written assignments and class tests.
- The internal assessment marks are displayed on the website and the students are also shown their marks individually.
- The marks are sent to the university only after each student has signed his/her internal assessment records.
- Any discrepancy in the internal assessment record is taken up and rectified by the concerned teacher.

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

University-Mandated Reforms

As a constituent college of the University of Delhi, the college adopted the two reforms introduced by the university:

- (a) Internal Assessment
- (b) Centralized Evaluation

Internal Assessment

- There is a Moderation Committee and a Monitoring Committee to retain parity in marking within the department and also among the different departments of the college so that no student suffers.

Centralized Evaluation

- The Theory Examination Answer Scripts of students are evaluated at the University level by the examination branch of the university. Earlier the University used to send the answer scripts to the evaluators and they used to return back after evaluating them. However, this process used to take a long time causing a considerable delay in announcement of results.
- For past couple of years, the University has adopted a Centralized Evaluation system under which evaluators go to the specified evaluation centers and check the answer scripts. This has cut down the time taken in evaluation process to a significant extent and now most of the results are announced before the commencement of next semester.

College-Initiated Reforms

- The college follows the university guidelines but allows the students to improve their performance through multiple tests and assignment schemes.
- Students are also counselled and given special attention in case they are found to be less involved with the subject.

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?

The college strictly adheres to the mandatory university evaluation norms and teachers are granted duty leave for participation in departmental meetings at the university related to evaluation.

- Guidelines are given to the faculty at the start of the academic session to ensure effective implementation of internal assessment.
- There is constant interaction between the Principal and the faculty to discuss and deliberate upon all matters related to the evaluation process and practices of internal assessment.
- The teachers often discuss the progress of the classes they teach, and evolve a uniform policy of evaluation at the departmental level.
- We do our best to follow the university guidelines both in letter and spirit; as such there is a significant improvement in our academic results over the years.

- The college has a centralised audio system through which important announcements are made in the college.
- The internal assessment is displayed on the notice boards of the college along with being posted on the college website.
- Students are made to sign the internal assessment records before it is sent to the university.
- Letters are posted to the residential addresses of those students who don't show up for signing the internal assessment records. If that doesn't work out, personal calls are made to their parents.
- Many times, our college seeks special permission from the university to submit the examination forms after the deadlines for those students who submit their forms late so that no student suffers.

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

Formative assessment of the students is based on regularity, diligence and consistent work. The students are given opportunities to develop and hone their skills and thinking. They are encouraged to think “out of the box” in their projects and discussions.

Another aim of the assessment is to identify the areas in which the students require additional help to enable them to improve their performance.

A few examples of assessment approaches followed by different departments are as follows:

- Objective tests / multiple choice tests
- Open book test / non-evaluative test / self and peer evaluation
- Writing a journal / report / projects /
- Seminar presentations / paper presentations / Power-Point presentations
- On the basis of various components of internal assessment, the performance of the students is examined by the teachers. For example, teachers conduct viva-voce of the whole syllabus at the end of the session. A visual presentation is also conducted to improve the confidence level of the students.
- Many of our teachers provide free books to students.
- Many of our senior faculty give special prizes in memory of their loved ones in the form of scholarships to students who excel academically and non-academically for encouragement and motivation.

2.5.5 Details of the significant improvements made in ensuring rigour and transparency in internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioural aspects, independent learning, communication skills, etc.).

Teachers ensure that the students are aware of the internal assessment evaluation criteria. The assessment and the evaluation record are made available to each student.

- Weightage for behavioural aspects is not an aspect for assessment as per university guidelines.
- Independent learning and communication skills are given weightage with the prior knowledge of the students.
- The college has progressed towards a completely online internal assessment and attendance management system.
- Assignment and test/project marks are uploaded on the college website.
- The students can check their marks and approach the concerned teacher directly in case of any clarification or discrepancy.
- The faculty discusses and shares criteria for internal assessment to enhance transparency and rigour with a view to focusing on individual and original work. Written and verbal feedback is encouraged for improvement in quality.
- Monthly uploading of attendance and disclosure of marks of each component of internal assessment is done on a regular basis. The teacher also discusses the progress of the students so as to improve their performance.
- A Monitoring Committee exists to resolve any issues of the students relating to internal assessment.
- Attendance is an integral part of the internal assessment. The teachers in our college compensate attendance as per university guidelines for those students who participate in various college programs.
- Our teachers go beyond the classroom to ensure that no student suffers. The teachers even try to help students in case of extreme emergencies so that they get full support from the college and their studies do not suffer. A student of our college who has been diagnosed with blood cancer has been helped thus by our teachers: by collecting home assignments from him, helping him with notes, and providing moral support. Last year a student had kidney failure and our teachers had gone out of their way to help the student. Students suffering from acute depression are helped out by Dr. A.S. Bindra, the psycho-social counsellor of the college.

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

Our college aims at imparting a holistic education that would enable the students to become well-informed, responsible, conscientious and confident individuals and the college is committed towards the achievement of this goal.

It focuses on an integrated and all-round education that promotes intellectual, social, emotional, aesthetic and spiritual development of every student as well as on producing individuals who take forward the vision and mission of the institution.

- Our graduating students are young men and women of competence, compassion and conscience.
- They strive for excellence in academics and all other spheres of life.
- The students possess the values of ethical professionalism and cohesive teamwork.
- They are equipped with the latest technological and soft skills, innovative thinking and critical acumen to cope with the emerging demands of a rapidly digitalizing world.
- They are aware that education is a life-long journey.
- The college has a placement committee which invites companies from various sectors for the placement of students of diverse disciplines. This activity helps the students to showcase their capabilities in academics and competency in various activities to get suitable jobs.
- Many cultural and academic functions are organized by the college to promote the students' skills and interest in various activities.

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

There is a Monitoring Committee at the college level that looks into students' grievances regarding errors in evaluation and it takes necessary steps to rectify them.

- The answer scripts of internal class tests/assignments are returned to the students after evaluation and they can immediately convey their grievances, if any, to the teachers.
- The final internal assessment marks are reviewed by the Departments and then the College Moderation Committee.
- The marks are sent to the university only after each student has signed his/her internal assessment record.
- Errors in internal assessment marks at the university level are reported to the university by the college.

- The university has a provision for re-totalling of marks, when a student applies for it.
- Recently, the university has restarted revaluation in any paper for a nominal fee.

2.6 Student performance and Learning Outcomes

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

The college has clearly stated learning outcomes. The college website and prospectus very clearly state the vision, mission and objectives of the institution. The staff and students are made aware of the aims and objectives of Sri Guru Nanak Dev Khalsa College through orientation programs, seminars, assemblies, talks, etc.

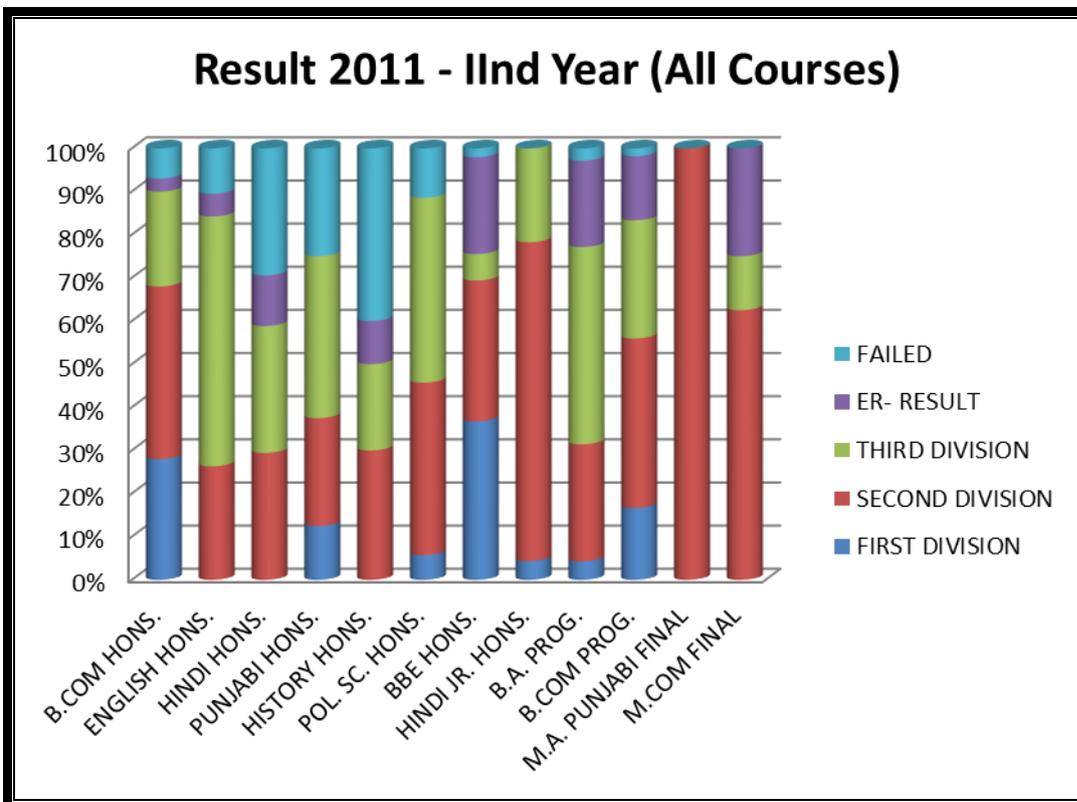
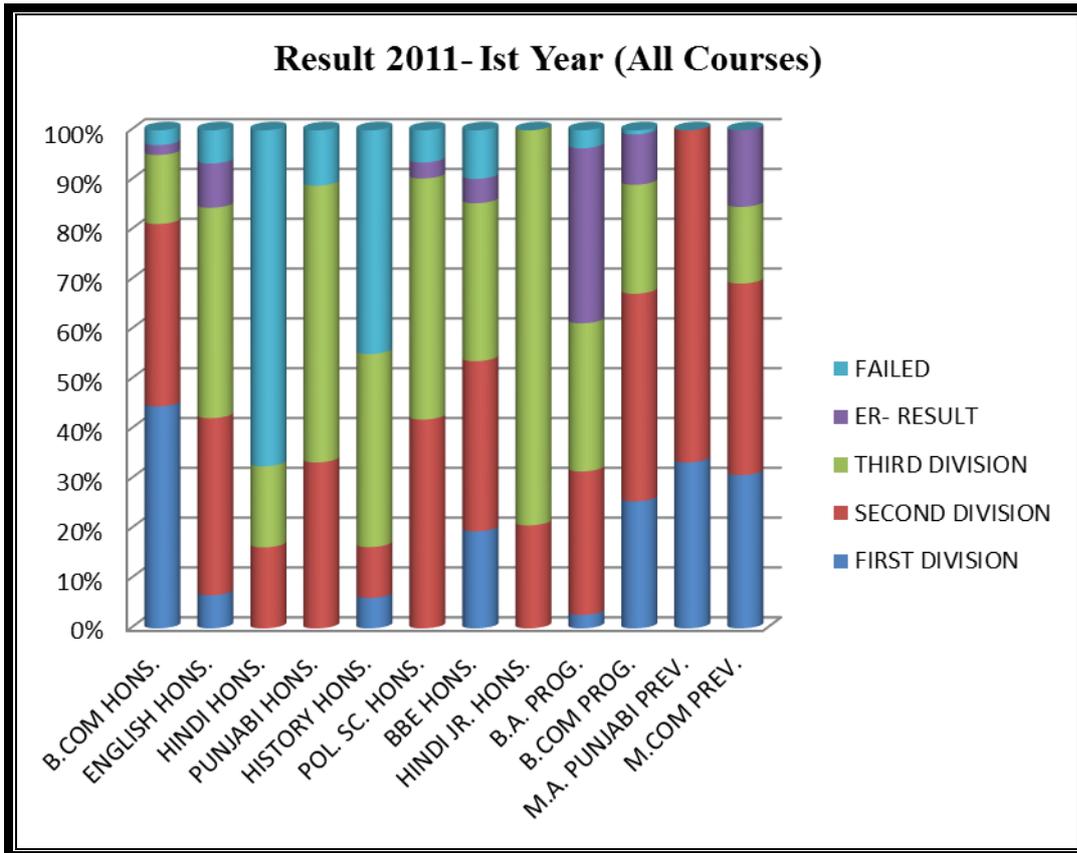
- The focus is on all-round balanced development of our students so that they become persons of competence, compassion and conscience who can contribute towards nation-building.
- The institution makes all efforts to provide the students opportunities to deliberate on various alternatives and make informed choices, so that they become independent, strong yet sensitive individuals with analytical abilities and innovative thinking.
- The focus is also on motivating the undergraduates to equip themselves with skills so that after graduating not only should they be able to face any challenges they meet, but they should also become agents of positive change in the contemporary scenario.
- Learning outcome of the students is evaluated by assigning topics from time to time for presentations and class tests. This helps the students to know the subject and the students also feel free to express their opinions.

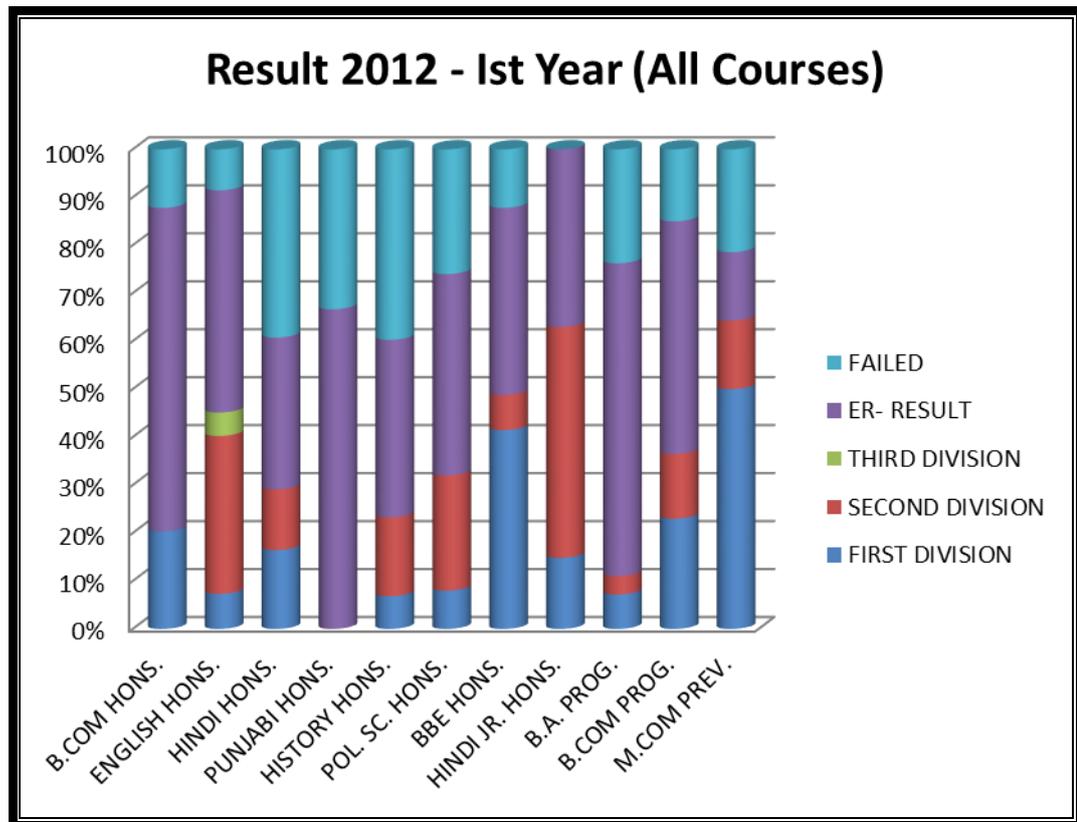
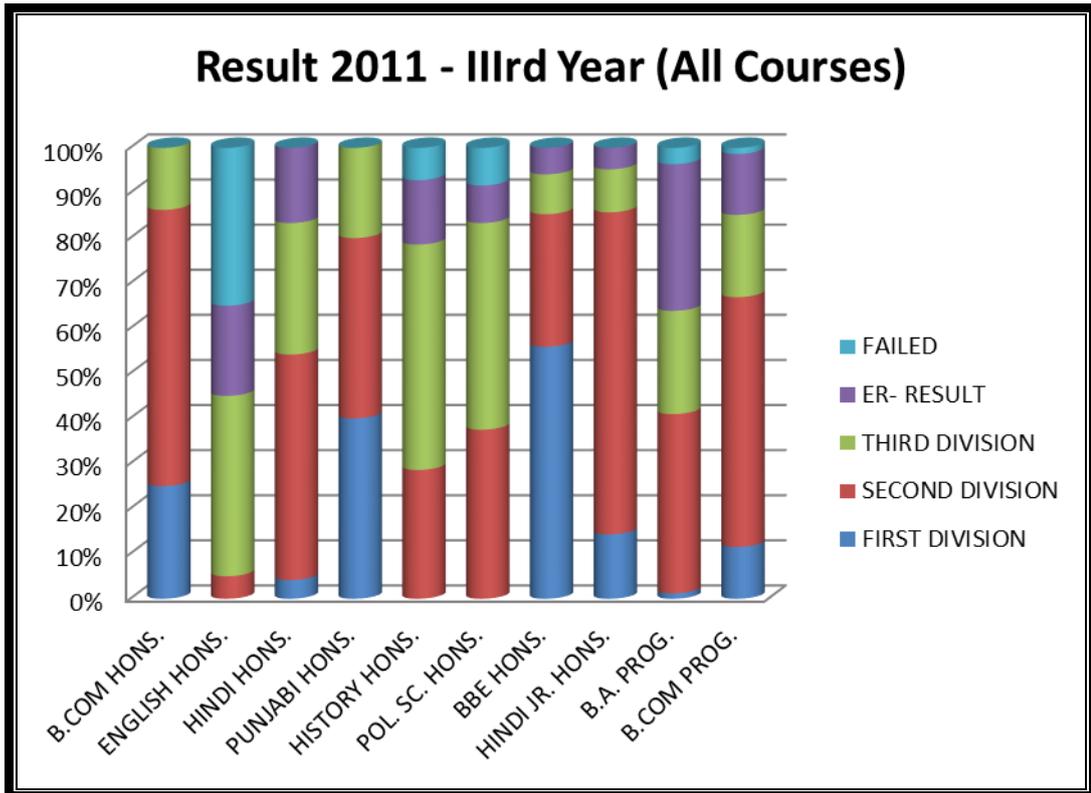
2.6.2 Enumerate how the institution monitors and communicates the progress and performance of students through the duration of the course/program. Provide an analysis of the student results/achievements (program/course-wise for the last four years) and explain the differences, if any, and patterns of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

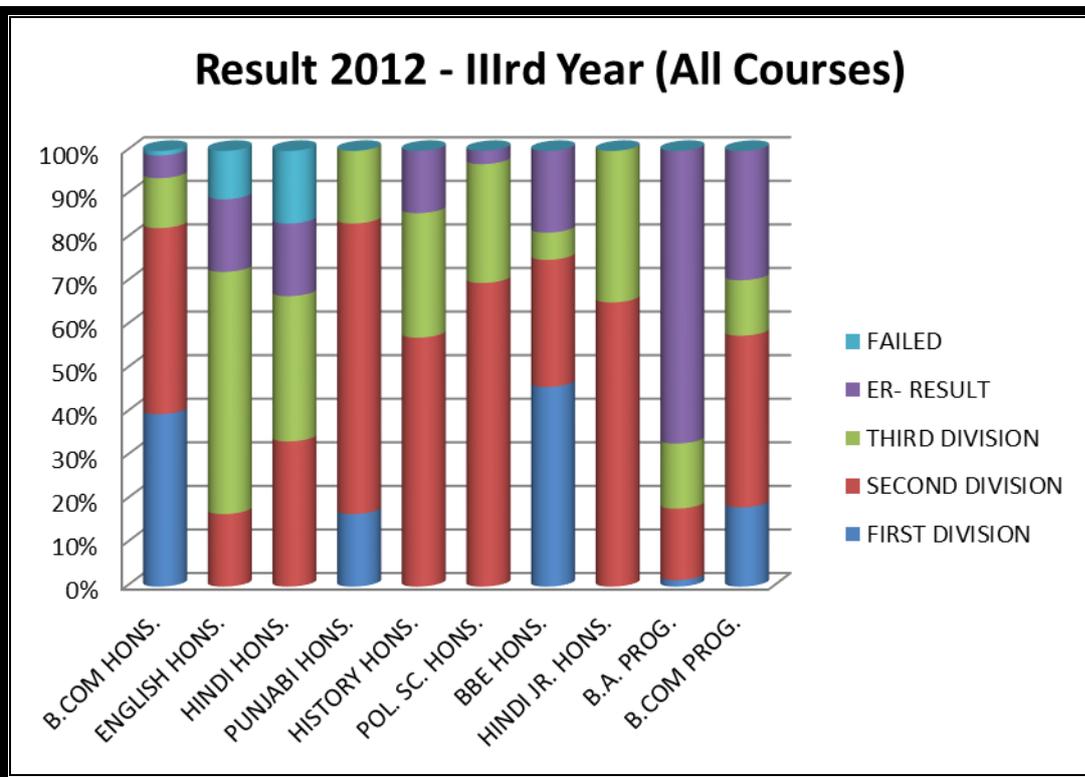
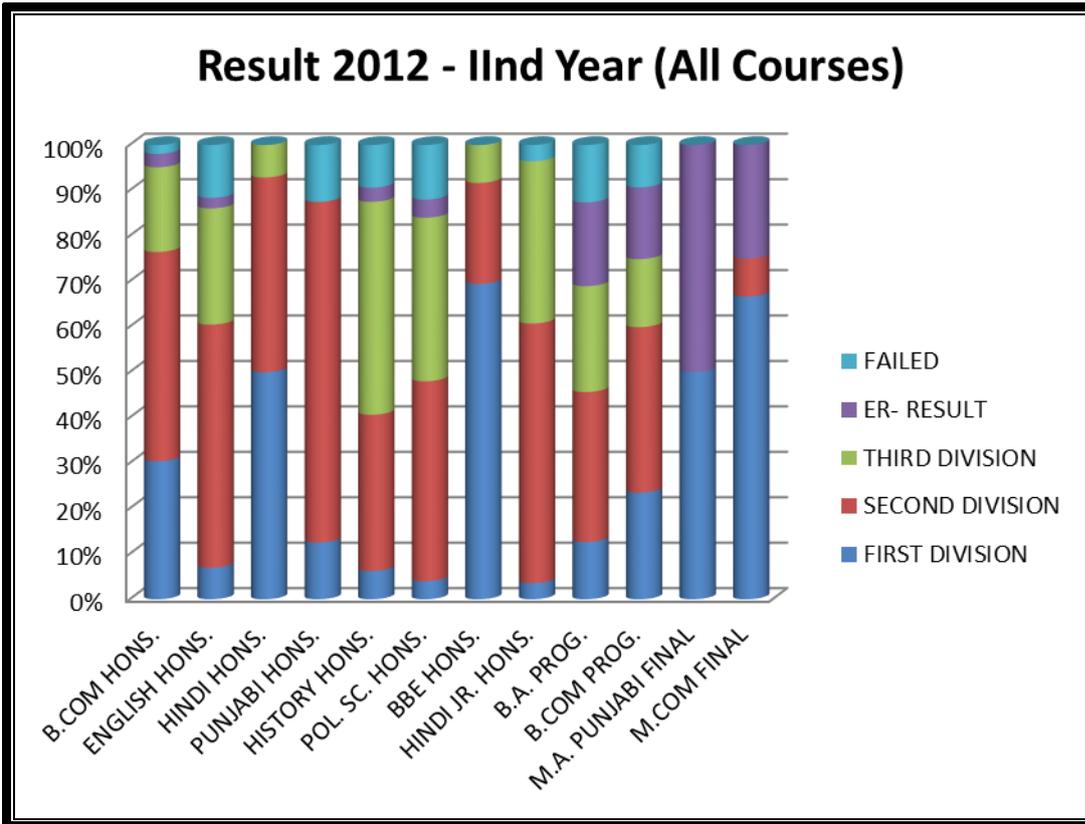
All departments individually meet the head of the institution to analyze the annual results. Our students have been performing well in both academics as well as co-curricular activities. Apart from having merit positions in the university, our students have also made a mark in extra-curricular activities such as sports, community service, classical arts, fine arts, creative writing, debates and so on at state as well as national level.

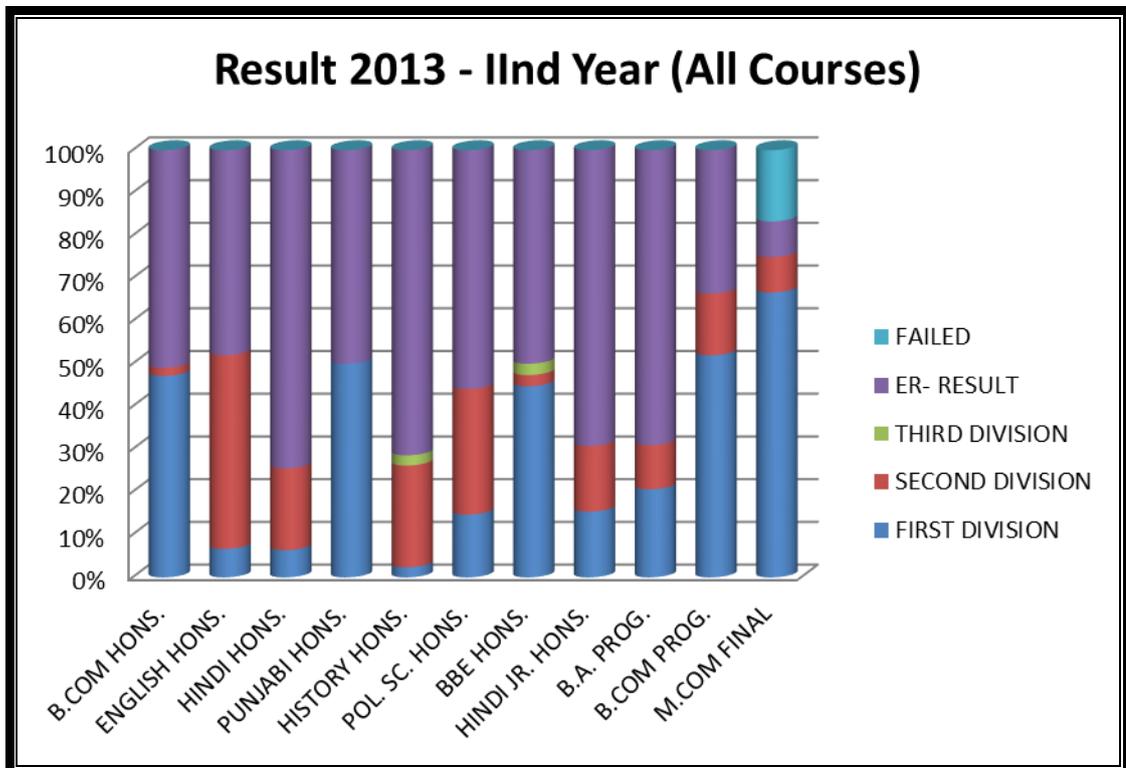
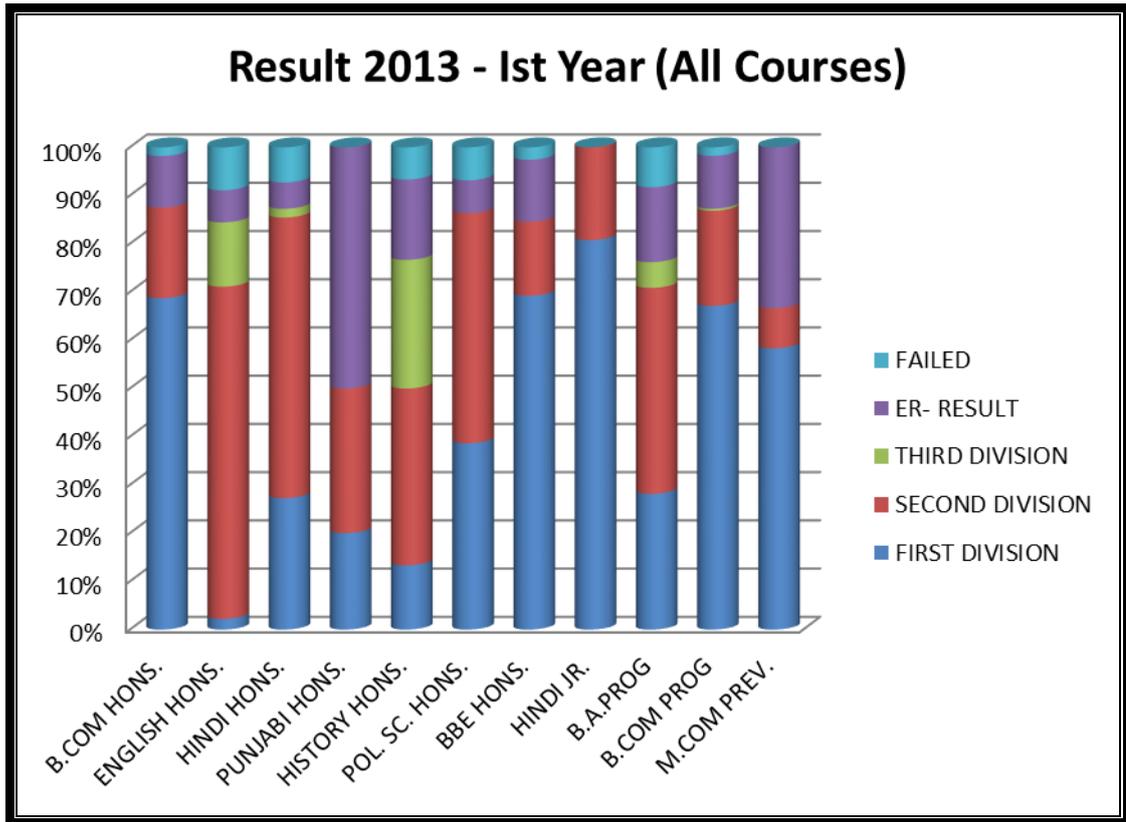
Our students have been position holders in various courses and our Roll of Honour book bears testimony to this.

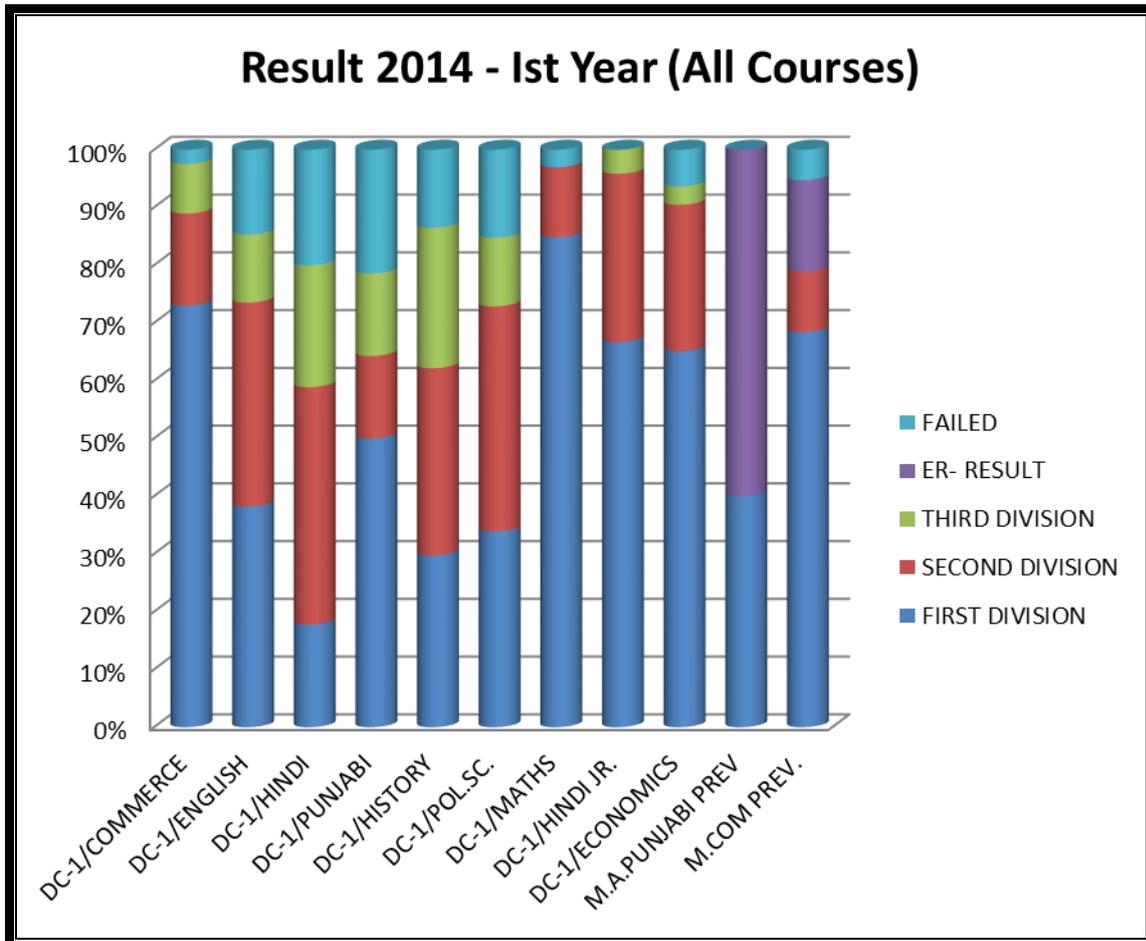
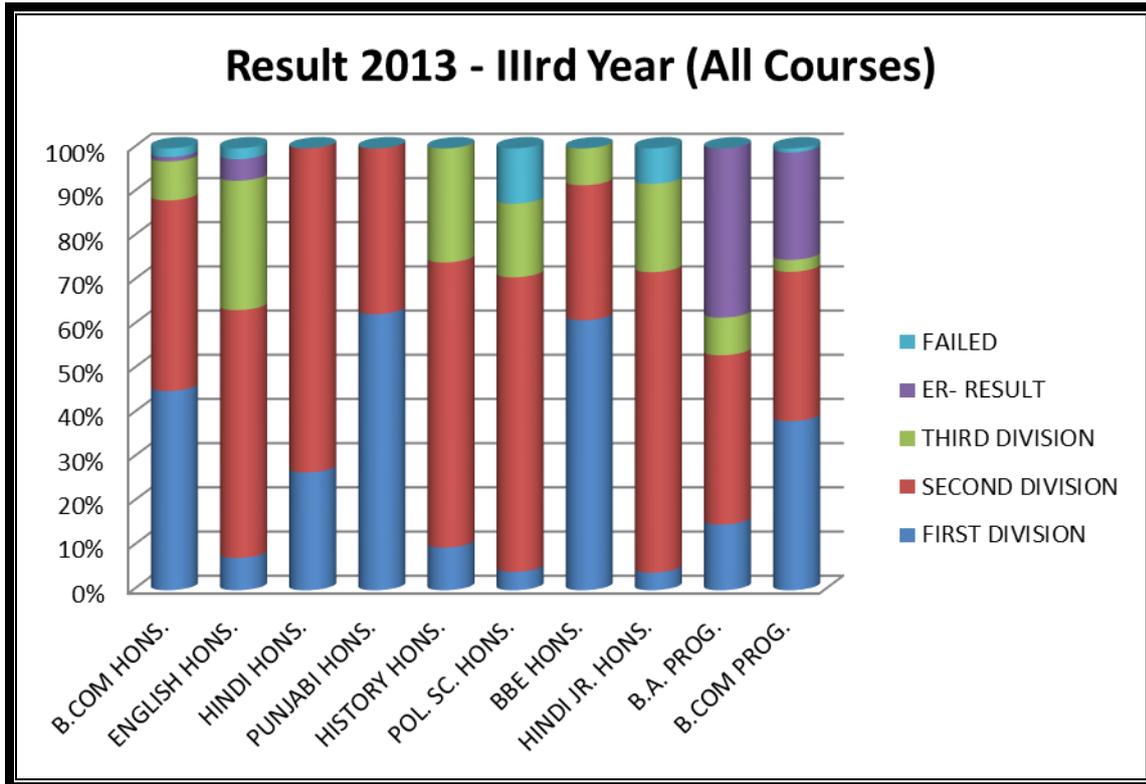
Marks in class tests, presentations and class attendance submitted by the concerned teacher to the college are in turn conveyed to every student.

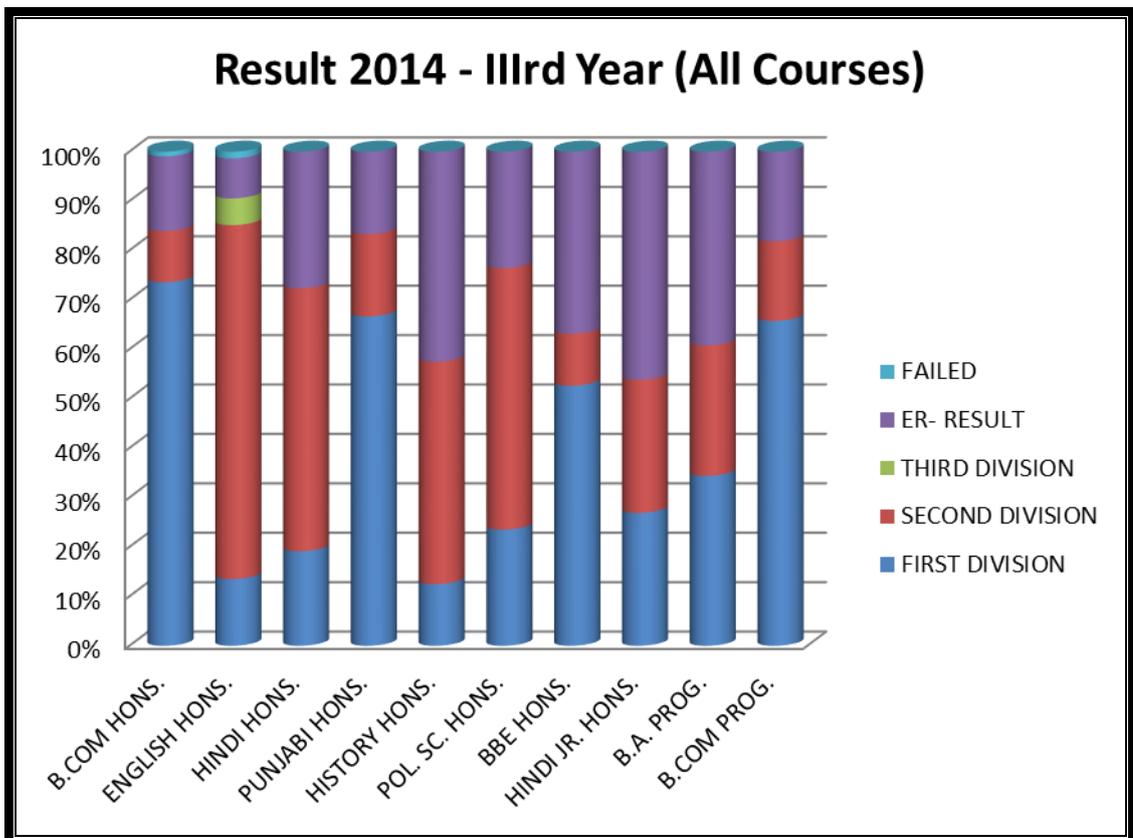
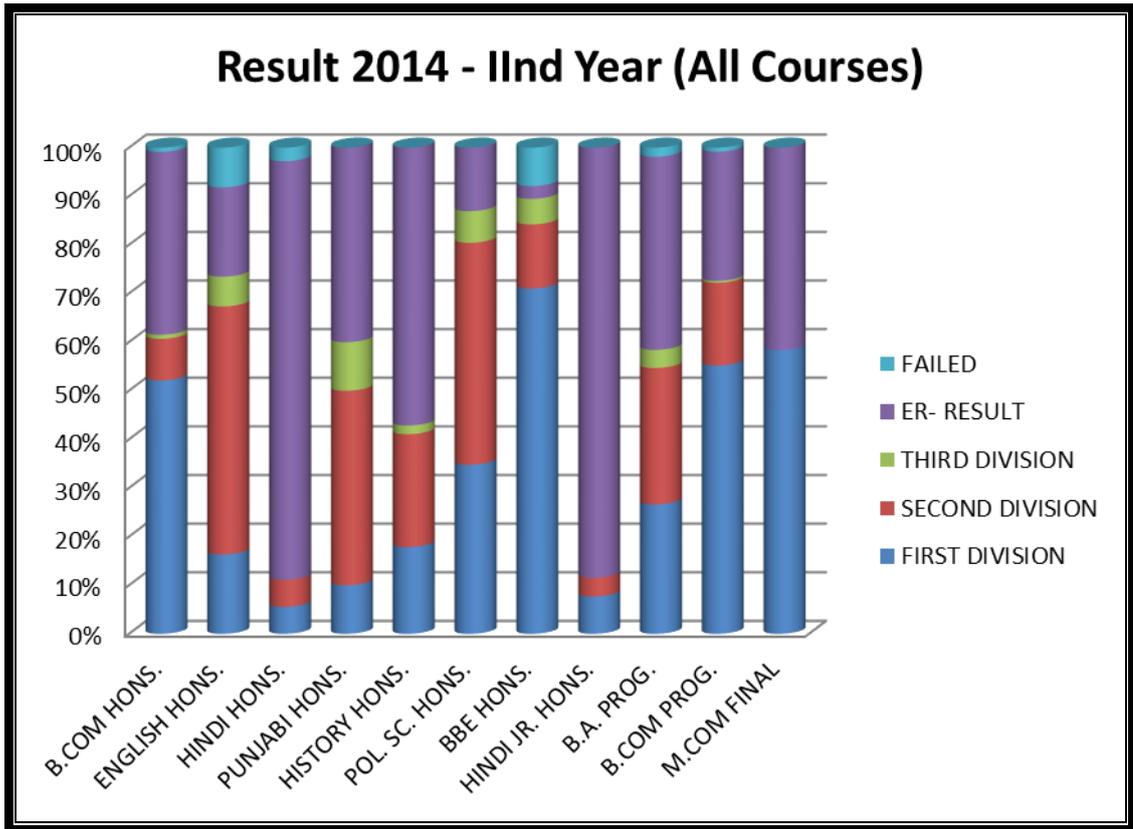












2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

- The college provides state-of-the-art infrastructure to optimize the achievement of the intended learning outcomes.
- To facilitate holistic development of the students, the college provides opportunities to develop their talents through the different departmental associations and cultural societies.
- To promote academic growth the departments organize seminars, workshops, competitions and so on for facilitating enhanced academic learning.
- By participating in the various activities organized by the associations and societies, the students are initiated in collaborative learning, teamwork and organizational skills.
- They also learn the significance of the values of discipline, commitment and responsibility.
- The departments organize field trips, tours, and educational excursions to give the students practical experience to establish a connection between the classroom understanding and real-life situations.

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

The college has societies like NSS, NCC, Vanaj, Kirt, SOFICA, Cyberclan, Musoc, Vedang, Nepathya and so on and a Placement Cell which enhance the social and economic relevance of the courses it offers. This is also done through:

- The college magazine, 'Surlok', creative writing competitions and news-letters.
- 'Surlok Samachar' is an annual newsletter of Hindi Journalism and Mass Communication started by students in 2006 and continuously published till date.
- Co-curricular activities such as talks and seminars organized by departments.
- Out-reach programs organized by societies to create social awareness.
- Inter-disciplinary, innovation research projects.
- Internships.
- The institution takes the initiative to enhance the attitude of research, development and innovation by assigning various projects on social and economic problems of society; these projects are evaluated by the teachers.

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?

- In the course of interaction with students in class, the individual faculty members identify the needs and potential of the students.
- Data on student performance is collected through tests/assignments/projects/presentations for internal assessment as well as through the final examination results.
- Data is analysed through personal dialogue with the students, departmental meetings, and the meeting called by the Principal of all the stakeholders.
- The analysis of this data enables the institution to identify areas where improvement is needed, through measures like:
- Exposure to other perspectives and the benefit of external expertise through talks, seminars, etc.
- Extra/remedial classes, personal and career counselling
- Personalized attention during tutorials
- Tutor ward mentoring
- The data relating to student performance and learning outcome is analysed by the teacher on the basis of marks or the performance of the students in project work, presentations and class tests. If students have a weakness in any area, teachers attempt to motivate them to improve their performance.

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

The college monitors and ensures the achievement of learning outcomes through:

- Departmental and Staff Council meetings.
- Our college is in the process of starting a formal feedback mechanism for judging learning outcomes from this semester.
- Monitoring students' progress through tests and assignments.
- Learning outcome is monitored by the institution on the basis of reports submitted by the teachers. The college then reports the performance of the students to their respective parents for their perusal and action.

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

Any other relevant information regarding teaching-learning and evaluation which the college would like to include?

Assessment and evaluation outcomes in the form of marks obtained in the examinations are a significant indicator for evaluating student performance and achievement.

The future of the student in terms of higher learning or job prospects is incumbent upon the marks/division attained at the graduate level and determines his/her future to a great extent.

- A student’s performance is an indicator of his grasp and understanding of a subject.
- It also reflects the strengths and skills that will stand him in good stead in the future.
- The final results serve as the basis for further academic/professional planning.
- The results are analysed and reported to the concerned Committee.
- The teacher evaluates the results of the students and identifies the ones with poor performance. The teacher tries to help the student through special assistance or counselling. This is not just restricted to academics but goes beyond that.
- The teacher acts as an ambassador and utmost care is taken to solve any problems which are an obstacle in the performance of the student.

Other Relevant Information

- The college has maximized its reach to all parts of the country through an online application and registration procedure.
- The college has a transparent admission policy.
- The college focuses on enhancing the teaching-learning process through innovative, inter-disciplinary practices.
- All additional resources that are generated are utilized for the up-gradation and maintenance of the infrastructure to provide the best facilities for teaching and learning.
- The college addresses the needs of both the slow and advanced learners in the form of remedial classes, and awards and scholarships, respectively.
- The college has attracted and retained the best human resource in the form of highly qualified and experienced faculty.
- The college has succeeded in making the teaching-learning process student-centric and student-friendly.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

The S.G.N.D. Khalsa College is known for its dedicated efforts towards achieving excellence in teaching and research, including sponsored and consultancy projects. The language, commerce and other social science departments have been working to take research to the various sections of society. The college has been actively involved in developing a research culture among its teachers. Fifty-two faculty members have been awarded doctorate degrees (Ph.D.) in their respective areas of specialization while 42 are holders of a Masters in Philosophy (M. Phil.) degree. Moreover, 30 faculty members have completed an M. Phil in addition to a Ph.D. More than half of the teachers are actively engaged in research while considerably and realistically enriching the learning experience of the students.

3.1.1 Does the institution have recognized research centre/s of the affiliating university or any other agency/organization?

There is no recognized research centre in the college but many teachers in the college are actively engaged in research activities.

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

The research activities of the college are till date promoted and monitored by Academic Development Committee which is composed of the following members:

- i. The Principal of the college;
- ii. Vice Principal of the college;
- iii. Convener, Academic Development Committee;
- iv. Convener, Time Table Committee
- v. The Outgoing Convener of Time Table Committee
- vi. Departmental Conveners

At the level of institution there is a Research Committee to formulate and look into various aspects of research and learning. All efforts are made to encourage independent, original and quality research in a dynamic manner.

To begin with, the Academic Development Committee has taken the following initiatives:

Promotion of Research Culture: As a first step in this direction, the committee has approached all Ph.D. holders to present short seminars for the benefit of the students and teachers, summing up the outcomes of their research and explaining the socio-economic/academic significance of their work. Similarly, our inter-disciplinary innovation research teams also make short presentations highlighting their work, the significance of the research and the benefits accruing from it.

Database of Funding Organizations: It has also begun working on a database of possible funding sources and has been disseminating information about research project opportunities through the notice board.

Collaboration for Research Education: The Research Cell is looking for a MoU with a non-profit body supported by eminent academicians, which will enable the cell to organise events and activities aimed at research promotion.

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 (PI)

- The PI is given full autonomy regarding expenditure, purchase of equipment, travel and so on, related to the research project.

Timely Availability or Release of Resources

- For facilitating smooth progress of research projects, a separate bank account in the name of the project is opened as soon as the grants are received from the funding agency. This account is operated by the PI and therefore there is no delay in the availability of resources as per requirements of the UGC and other funding agencies.

Adequate infrastructure and human resources

- Facilities such as computer laboratories and library facilities are made fully available to the research team as and when required. The library has a separate space for the faculty which the researchers can use. All the labs are well-equipped. Any specialized equipment which may be required for any research projects are usually bought with the help of project funds. Administrative and technical support are also provided to the research team as and when required.

Time off, reduced teaching load, special leave, etc. for teachers

- Since teaching hours are limited to 16 or 18 hours a week and as per University regulations, they are required to be present in the college for at least 25 hours a

week, no remissions in workload are considered. The college is however, open to adopting any changes which the University may recommend in this connection. Study leave and duty leave are granted for doctoral and post-doctoral research, as applicable under University rules.

Support in terms of technology and information needs

- The college has a large pool of computers with Internet connectivity in the computer centre. In addition, the library also has computers with Internet connectivity. Online services of the library help in accessing a vast collection of e-books and e-journals. Administrative and technical support is also provided to the research team as and when required.

Facilitate timely auditing and submission of utilization certificate

- Periodic monitoring is done during the course of the research project and progress reports are forwarded to the funding agencies. An audit is carried out after completion of the project.

Any other: Even equipment purchase decisions are made essentially by respective faculty members, along with their peers, with the administrative staff playing a statutory supervisory role. The institutional overheads attached to most projects are partly provided to the investigator or department for un-budgeted contingencies that may arise in connection with the project, or to begin initial exploration of a new area. Every evaluation of the performance of a department or individual faculty member is based mainly on his/her respective research contribution.

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

- One of the missions of the college is to motivate students and teachers to adopt research for advancing their knowledge as well as refining their understanding. Developing a scientific temper, promoting a research culture and nurturing aptitudes for analysis and synthesis are vital for the achievement of this mission.
- With a view to institutionalize the process of research culture, an attempt has been made to integrate it with curriculum implementation. The College encourages teachers to include at least one or two research based projects as part of curriculum delivery. The college has also made continuous efforts to create the necessary infrastructure in the form of a good library and a well-equipped and up-to-date computer centre.
- The college has also established departmental societies for organising curriculum enrichment activities aimed at promoting scientific temper and research culture. The Research Cell has been created especially with a view to design and implement strategic initiatives in this area. In the near future it plans to

collaborate with ILLL to organize events and activities aimed at research education and enhancing research aptitude of the staff and students.

- Gyanodaya, innovation projects, questionnaire-based research, excursions, reports, evaluation based research, economic projects.
- All the departments conduct seminars, conferences and workshops at various levels – regional, national and international. The college advances seed money to the departments for initial organizational expenses.
- The college encourages and promotes inter-disciplinary teaching and research.

3.1.5 Give details of faculty involvement in active research (guiding student research, leading research projects, engaging in individual/collaborative research activity, etc.).

Complete academic autonomy is granted to the faculty in proposing and executing projects, as well as a great deal of financial autonomy. Thus, even equipment purchase decisions are made essentially by respective faculty members, along with their peers, with the administrative staff playing a statutory supervisory role. The institutional overheads attached to most projects are also provided to the investigator or department for un-budgeted contingencies that may arise in connection with the project, or to begin initial exploration of a new area. Every evaluation of the performance of a department or individual faculty member is based mainly on the respective research contribution.

The college has a rich legacy of nurturing high-quality research. It continues to enhance this tradition in all its departments. Every member of the faculty is encouraged to engage in research activities, and is supported in planning and executing research projects, right from the stage of making project proposals, obtaining project funding, and reporting and presenting the results. Administrative structures and procedures that reflect this philosophy are in place, and changes to these are made to enhance their effectiveness as and when necessary.

The college's focus on research achievements is made clear to the faculty right from the beginning. Apart from the statutory requirements, recruitments and subsequent promotions are always made on the basis of research achievements of the faculty. The existence of such criteria, along with a general atmosphere of respect and prestige for research achievements by the faculty in the college, has resulted in this being one of the core strengths of the college. Internet facilities, including wi-fi on the campus, are freely available to the faculty and students. The faculty is enthusiastically applying for the various research projects sponsored by the UGC and/or other educational agencies. The projects are completed in time and reports are published. The details of some such initiatives are given below:

- Innovation project titled “Youth Empowerment: What it Means to Young Minds & Implications for Educational Institutions” was completed by the students under the supervision of faculty members Dr. Gita Lakhanpal, Dr. Neeta Dhingra and Dr Abhishek Sharma. A ‘focused group discussion’ approach was used and a structured questionnaire was designed to gather responses from various undergraduate institutions of Delhi and outside. Heads of various institutes were also interviewed as a part of the project.
- Another innovation project titled “Attitude of College-going Students towards Religion and Politics” was undertaken and completed by three faculty members – Dr. Deepak Sharma, Dr. D.K. Chawla and Dr. Vinayneet Kaur – and 10 students selected for the project during the current academic year.
- A UGC-sponsored *major research project on “Exchange Rates and Commodity Prices” under the supervision of Principal Investigator Dr. Vinod Kumar was completed in 2014.*
- Dr G.S. Sood was the Principal Investigator in another major research project titled “Constructing an Investor Sentiment Index”, sponsored by the Ministry of Corporate Affairs, Government of India. It was completed in 2010.
- Dr. Beant Kaur was awarded for her research work on “Sikh Dharam Shastra da Tatt Saar”, funded by the UGC. She is also a part of an on-going consultancy project titled “Punjabi Hindi Kosh”, awarded by the Central Hindi Directorate, Ministry of Human Resource Development (MHRD).

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 institution encourages research and organizes various academic seminars/conferences/workshops with the financial assistance of national and state bodies, in collaboration with prominent professional organizations and associations.

Seminars/Conferences/Workshops Organized by the Institution:

No	Name of the Seminar	Venue	Dates
1	Workshop: Approaches, Processes and Tools of Education	Hotel Bristol, Gurgaon	May 4-5, 2015
2	National seminar on “E-Commerce & Consumer Interests”, organized by the Department of Commerce. [UGC-sponsored]	Paintal Memorial Golden Jubilee Auditorium, Patel Chest, North Campus, University of Delhi	March 14, 2015
3	National seminar on “Guru Granth Sahib: Traditions & Modernity”, organized by the Department of Punjabi.	Sri Guru Nanak Dev Khalsa College, Seminar Room	February 27, 2015
4	International seminar on “Guru Granth Sahib: Relevance in Contemporary Times”, organized by the Dept of Political Science	Sri Guru Nanak Dev Khalsa College, Seminar Room	March 30-31, 2014

No	Name of the Seminar	Venue	Dates
5	National seminar on “India: Modernity and Marginality – Liminal Utterances”, organized by the Dept. of English	Sri Guru Nanak Dev Khalsa College, Seminar Room	March 5-6, 2014
6	National seminar on “Human Rights in India: Emerging Challenges”, organized by the Dept of Political Science	Sri Guru Nanak Dev Khalsa College, Seminar Room	March 22, 2013
7	National seminar on “Writing and Reading Literature in a Globalized World”, organized by the Dept of English	Sri Guru Nanak Dev Khalsa College, Seminar Room	February 5-6, 2013
8	National seminar on “Media: Sahitya aur Samaj”, organized by Dept of Hindi	Sri Guru Nanak Dev Khalsa College, Seminar Room	February 1-2, 2013
9	National seminar on “Martyrdom in Sikhs: Concepts & Traditions”, organized by the Dept of History	Sri Guru Nanak Dev Khalsa College, Seminar Room	January 23-24, 2013
10	Workshop: Approaches, Processes and Tools of Education	Hotel Radisson Blu, Noida	October 3-4, 2012
11	National seminar on “Punjabi Sabhyachar, Darpesh Chunautiyaan aur Kavi Darbar”, organized by the Dept of Punjabi	Sri Guru Nanak Dev Khalsa College, Seminar Room	April 17-18, 2012
12	National seminar on “Bhu-Mandali Karn Ke Daur Me Bhasha Ke Badalte Aayaam”, organized by Dept of Hindi	Sri Guru Nanak Dev Khalsa College, Seminar Room	April 9-10, 2012
13	National seminar on “Social Concerns in Guru Granth Sahib”, organized by Dept of History	Sri Guru Nanak Dev Khalsa College, Seminar Room	February 24-25, 2012
14	National seminar on “Media in New Dimensions”, organized by Dept of Hindi	Sri Guru Nanak Dev Khalsa College, Seminar Room	March 11-12, 2011
15	National seminar on “Capacity Building for Women in Higher Education: Sensitivity, Awareness & Motivation”, organized by Dept of English	Sri Guru Nanak Dev Khalsa College, Seminar Room	December 27-31, 2010
16	National seminar on “Banda Singh Bahadur”, organized by Dept of History	Sri Guru Nanak Dev Khalsa College, Seminar Room	October 28-29, 2010
17	National seminar on “Sahitya ki Sarthakta”, organized by Dept of Hindi	Sri Guru Nanak Dev Khalsa College, Seminar Room	December 4, 2009
18	National seminar on “Guru Granth Sahib as a Source of History”, organized by Dept of History	Sri Guru Nanak Dev Khalsa College, Seminar Room	December 5, 2008

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

The thrust areas of concentration highlighted by the institution include intellectual and non-cognitive areas. These are:

- E-commerce, consumer laws, Investor protection
- Indian political system and political management
- Sikh studies (especially history of Punjab and Sikhs)
- Sanskrit grammar
- Feminism, British and Afro-Asian literature
- Mathematics as a tool of analysis in social sciences
- Green marketing, social marketing, and sustainable city studies

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 Curriculum Advisory Council has regular members from Industry and Industry Representative Bodies to guide the College about value added courses that goes to enhance the employability of the students. It is also proposed to collaborate with ILL with an intention to create more opportunities for interacting with the eminent academicians associated with it.

In addition, the college also facilitates interaction of the faculty and students with eminent research scholars through various seminars, workshops and meetings organized by the college. The eminent scholars who participated in the activities of the college include:

1. Prof. Madhu Vij, Faculty of Management Studies (FMS), University of Delhi
2. Prof. Muneesh Kumar, Dept. of Financial Studies, South Campus, University of Delhi
3. Prof. Sanjay Sehgal, Dept. of Financial Studies, South Campus, University of Delhi
4. Prof. J P Sharma, Dept. of Commerce, University of Delhi
5. Prof. Manjeet Singh, Department of Punjabi, University of Delhi
6. Prof. Suresh Aggarwal, Department of Business Economics, University of Delhi.
7. Prof. Vijay Kaul, Department of Business Economics, University of Delhi

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 imbue research culture on the campus?

The University has recently introduced the concept of sabbatical leave for college teachers. Our faculty can take advantage of this facility. Also different kinds of leave schemes are available for research activities and other academic purposes. The college is benefitting immensely from their contribution. Please refer to details given under 3.4.

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

The college doesn't have any formal mechanism for communicating the results of the research work done by the faculty members to the students or the community. Teachers are, however, encouraged to get their research work published in reputed journals and magazines. The following steps are proposed to be implemented in the course of the current academic year:

1. **Publication of the Results of Inter-disciplinary Research Projects:** The findings of these research projects will be published and also hosted on the college website.
2. **Short Presentations on Research Outputs:** All Ph.D. holders among the faculty members are being requested to present short seminars for the benefit of the students and teachers, summing up the outcomes of their research and explaining its socio-economic/academic significance. Similarly, all the four inter-disciplinary innovation research teams are also to make short presentations, highlighting their work, the significance of the research, and the benefits accruing from it.
3. **Research Section on the New College Website:** A new section focused on the research activities of the college will be included in the college website that is being thoroughly revamped.

The other such initiatives include

1. Sensitizing students by involving them in various activity-based programmes
2. Involving social media like Facebook
3. Holding interaction programmes
4. Motivating students to participate in Antardhvani
5. Innovation project seminars

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.

As such, there is no earmarked budget for research. Individual teachers are encouraged to apply for projects and get grants. Funds received are maintained under separate bank accounts operated by the principal investigator. This has been done to provide autonomy and flexibility for research leaders. The teachers are reimbursed their registration and travel charges for conferences, workshops and seminars. The college also has a seminar fund, which is utilised for supporting conferences and seminars, including those dealing with research. The research policy of the college, however, aims at creating a research fund. This will be pursued after the necessary modalities are worked out and the required sanctions and approvals obtained.

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 the faculty that has availed of the facility in the last four years.

Though no provision exists in the college as such, it assists the faculty by providing necessary facilities to initiate research activities on a need basis.

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

The students are provided financial support as per financial grants received by the institution for various research projects, for example, innovation projects. The college also provides need-based financial resources to students' societies for carrying out research activities. Student research projects can also be funded from the funds of the departmental societies. Student research projects do not suffer for want of funds. Even if additional funds are required, they can always be made available with Governing Board approval.

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

Most courses in the college have a strong research orientation, with research projects forming an integral part of the training of undergraduate students.

Two innovation projects have been undertaken and successfully completed in the last two years under the category "Participatory research project". (*Details are given in 3.1.5*)

Research projects undertaken as part of the curriculum are also effectively executed in the college. A small group of four to five students are assigned to a teacher-mentor for ensuring closer supervision and effective delivery. The final-year students enrolled in Bachelor of Business Economics (B.BE), B.A. (H) Hindi Journalism, and B. Com (H) have to complete a research project that makes use of extensive statistical packages and computational techniques as a part of their course curriculum.

The main challenges faced in organizing inter-disciplinary research include acquiring knowledge and skills beyond their core subjects, communication barriers, difficulty in using advanced statistical packages and inculcating team spirit in a group of students with diverse backgrounds.

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

All the laboratories/computer centre/equipment can be used by any student or staff for research purpose. The laboratory facilities can be availed of even on holidays for research purposes. The college is however open to the idea of creating joint research facilities with the help of industry or government agencies and making it available to outside researchers as well, based on mutually agreed terms and conditions. Further, following steps are taken to ensure the optimal use of various equipment and research facilities such as:

- Encouraging faculty and students to involve them in research activities
- Providing them laptops, rooms and other infrastructure readily

- Providing Wi-Fi facility on the campus, which has access to vast online resource centres like JSTOR, Emerald, SSRN, etc.
- Keeping the facilities open for longer durations so that the same can be used after the normal working hours of the college.
- Library and computer labs being air-conditioned attract larger number of students and faculty members for use.

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

The college has not received any grant or finances from industry. However, the college has received the following support from the University, which has helped to enhance the research infrastructure of the college:

- Computer centre with Internet connectivity. University supported the initial setting up of the college computer centre.
- Inter-disciplinary Research Projects: These projects, funded by the University, have also helped the college add the necessary equipment to the laboratories.

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

Name of researcher	Duration		Name of the funding agency	Total Grant		Total grant received till date
	Year From To	Title of the project		Sanctioned	Received	
Dr. Vinayneet Kaur	2010-2012	“Punjabi Patrakari: Samkali Sarokar”	UGC	Rs. 80,000	Rs. 50,000	Rs. 50,000
Dr. Vinod Kumar	2014	“Exchange Rates and Commodity Prices”	UGC			
Dr. Hari Om	July 2003 to December 2005	“Fundamentals of Stock Returns”	UGC	Rs. 2 lakh	Rs. 2 lakh	Rs. 2 lakh
Dr. Beant Kaur		“Sri Guru Granth Sahib – Sikh Dharam da tatt Saar”	UGC	Rs. 2.5 lakh	Rs. 2.5 lakh	Rs. 2.5 lakh
Dr. G.S. Sood	2009-10	Constructing an Investor Sentiment Index	MCA	Rs. 3.74 lakh	Rs. 2.99 lakh	Rs. 2.99 lakh
Industry-sponsored						
Students’ Research Projects	2012 2014					
Any other (specify)						

Other details are as follows:

- UGC-sponsored major research project on “Exchange Rates and Commodity Prices” under the supervision of Principal Investigator Dr. Vinod Kumar was completed in 2014.
- Dr G.S. Sood was the Principal Investigator for a major research project titled “Constructing an Investor Sentiment Index”(sponsored by Ministry of Corporate Affairs, Government of India).
- Another reputed faculty member, Dr. Beant Kaur, was awarded for her research work on “Sikh Dharam Shastra Tatt Saar” which was funded by the UGC. She is also a part of an on-going consultancy project titled “Punjabi Hindi Kosh”, awarded by Central Hindi Directorate, Ministry of HRD.
- Innovation project titled “Youth Empowerment: What it Means to Young Minds & Implications for Educational Institutions” was completed by the students under the supervision of faculty members Dr. Gita Lakhanpal, Dr. Neeta Dhingra and Dr. Abhishek Sharma.
- Innovation project titled “Attitude of College-going Students towards Religion and Politics” by a group of teachers, including Dr. Deepak Sharma, Dr. D.K. Chawla and Dr. Vinayneet Kaur, and 10 students especially selected for the project.

3.3 Research Facilities

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

The College has more than 150 computers to be utilized for research by the faculty and students. Wi-Fi based connectivity is available for the staff and the students in the classrooms and auxiliary areas like administration section, library, sports room, etc. More Wi-Fi access points are being planned for the new block. Login IDs have been issued to all students and the staff. It has a full-time system administrator. Orientation programmes are organised for guiding the students and staff about the login process and Internet usage as also in using e-mail. They are also briefed about operational practices such as saving and retrieving data and files, besides taking printouts and exchanging messages. Students are availing of the facilities for accessing relevant websites and completing projects.

- Research to support their projects in the curriculum: The final-year students enrolled under Bachelor of Business economics, B.A. (H) Hindi Journalism and B.Com have a research project which makes use of extensive statistical packages and computational techniques as a part of their course curriculum.
- Proper computer labs with statistical software are provided.

- Earn while you learn scheme: Summer internships are offered for students to give them a chance to learn and acquaint themselves with office procedures and other aspects of college administration.
- Students are encouraged to participate in various research and innovation projects undertaken by the college and the faculty members.

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?

Being an undergraduate degree college teaching University prescribed courses, there is limited scope for focusing on emerging areas of research. The institutional strategies of the college are to create synergies between research and teaching-learning and also to focus on research which will help the society.

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

The college has not received any grant or finances from industry. However, the college has received the following support from the University, which has helped to enhance the research infrastructure of the college:

- Computer Centre with Internet connectivity. University supported the initial setting up of the college computer centre.
- Inter-disciplinary Research Projects: These projects, funded by the University, have also helped the college to add necessary equipment to the laboratories.

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

Students and faculty members can avail of research facilities and related resources like Central Reference Library, Ratan Tata Library, University Computer Centre, ILL and other departmental facilities of the University.

Besides, students and research scholars have access to other important facilities like British Council Library, American Library, National Archives, IIT Delhi, Pusa Library, etc. with requisite permission.

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

The library has over 57,000 books out of which about 27,000 are textbooks. It subscribes to 54 magazines and journals, and 12 newspapers. About 1800 to 2,000

books are added annually. It remains open from 9 a.m. to 5 p.m. on all days except holidays. Some of the important ways in which the library augments the teaching-learning process include the following:

- Easy access to books through OPAC: This software-based book search also makes it easy for teachers and students to locate the books that they need.
- N-list accessibility in the library is being pursued actively and will shortly be available for use.
- Access to University library system: Books available in various Delhi University libraries are also available for web-based access through the DULS-OPAC system.
- Liberal library access for teachers: Each teacher has a library card on which he can borrow any number of books. Both textbooks and reference books are issued to the teachers for a longer period. Teachers also have a separate reading room inside the library. In addition, books required for regular reference during classes are also issued to the Departments. In addition, teachers also get the opportunity to recommend books which they need.
- Year-round working of the library: It remains open on vacation days and is shut only on government holidays.

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

The college has no collaborative research facilities developed/created by any research institute. However, the college has received the following support from Delhi University, which has helped to enhance the research infrastructure of the college. The details are given below.

- **Computer Centre with Internet Connectivity:** Delhi University supported the initial setting up of the college computer centre with Internet connectivity
- **Inter-disciplinary Research Projects:** These projects, funded by Delhi University, have helped the college to add the necessary equipment to the laboratories.

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)**
- * **Original research contributing to product improvement**
- * **Research studies or surveys benefitting the community or improving the services**

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

Patents Filed

The innovation research projects of the college are still in progress. The opportunities available for patenting will be explored once any unique and conclusive outcomes become visible.

Original research contributing to product improvement

The College has till date not contributed to any product development/improvement.

Community/service-oriented research studies/surveys

As per details given in 3.4.4

3.4.2 Does the institution 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 college does not publish any research journal by itself or in collaboration with any other organization. The college is planning to launch an inter-disciplinary research journal of its own shortly.

3.4.3 Give details of publications by the faculty and students:

- **Publication per faculty**
- **Number of papers published by faculty and students in peer-reviewed journals (national/international)**
- **Number of publications listed in international database (e.g. Web of Science, Scopus, Humanities International Complete, Data Database-International Social Sciences Directory, EBSCO host,etc.).**
- **Monographs**
- **Chapters in books**
- **Books edited**
- **Books with ISBN/ISSN numbers with details of publishers**
- **Citation index**
- **SNIP**
- **SJR**
- **Impact factor**
- **h-index**

For details see Appendix - List of Research work and publication of the faculty (Reference No. 3.4.3)

3.4.4 Provide details (if any) of

- **Research awards received by the faculty**
- **Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally**
- **Incentives given to faculty for receiving state, national and international recognition for research contributions.**
- **Dr. Gurdeep Kaur**
 - Visiting Fellow for Uppsala University, Uppsala, Sweden, 2013
 - EU Scholarship Holder (Selected by European Commission amongst five Developing Nations Candidates) to join University of Milan, Milan, Italy, 2011
 - IRO Fellowship Recipient, Faculty of Theology ,Catholic University ,Leuven, Belgium, 2010
 - ERASMUS Fellowship Holder, Faculty of Theology, Catholic University, Leuven, Belgium, 2009.
 - Recipient of Ambassador of Peace Award, Universal Peace Federation, 2009
- Dr. Rajiv Midha received the Teacher Excellence Award for teaching Information Technology paper, from the Vice Chancellor, University of Delhi in the year 2014.
- Mr Harmeet Singh Gulati got Teacher Excellence Award for teaching Mathematical Methods for Economics in the year 2014.
- Ms. Deepinder Kaur got Teacher excellence award in the year 2014 from Vice chancellor Dinesh Singh for teaching foundation course of Mathematics in college.

3.5 Consultancy

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

The following are some of the mechanisms used for establishing industry interface:

1. **Curriculum Advisory Council:** It has been constituted with the primary objective of creating institutionalized interfaces with industry, research bodies and academia taking due representation from the industry.

2. Industry Interface through Placement Cell: Industry representatives are also invited by the placement cell to talk about employment opportunities in their sector or for holding campus interviews.

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

The college is governed by University of Delhi policies. It plans to use the same policies and procedures prescribed by the University. The college has compiled the list of expertise available with the names of the concerned faculty members. These will be published on the new college website along with a contact form so as to receive queries from industry.

The college also plans to scale up the level of its interaction with industry by providing value-added courses which are of interest to industry. One of the main functions of the newly formed curriculum advisory council is to identify value-added courses which would meet the requirements of industry

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

Teachers have been providing services to other universities for setting papers, examining candidates at the post-graduation and doctoral level, reviewing courses and course content in their personal capacity. The new consultancy policy, which is being drafted, will spell out the strategy for encouraging consultancy services by the faculty.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

N.A.

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?

No income is generated through consultancy as the institution is not involved in consultancy work as of now. The college provides a sound platform to the faculty members to promote their interaction with industrial/professional bodies. It is a non-revenue generating exercise.

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?

With a view to effectively coordinating and orchestrating the various community-oriented activities of the departments, departmental societies and other specialised units like the NSS and NCC, the college has formulated an umbrella policy on 'Community Engagement' for making its extension activities yield significant benefits.

The college conducts regular extension activities and services so that education and research benefit society at large. National Service Scheme (NSS) volunteers actively participate in the extension activities of the college. The faculty is frequently called upon to deliver popular lectures in various schools and colleges, both within the city and outside. They also participate in talks and interviews on radio and TV. Besides, education fairs, medical camps, health awareness programmes, cultural festivals, inter-college sports meets, literacy programmes, rural development programmes, etc. are organized. Some of these activities are funded by UGC grants, project grants from national agencies, industry, and media.

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

Since student involvement in community engagement activities takes place through class projects, societies, cells and committees, besides NSS and NCC, the community engagement policy of the college has led to the establishment of College Community Collaboration (C3) as the overall coordinating body for ensuring that these activities serve the overall objective of the college.

The student societies such as SOFICA are actively engaged in spreading consumer awareness and financial literacy to protect the rights of consumers and investors, and to promote the welfare of society. The Society is also working toward meeting the objectives of the Jan Dhan Yojana of the Government of India to achieve universal financial inclusion.

College Students' Union Advisory, Department of Physical Education, and societies of the various departments engage the students and faculty at regular intervals in co-curricular activities such as career counselling, personality development, quiz and debate competitions, paper presentations, case study analyses and much more.

The students of the college regularly undertake tree plantation and road beautification/sanitation activities in the vicinity.

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

Informal Mechanism for Soliciting Stakeholder Perception

Apart from the student feedback survey, the Principal holds informal meetings with the local community leaders from time to time to learn about their perceptions.

Involvement of the beneficiary community in the feedback mechanism

In order to assess the level of mutual benefit derived from such community engagement projects, each such project is required to first identify the target beneficiaries and incorporate a method for obtaining their feedback as to the benefits that they have derived.

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

Community Service Activities - NSS

- It is associated with NGO “ASRA” Foundation which is helping people in despair. NSS Students visited their facility at Uttam Nagar many times to help underprivileged, differently abled children in the vicinity.
- Participated in two blood donation camps in 2014.
- Participated in Swachh Bharat Abhiyaan in 2014.
- Tree plantation drive in 2010 & 2012.
- Blood donation and health check-up programmes.
- Students undertake frequent visits to old age homes.

Community Service Activities – Nepathya

- The street play society of the college is mainly engaged in arousing awareness on various socially relevant issues such child marriage, rapes, female infanticide, dowry, adulteration, etc.

Community Service Activities – SOFICA

The society is mainly engaged in spreading financial literacy and consumer awareness so that the investors and consumers can take informed decisions and protect themselves amongst them but also become a more responsible and confident citizen with abilities to fight the evil practices prevalent in the society.

Budgetary expenses of NSS and NCC:

	NSS	NCC
2011-12	41580.00	--
2012-13	44820.00	33276.00
2013-14	43800.00	35647.00
2014-15	42360.00	61585.00

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 encourages students to take part in NSS and NCC activities. The teachers and students who participate in extension activities are granted duty leave and attendance for the missed classes. Also, the best cadet and best NSS volunteer are awarded on Annual Day every year. Under the FYUP program, marks were awarded in the internal assessment of students participating in extension activities.

The institution has made it mandatory for the students to undertake at least one of the three activities – NSS, NCC, or Sports. Also, various student societies chart out their own agenda to engage them in various extension activities under the able mentorship of their respective faculty conveners.

3.6.6 Give details of social surveys, research or extension work (if any) undertaken by the college to ensure social justice and empower students from underprivileged and vulnerable sections of society.

Besides a dedicated Equal Opportunities Cell, the college ensures that students from underprivileged and vulnerable sections of the society are adequately represented in each and every student society of the college. The details of such activities as performed through various societies of the college are as below:

Society for Financial Literacy and Consumer Awareness (SOFICA) promotes financial literacy and creates awareness about consumer rights amongst the staff, students and society at large.

Civil society: The Society of the Department of Political Science's main focus is to cultivate civil sense and political awareness amongst students, and realization of their duties towards the neighbourhood, district, city, state and nation. Many quizzes, seminars and talks are organized from time to time by prominent speakers.

Society of the History Dept: The Society organizes seminars wherein distinguished social scientists are invited. Quizzes are arranged for students. An annual outstation trip is organized to a historical site. Students are sent to participate in activities of history societies of other DU colleges.

Hindi Sahitya Sabha: The Society of the Hindi department organizes various talks and lectures from time to time in the college for the development of the students. In the current academic year, the department has organized the following events:

- A workshop on 'Media ka Lok Tantrik Swarup avam Community Radio' by Shubhranshu Chaudhri, ex-journalist, BBC, on August 23, 2014.
- A talk by Rishabh Sharma, sports journalist, Zee News, on September 16, 2014.

- A special short film-making lecture was delivered for students by young film directors Saurabh Himthani and Nishant Bhatia on October 16, 2014.

Encore: The English Society, Encore, facilitates exchange of ideas amongst students and teachers. Involvement with Encore's activities helps students to bond with friends and recognize their own interests and skills. More importantly, extension activities like elocution, seminars, creative writing and dialogue delivery enhance students' experience of engaging with literature. The extension activities organized by the Society provide an opportunity to look at the text beyond the point of view of examination and encourage discussions and interpretations. For example, poetry recitations are followed by paper presentations and discussion, and enacting scenes from plays provides a better understanding of characters and concerns.

KIRT (Department of Economics): The Society of the Economics department has conducted various lectures and talks in the last three years.

- Organized a workshop on financial literacy by the Reserve Bank of India on October 26, 2012.
- A talk was delivered by Mohan Chutani, Economic Advisor of the Government of India, in the financial year 2012-2013.
- A lecture was delivered by Dr. Amit Sachdeva on "Unemployment and Equilibrium" in the year 2011-2012.
- A lecture was delivered by Anjani Kochar, Lady Sri Ram College, University of Delhi, in 2012.

3.6.7 Reflecting on 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.

The students get an opportunity to sharpen their understanding of the deep-rooted ills embedded in the realities of Indian society. Their first-hand exposure to the places and persons worst affected by the problems makes them sensitive to the complexity of the problem and this experience will prepare them to be better human beings in future. The faculty too is benefitted in the process of mentoring and guiding students to sharpen their skills and thinking abilities to reflect upon their role as agents of change.

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 the initiatives of the institution that encourage community participation in its activities.

Participation of the beneficiaries in community engagement initiatives of the college is promoted with the help of pamphlets distributed in advance. In the case of student projects, door to door contact and canvassing is done.

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

Various projects through college-community collaboration are in the pipeline through the active involvement of the local MLA, Councilor, SHO and other such concerned authorities.

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

The various activities of the college have been widely accepted and appreciated and the college has received letters of appreciation from the US Embassy and a Chinese delegation. Further, the college Bhangra team has been accorded appreciation by the US Embassy through a letter of appreciation and provided American Library membership free for one year.

3.7 Collaboration

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

The inter-disciplinary innovation projects obtained from the University is benefitting the students and staff considerably in terms of exposing them to field-based research activities in which the students are actually involved in collecting data through surveys, develop understanding of the use of various statistical tools and interpret the findings.

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 have contributed to the development of the institution.

N.A.

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

Delhi University through its interdisciplinary innovation projects has helped the college computer laboratories add additional computers. It has also provided a stipend of Rs 1000 per month for a number of students associated with these projects.

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

Professor Irfan Habib

Professor Jaspal Singh, Vice-Chancellor, Punjabi University, Patiala

Mr Narender Kumar, IAS

Mr Hardeep Singh Puri, IFS (Retd)

Mr Janardan Dwivedi, General Secretary, AICC

Mr Pawan Kumar, IRS, Commissioner of Income Tax, Alwar and Bhiwadi, Rajasthan

Professor V. Upadhyaya, Indian Institute of Technology, New Delhi

Justice S C Jain, Member, Delhi State Consumer Disputes Redressal Commission.

Mr Amit Chhabra, industrialist.

Mr Sonaal Kohli, CEO, India Capital.

Mr. Alok Ranjan, Head PMS, Way to Wealth Securities.

Vandana Mishra, Asra

Shri Sandeep Kumar, Minister, Delhi Govt.

Shri Asim Ahmed Khan, Minister, Delhi Govt.

Shri Vishesh Ravi, MLA, Delhi

Shri Somnath, MLA, Delhi

Prof Muneesh Kumar, Dean, Faculty of Commerce and Business and Head, Dept of Financial Studies, University of Delhi.

Prof Sanjay Sehgal, Formerly Dean, Faculty of Commerce and Business and Head, Dept of Financial Studies and Dean Board Of Research Studies, University of Delhi.

Prof J P Sharma, Head, Dept of Commerce

Prof Madhu Vij, Faculty of Management Studies

Ms Sona Khan, Sr Advocate, Supreme Court.

Mr Alam Srivas, Sr, Journalis, Eminent Author and Former Editor, Business Today, and Business Editor, India Today.

Mr V Swaminathan, Renowned Consultant.

Mr Ajay Sahai, CEO and Director General, FIEO.

The details of seminars and conferences have been given in various other sections of the report.

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List 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

a) Curriculum Development/Enrichment

Advice and consultations on curriculum-related issues involved mainly interactions with individual experts. In order to institutionalize such consultation processes, the college has constituted a Curriculum Advisory Council involving chosen experts as members.

b) & c) Internship/On-the-job training/Summer placement

There are a number of organizations involved in providing internship/on-the-job training to students. Not all organizations are ready to provide advance commitments about offering regular internship arrangements for students. The college is, however, open and committed to establishing long-term relationships. The college will encourage these organizations to enter into open-ended MoUs for deepening their existing relationships with the college.

d) & e) Faculty Exchange and Professional Development/Research

Lack of space resulting in inadequate infrastructural facilities is the major handicap for the college. Non availability of Auditorium, conference rooms and state of the art set up hinders the college in organizing national and international seminars and workshops. Locational disadvantage coupled with infrastructural constraints are major obstructions in forging productive partnerships with industry, research bodies and International Collaborations with foreign Universities. Lack of residential facilities for

staff on the campus is limiting factors for faculty exchanges. The college will take the necessary steps once the renovation of the campus is completed.

f) Consultancy

One of the objectives of the CAC is to institutionalize the process of interface with industry and create consulting opportunities for the faculty. Consultancy MoUs will be executed on a case-to-case basis. The Research Cell is in the process of preparing the draft of the consultancy policy of the college, which will form the basis for entering into such MoUs.

g) Extension

Appropriate agencies will be selected for institutional involvement based on the results of the baseline survey, which is currently being carried out.

h) Publication

The college plans to use the college website for faculty and student publications. Based on the response, partnership arrangements will be considered.

i) Student Placement

Currently, this is being done through the duly constituted placement cell. However, the placement cell is exploring the possibilities of collaborations with various companies and industry representative bodies and all future MoUs with external organisations will include a provision for internship and placement as an integral part of the collaboration arrangements.

j) Twinning programs

These will be considered in future within the framework of DU regulations.

k) Introduction of new courses

Options will be studied and explored actively.

l) Student exchange

The options will be studied and explored.

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

N.A.

Any other relevant information regarding research, consultancy and extension which the college would like to include.

N.A.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

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

The infrastructural policy of the college is driven by visualization of future requirements of teachers, administrative staff and students particularly in advance. At present, the focus of the college is to create physical infrastructure with latest information technology in mind so as to facilitate effective teaching and learning in the classroom. The college intends to impart quality education and all round personality development of the students. Keeping in view, the college's total commitment towards quality education, we have drastically renovated all our rooms, created six new computer labs, fully air conditioned the well-equipped library, so as to have conducive environment for effective teaching and learning. Further, the policy of the college is to enhance physically infrastructure to the level commensurate with requirements of new courses like B.Sc.(H) in Mathematics, Statistics and Computer Sciences. For the college, the proper maintenance of physical infrastructure facilities is as important as the creation of new facilities for the efficient and smooth functioning. Therefore, our college has entered in to Annual Maintenance Contracts (AMC) for almost all major equipments which require regular servicing. With regard to differently abled students, the policy is to provide all possible infrastructures to their needs (e.g., use of Braille system, Daisy players for blind students, computer centre, library, etc.) so that they merge with the mainstream of education. The construction of lift is in progress and is likely to be completed soon. In order to have uninterrupted running of classes and administrative work, the college has Power Generator of capacity 125 KVA which provide full power back up.

4.1.2 Detail the facilities available for

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

Type of Facility	No.	Description of the facilities
Normal Classrooms	12	Equipped with Blackboard
Technology Enabled Classrooms	40	25 rooms are already Equipped with LCD projector, Projection Screen and Blackboard. 15 additional rooms are going to be fitted with projectors and projecting screens in the month of May 2015.
Seminar Hall	1	Equipped with LCD projector, Projection Screen, Fully Air-conditioned with seating capacity for 100 people.
Multipurpose Hall (Gallery)	1	Fully air conditioned hall, equipped with LCD Projector, and Projection Screen, having seating capacity for around 120 students for organising events such as Fresher's Welcome, Special talks, Debates, Lectures, etc.

Tutorial spaces	Yes	The college timetable has been designed in such a way that all regular teaching rooms are available for tutorial classes depending on the time slot.
Computer Labs	6	With Power backup Desktop Computers - 153 Printers/scanner /copier(Three in one) - 3 Dedicated Scanners - 1 LCD Projectors - 40 Laptops - 521 Internet Facility through LAN Two labs are provided with big LCD TVs and two labs have smart white Electronic Boards. All labs are technology enabled for multimedia presentation.
Server Room	1	100 sq ft appx.
UPS Room	1	100 sq ft appx.
Botanical garden	2	Two Gardens with two full time gardeners (Malis) to look after them.
Animal house	NA	There is no Animal House space in the college.
Specialized facilities and equipment for teaching, learning and research	2	White Electronic Board provided in two computer labs.
	2	LCD TV
	3	Electronic Starboards
	3	Video and Still SLR cameras for covering important college activities and functions.
	9	MP 3 voice recorders
	1	Power Generating Set
	36	CCTV camera
	1	Public Address System -catering to the need of whole college, covering all floors.
13	Laptops provided for teachers under the FYUP programme	
Internet and Wi-Fi facility	Yes	The campus is Wi-Fi enabled and each user (Students and Teachers) has been given Password and User-id.
Genset	1	Generating Set of 125KW for uninterrupted power supply.

Library		
Reading Hall (Student)	1	Fully Air Conditioned Reading Tables, Cubicles, Magazine and Journal Display Desks, Book Circulation Counter, Reference Stacks.
Reading Room (Teacher)	1	Fully Air conditioned with Reading Tables.
Internet Lounge	1	In order to provide Internet access to teachers and students inside the library, there is a separate provision of 4 desktop computers.
Book Storage Rooms	2	To stack the books, there are two separate rooms with in the library premises.

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

Type of Facility	Description	Details of the facilities
Sports ground	No	The college has a constraint in the form of having no sports grounds of its own. However, college hires Delhi University Sports Ground to give training to its students. The college makes extensive use of off-campus ground facilities for training students in various sports like cricket, hockey, handball, baseball and athletics. Sports achievement in the past is good indication of the fact, that, the college has performed well despite space constraint.
Outdoor and indoor games	Yes	The college has a Sports Committee and an Assistant Professor of Physical Education, who are responsible for promoting sports, organising sports events and facilitating the participation of the students in competitions. Specific strategies adopted with regard to outdoor and indoor games include the following: Annual Athletics Meet: Students compete in different events and win prizes and also put up group displays of their expertise in aerobics, yoga, martial arts and fencing. Relaxation in attendance: Students participating in inter-college/university sports and ECA competitions are given attendance relaxation as per university rules. Sports Kits: College provides sports kits and refreshments to the participating students during competitions. Inter-college competitions: The college also provides transportation facility and bears the cost of registration in the case of students participating in inter-college competitions. Sports Infrastructure: The perspective plan of the college is to pay special attention to sports infrastructure.
Gymnasium	One	(Under renovation)
Auditorium	One	The College has asked for exclusive rights of the auditorium from the parent body. As soon as the same is handed over, the College will transform the same into state-of-the-art fully equipped auditorium. It has a seating capacity of around 300.
NSS	One Cubical	On completion of tenure, T-shirts are given for some events and certificates are awarded.
NCC	One Cubical	On completion of training to the student, Certificates are issued to them.
Cultural Activities	No. of events	Under the umbrella of Art & Culture Society, a number of “Talent Clubs” work religiously towards the operationalization of cultural curriculum of the college. They include – a. Bhangra Team b. Magus – Western Dance Society

		<ul style="list-style-type: none"> c. Nepathya – Street Play Society d. Encore – Western Band Club e. Musoc – Music Society f. Photobug – Photographers’ Club g. Impasto – Artists’ Club h. Vedang – Debating Society i. Cyber Clan – Computer Society. j. Vismaad– Divinity Society. k. Departmental Societies.
Public speaking, Communication skills development	No. of events	<p>The college organizes a number of events through Surlok Function, Vanaj Society, Sofica Society, and Placement Cell etc.</p> <p>Intra and inter college debate competitions being organized by college and activities of various societies functioning in the college improves the art of public speaking and communication skills of the students.</p>
Yoga, health and hygiene etc.		
Yoga	Once in a year	<p>Yoga workshop is organized for teaching staff by Trained Yoga Instructors</p> <p>Yoga Shivers arranged for students.</p>
Health	Doctor’s Room	<p>The college provides First Aid infrastructure in the form of a regular Doctor and a separate Doctor room within the premises of the college. The college also has a self help homoeopathy dispensary.</p>
Hygiene	Throughout college	<p>The management ensures cleanliness in the college on regular basis. For this dustbin are placed at every floor. Students are educated and involved in maintaining cleanliness in the college. The college regularly outsources the housekeeping staff for maintaining high standard of cleanliness in the college.</p>

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.

Optimal Utilization of Infrastructure in Academic Growth

The Management of the College does not only ensures that the current plans regarding available physical infrastructure is in line with academic growth but also sees that existing infrastructure is optimally utilized for the benefit of students. For this purpose, the college management calls meetings of different departmental heads to inspect the available infrastructure and coordinate with each other to chalk out programs for future development.

Computer Centres: A number of rooms have been converted into as Computer aided learning rooms during FYUP period. At present the college has six Computer Centres

with state of the art equipments. These are equipped with electronic projection systems so that it can be used for holding classes as well.

New Courses: Recently, inspection has been done for the approval of B.Sc. (Computer), B.Sc (H) (Statistics) and B.Sc. Maths (Hons.) The college intends to go ahead with the construction of eight more rooms to accommodate these new courses.

New Canteen: The reconstruction of new canteen for the students and staff members is already in progress.

Multi-Purpose Auditorium: The renovation of multi-purpose auditorium may begin soon depending on the approval of managing committee of the college.

Innovation Project Room: There is an Innovation Project room in the College

Add-on Course: The College plans to introduce classes for add-on courses, after regular College hours.

Thus, the college management ensures that adequate physical infrastructure is in place for all courses being presently run in the College as well as the new courses likely to be introduced. It also looks into efficient and optimal utilization of the available infrastructure facilities.

The details of facilities developed/augmented and amounts spent thereof during the last four years include the following:

Physical Infrastructure Developed	No./Type	Purpose	Amount Spent	Year of completion
Student Wing Renovated Corridors renovated Floor Face-lifting Stairs Renovated	Lecture Rooms -52 4- one on each floor All 4 floors All 4 floors	To provide excellent teaching and learning experience and to provide safe and elegant passages	Rs.10882455/-	2011-2014
Computer Labs Created	Six	As per University Requirements		
UPS Room Created				
Networking Room Created	1			
Library Renovated	1		Renovated before 2011	
Air Conditioners Added to college	17	To provide congenial work environment	568300/-	2011-2014
LCD Projectors	25	For multimedia presentation.	1175167/-	2012-2013 From DU
Interactive White Electronic Boards	2	For interactive teaching	73500/-	2012-2013

Electronic Starboards	4	For interactive teaching.	198000/-	2012-2013
Printers & Scanners Installed	7	For ease in printing and scanning college jobs.	129825/-	2011-2014
UPS purchased	75	For uninterrupted computer operations	101688/-	2011-2014
I-Card Printer	1	For in-house I-Card printing	218400/-	2013-2014
RO Water supply at every floor	Two on Ground Floor, One on Third Floor & One in Staff-room	Ensuring the supply of clean drinking water.	237388/-	2007-2014
Staffroom Furniture	Staffroom		Purchased before 2011	
Teacher 'Lockers	Staffroom		Purchased before 2011	
Computers etc. Administrative Deptt.	19(15-staff,1-Principal,3-Innovation Project)		Rs (574875/-+80900+94500)=750275/-	2011-2015
Furniture Class Rooms	425		Rs.1090546/-	2011-2015
Computerization of office work	Whole office is connected with LAN	Office Automation		2007-2010
Separate toilets for Boys and Girls on every floor	13 (3toilets-boys-IIIrd floor,5 toilets-Girls-IIInd Floor,3toilets-Girls-Ist Floor,3toilets-girls-ground floor,2toilets-boys-groundfloor.)		Exp. included in Rs.10882455/-	
Out Sourcing Exp.	House Keeping-11 Security-4		4165626/- 2362550/-	2012-2015

During the last five years, the college has been expanding the physical infrastructure as per the need of its academic growth.

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

The college is quite sensitive to the requirements of differently enabled students. The college maintenance committee assesses the needs and review the facilities required by differently enabled students on annual basis. In order to assist differently enabled students and teachers in general, the college is currently installing a lift in front of Staff Room, which is likely to be operational very soon.

The College has created an Equal Opportunity Cell (EOC) and it has number of computers with Jaws software for visually-impaired students, and has procured Braille software to assist these students. During examination, the College provides writers to visually impaired students to complete their exams as per University Norms. Daisy players for visually impaired students have also been procured by the college. The college has also the provision of Wheel Chairs for differently enabled students and teachers.

The college views the requirements from two perspectives, i.e., General and Specific Needs of Differently Enabled Students

General Needs:

- Social acceptability _ students with disability often face the problem of making friends, largely due to their own inhibitions. To overcome this problem students are sensitized about the psyche and needs of differently enabled students.
- Job Anxiety: it has often been noticed that students with disabilities feel professional anxieties more than other students. To assist students on this front care is taken to disseminate information about scholarships for higher education and reservation in jobs for them.
- Confidence Issue: often their self -consciousness creates problems for them to mingle freely, because they see their disability as a hindrance. They do not come forward to participate in activities outside the class room. Even in the classroom they are either not very regular or are not active participants. Teachers mentor the students and try to address these issues.
- Examinations: most differently enabled students need additional time and writers. Students often face tense moments when writers do not report on time for the exams. Staff tries to sooth their nerves and co-operates with them as per rules. When they are using their additional time all efforts are made not to disturb them and put their mind at ease.

Specific Needs

- Lift: A lift is under construction to make their movement within the college smooth and hassle free.
- Computer with JAWS is available for visually handicapped students to facilitate the use of IT tools by them.
- Optic reader is also available to help visually handicapped students overcome the hindrance of accessing the printed word.

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

Hostel Facility – Recreational facilities, gymnasium, yoga centre, etc.

Computer facility including access to internet in hostel

Facilities for medical emergencies

Library facility in the hostels

Internet and Wi-Fi facility

Recreational facility-common room with audio-visual equipments

Available residential facility for the staff and occupancy

Constant supply of safe drinking water

Security

At present there are no residential facilities for staff or hostel for students.

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?

On the campus, a full time doctor is available in the college to take care of health problems of teachers and students. Off the campus, the health care for the staff includes reimbursement of medical treatment expenses, when they take treatment from Authorised Medical Practitioners on DU panel. The staff members can also become members of WUS in Delhi University, which provides round the clock medical services. In case of major ailments, the staff members can go to the Hospitals on the DU panel and get either cashless treatment or get re-imburement as per CGHS rates. The college also undertakes a number of measures to enhance the health care of students as well teachers, e.g., Regular Pest Control System in the college premises, round the clock supply of RO Water at all required locations, Regular and Periodic cleaning of water tanks, Health Mela in the college every Year, Blood donation camp every year, Filtered water supplied to students in case of functions or sport activities held outside college and clean washrooms.

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.

Type of facility	Space Description and Purpose
IQAC(Internal Quality Assurance Cell)	It shares the space with counselling cell that is equipped with one desktop computer, a printer, scanner and an air conditioner.
Grievance Redressal unit	Yes.
Women's Cell	The Gender Sensitization Society of the college takes up all the women centric issues, however the college does not have a Women Development Cell.
Counselling and Career Guidance	In all probability, our college is among the first few colleges to offer free in-house Psychological and Career Counselling facilities to the students since 2007. Dr. Amardeep Singh Bindra, Assistant Professor in Punjabi Department and Bursar of the College is also M.Sc. in Counselling and Psychotherapy. He has taken up the responsibility to run the counselling services in the college. He is available for the students from 9.30 a.m. to 3.00 p.m. Monday to Friday. With much efforts the students have been sensitized towards the need for such professional services and much success has been achieved on this front as students have started approaching the counsellor. The college feels satisfied in inculcating the awareness among the youth towards understanding and learning ways to deal with their problems logically and professionally.
Placement Unit	The college has a placement unit which actively interacts with Industry counterpart. The college has a very good campus placement record.
Health Centre	The college has separate room for Doctor.
Canteen	Fully functional One canteen (for approximately 100 students).
Recreational spaces for staff and students	A separate space for Canteen, A separate room for Gym Activities, A separate Boys common Room A separate Girls Common Room
Safe drinking water facility	Four R.O. systems installed at various strategic locations
Auditorium	Please refer 4.1.2. (b)

4.2 Library as a Learning Resource

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

The Library has an advisory committee named as 'Library Committee'.

The composition of Library Committee consists of :-

- Principal (Chairperson)
- Convener appointed by Staff Council
- Member secretary / Librarian
- All department heads / their nominees

Along with recommendation of books and periodicals, weed out process, supervise stock taking etc., the significant initiatives that have been taken by the Library Committee to render the library student/user friendly are as follows:

- There is an announcement of latest arrivals of books, journals, periodicals on library noticeboard on monthly basis.
- The college has made the provision of internet facility to cater to the user needs.
- There is provision of UPS so as to provide back up to Library systems in case of power failure.
- The committee has made arrangement for increased number of racks and cabinets to accommodate more books.
- Increase the ceiling for the text book purchase from 5 copies to 10 copies keeping in view of increased student strength.

4.2.2 Provide details of the following:

Total area of the library----- 714 Sq. Mts.

Total seating capacity----- 70

Working Hours						
			Working Hours		Lunch Break	
Winter		Days	From	To	From	To
	Working Days		9.00AM	5.00PM	1.00 PM	1.30 PM
	Saturdays	As Required				
	Holidays	Not Opened				
	Before Examination Days		9.00AM	5.00PM	1.00 PM	1.30 PM
	During Examination days		9.00AM	5.00PM	1.00 PM	1.30 PM
Summer		Days	From	To	From	To
	Working Days		9.00AM	5.00PM	1.00 PM	1.30 PM
	Saturdays	As Required				
	Holidays	Not Opened				
	Before Examination Days		9.00AM	5.00PM	1.00 PM	1.30 PM
	During Examination days		9.00AM	5.00PM	1.00 PM	1.30 PM

Layout of the library

Reading Hall for Students	Yes, 56 Seats
Reading Hall for Faculty	Yes, 8 Seats
Reference Area	Yes
Stack Area	Yes
Circulation Counter	Yes
Journal/ Periodical Section	Yes
News Paper Display Section	Yes
Notice Board Area	Yes
E-Resource Work Stations (IT Zone)	In Process 6 Seats
Individual Reading Carrels	No
Lounge Area for Browsing and Relaxed Reading	Yes
Include a Layout Diagram*	

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

The library ensures purchase and use of current titles, print and e-journals and other reading materials with the help of publishers catalogues, book reviews in newspapers, teachers and subject specialists. The following table provides an overview of purchase process.

System for purchase and use of Current Titles.	As recommended by faculty members and member of the Library Committee and approved by concerned Head of Departments.
System of purchase of General Books.	As recommended by faculty members and member of the Library Committee and Librarian.
System for purchase of Journals	Subject experts and faculty.
System for purchase of E-Journals	It is in process.

However, free e-resources are made available to students and faculty members through DU libraries' various links.

Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The amount spent on procuring new books, journals and e-resources during the last four years is more than 6 Lakh per year.

Library holdings	Year 1 (2010-2011)		Year 2 (2011-2012)		Year 3 (2012-2013)		Year 4 (2013-2014)	
	No.	Total cost approx.						
Reference books and Textbooks	1616	520552	2049	909197	2495	850612	2162	686813
Journals/Periodicals/ newspapers	55	72480	55	79611	55	84092	55	89776
E-resources	No		No		No		No	

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

OPAC (Open Public Access Catalog)	Yes	It is within the library as online is under process.
Electronic Resource Management package for e-journals	No	
Federated searching tools to search articles in multiple databases	No	
Library Website	No	Under Process
In-house/remote access to e-publications	No	
Library automation	Yes	L-seas software of Libsys is operational, since 2012, for all operations and housekeeping function. Earlier library used Netlib Software of Captron Pvt. Ltd.
Total number of computers for public access	Four	Near Teachers Study Table
Total numbers of printers for public access	One	Near Server. Users can also use the printers available in computer labs.
Internet band width/ speed	10 mbps	Through University of Delhi
Institutional Repository	Not yet implemented	
Content management system for e-learning	No	
Participation in Resource sharing networks/consortia (like Inflibnet)	No	This will be implemented with the help of trained library staff.

4.2.5 Provide details on the following items:

Average number of walk-ins	220 (Register Maintained)
Average number of books issued/returned	350
Ratio of library books to students enrolled	25
Average number of books added during last three years	2235. There is no separate account for textbooks and reference books.
Average number of login to OPAC	05 As terminals were installed recently.
Average number of login to e-resources	No
Average number of e-resources downloaded/printed	No
Number of information literacy trainings organized	No
Details of “weeding out” of books and other materials	17080 (Approved lists of ten Years)

4.2.6 Give details of the specialized services provided by the library

The college library provides a number of specialized services to its users, such as:

- Circulation of Books service provided till exams.
- Student can borrow books from SAF till there exams are over
- Reservation of book facilities available for students
- OPAC available for access in Library

Manuscripts	No
Reference	Yes, the teachers and students are being assisted in tracing reference books and other reading material. Reference books are issued for overnight period
Reprography	No
ILL (Inter Library Loan Service)	Yet not formalized.
Information Deployment and Notification.	Yes, it provides information about the library activities, books periodicals circulation as and when required to faculty and students through notification on the college and library noticeboard. Recently it has started providing this on college website.
Download	Staff members, faculties and students are allowed to download information on the current issues to enhance their knowledge
Printing	Yes, one printer is available in the library. Users have access to other printers installed in computer labs.
Reading list/ Bibliography compilation	Yes, the library provides this facility to faculty members and student as and when desired by them but college library does not maintain any record for this provision.
In-house/remote access to e-resources	No, the discussion is in progress in the Library Committee.
User Orientation and awareness	Yes, the User Orientation Programmes are organised at the beginning of each semester for students to promote the usage of library resources.
Assistance in searching Databases	Yes, at the time of orientation programmes and as and when students required.
INFLIBNET/IUC facilities	Creation of E-Zone in the library was discussed in the last library committee meeting and has already been put in place with four desktop installed.

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

The support provided by the Library staff to the students and teachers of the college is as follow:

1. Library staff provides the facility to all teachers and students for searching books, periodicals.
2. Help in printing material.
3. Provide course material, syllabus, question papers of previous years.
4. Provide reference services, help in preparing bibliography etc.
5. Two newspapers supplied to staffroom, office and two are displayed on the library newspaper stand.

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

We provide tape recorders, Braille books, laptops and CD's of study material. Physically challenged persons get all needed help from the library staff for availing the library facilities.

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

Yes, the library gets the feedback from its users. The library has installed a suggestion box at the entrance of the Library to get suggestion/feedback from the students. This box is opened at the end of the month. The suggestions are examined by the library committee and necessary actions are taken to implement the suggested changes with the help of college authorities.

The library committee in its last meeting decided to now institutionalise a process of taking structured feedback from students regarding the functioning and improvement of library.

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution. Number of computers with Configuration (provide actual number with exact configuration of each available system)

Number of computers -153

There are 153 computers in Six Labs. (23+17+33+ 20+ 30+30)

Configuration:

Hardware								
S. No.	No. of computer	Hard Disk	Motherboard	CPU	RAM	Graphic Card	Network Card	Monitor
Lab-102	23	80GB	Intel Motherboard	Intel C-2-D, 2.4 Ghz.	512 MB	NA	Gigabit Ether.	HP 15" LCD Monitor
Lab-103	17	80GB	Intel	Intel C-2-D, 2.4 Ghz.	512 MB	NA	Gigabit Ether.	HP 15" LCD Monitor
Lab-112	33	80GB & 160GB	Intel Chipset	Intel C-2 - D, 2.4 Ghz.	512MB / 1 GB	NA	Gigabit Ether	HP 15" LCD Monitor
Lab-115	20	250GB	AMD Acer INC	AMD Phenom II X4 810	2GB	NA	Realtek GBE Family Control	Acer 18.5" LCD Monitor
Lab-116	30	250GB	AMD Acer INC	AMD Phenom II X4 810	2GB	NA	Realtek GBE Family Control	Acer 18.5" LCD Monitor
Lab-117	30	250GB	AMD Acer INC	AMD Phenom II X4 810	2GB	NA	Realtek GBE Family Control	Acer 18.5" LCD Monitor
Accounts Dept.	6	500GB	Intel Chipset	I3 Gen.	2GB	NA	Inbuilt in Monitor	HP15"LCD
Office	11	500GB	Intel Chipset	I3 Gen.	2GB	NA	Inbuilt in Monitor	HP15"LCD
Library	6	160GB	Intel Chipset	Intel C-2Duo-2.53 &2.20Ghz	512MB &1GB	NA	NIL	HP15"LCD

Software						
S.No	OS	Application Software	Application Software	Application Software	Application Software	Anti-virus Software
Lab- 102	Win-XP, 7	Ms Office-2007	Adobe Reader	Tally- 7.2	Nil	Norton
Lab- 103	Win-XP, 7	Ms Office-2007	Adobe Reader	Tally- 7.2	Nil	Norton
Lab-112	Win-XP, 7	Ms Office-2007, 2010	Adobe Reader	Tally-7.2	SPSS, Tora	Norton
Lab-115	Win-7	Ms Office-2010	Adobe Reader	Tally- 7.2	Mathematica, SPSS, TORA	Norton
Lab-116	Win-7	Ms Office-2010	Adobe Reader	Tally- 7.2	Mathematica, SPSS, TORA	Norton
Lab-117	Win-7	Ms Office-2010	Adobe Reader	Tally- 7.2	Mathematica, SPSS, TORA	Norton
Accounts Dept.	Win-8	Ms Office-2010	Adobe Reader	Tally 6.3	WEB Tel	Norton
Office	Win-8	Ms Office-2010	Adobe Reader	Nil	Nil	Macfee
Library	Win XP & 2007	Ms Office-2007	Adobe Reader	LIBSYS	Nil	Norton

Number of nodes/ computers with Internet facility

Number of computers with Internet facility Through LAN /Wi-fi									
Room No.	LAB 102	LAB 103	LAB 112	LAB 115	LAB 116	LAB 117	Office	Accounts Dept.	Library
No. of Computers	23	17	33	20	30	30	12	05	06

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

Internet facility is now available in the computer centre and the library, principal room through LAN. For the rest of the campus, it is provided through Wi-Fi. At present, the college has no policy to provide off campus internet connectivity to students and teachers as there is no DU policy in this regard as yet.

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

In order to create technology enabled teaching and learning environment by deploying and upgrading IT infrastructure and associated facilities, the college has adopted two pronged strategies. First, the college intends to train teachers in handling the computers in the classroom and teaching them how to make slides for their respective courses. Second, the college is planning to introduce short term computer courses to those students who do not have any previous exposure to basic skills in computers. In this way the college hope to create technology driven environment. Keeping this in view, the college has shortlisted certain skilled teachers in computers to give basic operational knowledge to other teachers. The college has already created official mailing address for all staff members and general notices and university communications are posted on their official mail addresses.

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)

Long before, the University provided IT infrastructure, the college embarked upon the process of computerization of accounts and general administrative works. In the recent past, Delhi University provided IT infrastructure to its associated colleges. The college takes the initiative in the maintenance of University supplied equipments on the expiry of the warranty periods. The college has full records of the IT assets, but it is very difficult to provide cost of item wise units as these are directly purchased by Delhi University. However, the budget for further procurement, up-gradation, installation and maintenance of IT resources are handled by coordinator Computer

department along with the Purchase Committee members. These financial requirements are met through the internal resources of the college. The following table gives a brief overview of this IT expenditure as:

Annual Budget

Year	Procurement	Up gradation	Installation	Maintenance	Total
2011-12				Rs.404077/-	Rs.404077/-
2012-13	Rs.370647/-			Rs.167725/-	Rs.538372/-
2013-14	Rs.574875/-	Rs.218450/-		Rs.35913/-	Rs.829238/-
2014-15				Rs.168975/-	Rs.168975/-

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

The college facilitates extensive use of Information Communication Technology (ICT) resources including development and use of computer aided teaching / learning materials by its staff and students by making these facilities available as and when required by concerned users. For this purpose, all computer labs remain open from 9.00 A.M to 5.00 P.M on all working days. Teachers are encouraged to use these technologies and even teachers having expertise in computer assists other teachers in the development their subject slides. Students are also encouraged to make use of Projectors for their presentations. In our college, at least twenty teachers use power point presentations as part of their regular classroom teaching.

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 centre of teaching-learning process and render the role of a facilitator for the teacher.

There are six Computer Labs in the College equipped with Internet connectivity, having LCD Projection Systems and Projection Screens. Along with this, twenty five rooms are equipped with LCD Projectors and Projection Screens. Fifteen more rooms are soon going to be equipped with LCD Projectors and Projection Screens. Internet is an ocean of information and it has radically transformed the learning environment. It has changed the way teaching is being imparted in the classroom in the college. In the computer labs, the teacher can refer the matters from Internet instantly and audio video files from Internet and multimedia exposure can be given to students.

Some of the teachers are using resources developed by Institute of Life Long Learning to impart knowledge and information to their students in the class rooms. Recently, the library have also been equipped with requisite number of computer and internet connectivity, and now student can get access to digital contents of e-resources.

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?

Our institution does not have any connectivity with National Knowledge Network either directly or through the affiliating university. Therefore, no service of the said network is availed of.

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)?

- a. **Building**
- b. **Furniture**
- c. **Equipment**
- d. **Computers**
- e. **Vehicles**
- f. **Any other**

The institution ensures optimal allocation and utilization of the available financial resources for maintenance and upkeep of the above said facilities through properly constituted **Maintenance Committee**. During the past four years, the college management has undertaken massive renovation of building work. For furniture and fixtures, a regular stocktaking is undertaken by the college authorities and necessary repair work is undertaken by the college annually. All major equipments like air-conditioners, refrigerators, coolers, Computers, Printers and Scanners are repaired as and when need arise. The Maintenance Committee physically examines these facilities and shortcomings are discussed in their meetings, suggestions are welcomed from the committee members. Tender is floated and vendors are asked to give detailed quotations with their terms and conditions. After that vendor's proposal are discussed in the meeting and unanimous decisions are taken. The major maintenance budgets are allocated for building maintenance. The information given below indicates the expenditure incurred for major maintenance works carried out in the college.

Although a number of facts pertaining to maintenance of different resources have already been given in the previous section, for the sake of convenience they are being replicated here along with other facts.

Year	Maintenance Activity	Location	Amount Spent
2011-2014	Rooms Renovation	Ground Floor	Rs.10882455/-
2011-2014	Rooms Renovation	Ist Floor	
2011-2014	Rooms Renovation	2nd Floor	
2011-2014	Rooms Renovation	3rd Floor	
2011-2014	Stairs Renovation	All Floors	
2011-2014	Windows Upliftment	All Floors	
2011-2014	Floor Tile work	All Floors	
2011-2014	Corridors Facelift	All Floors	
2011-2014	Renovation	Student's toilet	
2013-2015	RO Water Unit Maintenance	4 (2-Ground Floor,1-Staff Room,1-IIIrd floor)	Rs.117450/-
	Staffroom Furniture	Staff Room	Rs.37919/-
	Teacher Lockers	Staff Room	Nil
2013-2014	Computers etc.	Administration Dept.	We can't separate the maintenance bill for Admin. Computers
2011-2014	Furniture	Class Rooms	Rs.1090546/-
	Store room	Library	Nil

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

The college has a Maintenance Committee which looks after the maintenance requirements and makes recommendations to college management.

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

Since our college does not have any science courses, therefore, there is no need for calibration of precision scientific instruments as such.

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 three phase electric supply, voltage stabilizers, UPS and has full power back up with 125 KVA Gen-Set. The college has overhead tanks for storage of water for constant supply of water at all floors of the building with RO provisions. For constant supply of water, the college stores water in overhead tanks, and also have provision for underground water with RO system installed.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1 Student Mentoring and Support

Our main objective is overall development of the students. Thus, all students, teachers, non-teaching staff and management work in harmony to achieve this objective.

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?

- The college publishes a prospectus annually. The prospectus is being published online as well as in print form.
- The prospectus provides information on the vision and the mission of the institution along with its history. It also gives faculty details of various departments.
- Guidelines and criteria related to the attendance, internal assessment and rules regarding discipline, use of library, etc. are provided in the prospectus.
- Besides providing information on the infrastructural facilities such as gym, medical room, canteen and the multi-purpose seminar hall, the prospectus also informs the students about the various compulsory and optional students' societies run by the college to promote the all-round growth and personality enrichment of its students.
- The college provides financial assistance in the form of a book bank, fee concessions, Students Aid Fund and scholarships and prizes to deserving students. Information regarding the same can be found in the prospectus.
- The prospectus also provides the academic calendar of the coming year.
- The college ensures fair and strict enforcement of discipline and norms for attendance and enrolment to societies. There are several committees that ensure the enforcement and hence maintain the accountability and credibility of the institution.
- The college has moved towards electronic data management and the institution has an official website (<http://www.sgndkc.du.ac.in>) to provide ready and relevant information to the stakeholders.
- College Notice Boards at strategic places also give all the information pertaining to admissions as well as other required information.

- The college abides by all the information disseminated through these documents faithfully.

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

Special Prizes

I. Institutional Scholarships

1. Two Jaspreet Kaur Memorial Prizes of Rs. 1,100 each (Instituted by the Principal, Dr. Man Mohan Kaur, in memory of her sister)
2. S. Joginder Singh Memorial Prize of Rs. 1,100 (Instituted by Dr. Bhupender Singh in memory of his father, S. Joginder Singh, and father-in-law, Dr. Daulat Singh)
3. Smt. Parvati Devi Sharma Memorial Prize of Rs. 1,100 (Instituted by Daya Shanker Sharma in memory of his mother)
4. Yashpal Sharma Memorial Prize of Rs. 2,000 (Instituted by Daya Shanker Sharma in memory of his brother)
5. Prize of Rs. 1,500 to be awarded to topper in 'Income Tax-Law and Practice' (Instituted by G.K. Arora).
6. Jeevan Mehta Memorial Prize of Rs. 1,100 to be awarded to topper in B.B.E. IIIrd Yr. (Instituted by P.K. Mehta in memory of his father).
7. Bakhshi Inderjit Singh Memorial Prize of Rs. 1,100 to be awarded to topper in Punjabi (Hons) Ist Yr. (Instituted by Bhupinder Pal Singh Bakhshi in memory of his father).

Non-Academic Prizes

1. Amrit Lal Bajaj Memorial Prize of Rs. 1,100 to be awarded to the best student of B.A. Eng (Hons) IInd Yr. (Instituted by Dr. Jyoti Bajaj Desai in memory of her father).
2. Sardarni Iqbal Kaur Bakhshi Memorial Prize of Rs. 1,100 to be awarded to the best student of Divinity Society (Instituted by Bhupinder Pal Singh Bakhshi in memory of his mother).
3. Mata Joginder Kaur Memorial Prize of Rs. 1,100 to be awarded for Overall Excellence in Education & Conduct (Instituted by Dr. Hernake Singh Gill in memory of his mother).

4. Mata Sukhwinder Kaur Memorial Prize of Rs. 1,100 to be awarded for Overall Good Performance in Education & Behaviour (Instituted by Dr. Hernake Singh Gill in memory of his aunt)
5. Pita Shri Gurbachan Singh Memorial Prize of Rs. 1,100 to be awarded for Overall Good Performance in Education & Behaviour (Instituted by Dr. Hernake Singh Gill in memory of his father).
6. Dr. Gurpreet Singh Memorial Prize of Rs. 1,100 to be awarded to the Most Responsive Student of the college (Instituted by Dr. (Mrs.) Bhagwant Kaur in memory of her husband).

II. Sultan Chand Trust Scholarship

Academic prizes were sponsored by the trust. 2010-11 Rs 70,000/= 2012-13 Rs 80,000/=

III. SC/ST/OBC Post-Matric Scholarship

Years	Post-Matric Scholarship to SC/ST/OBC (No. of students)
2010-2011	34
2011-2012	24
2012-2013	34
2013-2014	84
2014-2015	51
TOTAL	227

IV. Financial Assistance out of V.C. Students Fund

V. Goel Charitable Trust

Academic prizes were sponsored by the trust. 2011-12 Rs 48,050/=

Summary of Total Financial Aids and Prizes:

Years	Fee concession	Academic awards	Special Prize
2010-2011	Rs. 85,000	Rs. 73,930	Rs. 14,900
2011-2012	Rs. 1,27,000	Rs. 79,332	Rs. 16,300
2012-2013	Rs. 2,45,000	Rs. 1,27,850	Rs. 16,700
2013-2014	Rs. 2,71,000	Rs. 1,56,300	Rs. 18,000
2014-2015	Rs. 2,83,000	-	-
TOTAL	Rs. 10,11,000	Rs. 4,37,412	Rs. 65,900

The financial aid was available and disbursed on time.

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

The percentage of students receiving financial assistance from the state government, central government and other national agencies is more than 22.5%

5.1.4 What are the specific support services/facilities available for:

- **Students from SC/ST, OBC and economically weaker sections**

Students belonging to the underprivileged sections of society, viz. SC/ST/OBC/minorities and the differently-abled receive scholarships or financial assistance from the Government of the National Capital Territory of Delhi (GNCTD). Detailed data is not available with the college regarding the exact number of students who have received such scholarships since the students are required only to get their forms attested by the college and the government makes the payment directly to the students.

Specific support services/facilities available for different categories of students are as such:

The Student Welfare Committee of the college assists all students requiring financial support or fee concession in getting appropriate support from the college in terms of fee waivers or concessions. It also assists SC/ST/OBC candidates in case of problems faced in getting the necessary forms completed and attested.

Admissions are given to SC/ST as per the reservation policy of the Government of India. Students from these categories are being granted fee concessions and scholarships as per the government norms. Remedial and revisionary lectures are conducted for academically weak students.

- Students are given concession in attendance at lectures and tutorials if they participate in various competitions and sports activities on production of valid documents. These students are also provided with travel allowance on actual basis and daily allowance as per rules.
- Medical help is available to students at any time. We have a qualified doctor and provide medical aid and assistance to students and teachers.
- We organize career guidance lectures for our students and we invite experts from different fields to guide our students.
- Language software is available in our library to improve linguistic and semantic skills. There are six state-of-the-art computer labs in our college. To upgrade computer skills, expert staff members extend their help and guidance to students.

- Visits to business houses, industries and industry representative bodies, Delhi Stock Exchange, nationalized banks, insurance companies, etc. are organized.
- To showcase creativity among students, the college magazine, 'Surlok', is published every year.
- They avail of government reservation quotas in admission, reduced fees, scholarships and free ships, and remedial coaching.
- **Students with physical disabilities**

The college also enrolls differently-abled students in various programs offered by it. Such students need special care and support to continue their studies.

The Equal Opportunity Cell (EOC) of the college pays special attention to assisting differently-abled students. The college is constructing ramps for easy access to administrative, teaching, library and laboratory blocks, and putting up signboards in Braille, and creating special computer facilities with the requisite additional software. Special toilets are also being constructed to cater to their needs. EOC also conducts a feedback survey from the differently-abled students at the start of the semester to assess their needs and attend to problems, if any, faced by them.

A lift facility is being constructed for the benefit of needy students and staff members.

These students are given extra time for writing examinations as per the norms of University of Delhi.

- **Overseas students**

Currently, the college has no overseas students. The college will provide the necessary facilities as per Delhi University policies and rules, when the need arises. Government reservation facilities are applicable to these students.

- **Students to participate in various competitions – national and international**

For promoting the participation of students in various competitions at national/international level, the college provides T.A., D.A., and reimbursement of registration fee. In the case of sports, special coaches are appointed to provide the necessary coaching and training. The college also assists them in knowing the annual itinerary of various national and international competitions and the rules governing them.

- **Medical assistance to students (health centre, health insurance, etc.)**

The college doctor looks after health-related issues. First-aid box is available with the Doctor. The college website includes information about all the government hospitals and dispensaries from where they can get free treatment. Talks, health camps and blood donation drives are conducted by the NSS from time to time.

A sick room has also been set up in the college. The college has also compiled a list of doctors and hospitals in the neighborhood, who could be contacted in case of emergency. If necessary, college staff is available for taking sick students to nearby hospitals.

The students get free services at the college medical room by a qualified doctor who is available on all working days.

- **Organizing coaching classes for competitive exams**

The college does not organize coaching classes for competitive exams. However, the Placement Cell of the Student Welfare Committee regularly organizes programs such as pre-placement orientations, internships, and campus placements. Special lectures are arranged by inviting reputed agencies such as TIME, Career Launcher and agencies specializing in assisting students getting admission in foreign universities or in various professional courses within the country like MBA, CA, CS, and LLB.

- **Skill development (spoken English, computer literacy, etc.)**

Computer literacy courses for teachers and staff are organized regularly. The college has an active society named Cyber Clan that organizes various computer literacy programs and makes available computer-based games and skills throughout the year.

- **Support for “slow learners”**

Slow learners benefit from the tutorial classes that are part of the regular time-table of the college. Slow learners may approach the concerned teachers during their free periods. Psycho-social counselling is also provided by teachers to students whose studies get adversely affected by personal or emotional problems.

Remedial classes are held to help slow learners. Psycho-social counselling is provided by a qualified counselor, Dr. A.S. Bindra.

Finally, we constantly endeavor to change the experiences of students by changing the role of advisors, instructors and other members of the college community with whom students come in contact.

The college provides academic, personal, career and psycho-social counselling to its students through various cells/societies constituted for the purpose.

- **Exposure of students to other institutions of higher learning/corporates/business houses, etc.**

The college recognizes the importance of providing proper exposure to the students regarding higher learning and corporate/professional culture. Special emphasis is placed on internship training besides organizing pre-placement talks about job requirements in different fields. Students of some of the vocational courses regularly visit specialized institutes/business or corporate houses for on-the-job training.

Students regularly visit industrial plants in neighbouring states like Haryana, Punjab, Rajasthan and Uttar Pradesh. They are given hands-on training in different aspects of accounting and administration. Besides, the college coordinates with corporate and business houses for on-the-job training for B.Com (Hons), Bachelor of Business Economics and Bachelor of Hindi Journalism and Mass Communication students.

- **Publication of student magazines**

The college publishes a very prestigious college magazine, ‘Surlok’, every year. Besides, the students of Hindi Journalism publish a newspaper – ‘Surlok Samachar’.

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

A Personality Development and Career Guidance cum Placement Cell have been established with the following objectives:

- To organize lectures and workshops on how to write a resume and how to prepare and appear for group discussions and job interviews.
- To organize awareness programs about the role of entrepreneurs and the qualities required for successful entrepreneurs.
- To compile information about entrepreneurship development schemes and opportunities available with different governmental and non-governmental agencies.
- To establish linkages with entrepreneurship promotion organizations and create opportunities for aspiring students to benefit from services provided by such agencies.
- To arrange for summer training opportunities for the students for practical exposure to the challenges of setting up and managing businesses.
- To organize in-campus exhibitions and sales to help students acquire basic marketing skills.
- To create interaction opportunities for aspiring students with banks and other financial institutions providing funding support for entrepreneurs.
- To invite external experts to speak on subjects relevant to entrepreneurs in general such as the preparation of a business plan and approaching angel investors and venture capital funds.
- To arrange visits to industrial areas/clusters/institutions.
- The College is in the process of entering into a MoU with Bombay Stock Exchange (BSE) to launch a programme in stock markets for the students of

undergraduation to prepare them for taking up jobs in banking and financial services industry (BFSI).

- The college is in the process of launching a regular program on entrepreneurship and is seeking collaboration from the Government of India and various industry bodies including the Ministry of Micro, Small and Medium Enterprises, FICCI, etc.
- In order to tap and promote the entrepreneurial skills of the students, the college has launched professional courses like Bachelor of Business Economics and B.A. Hindi Journalism and Mass Communication with 100 percent placement in jobs for those who are willing.

The impact has been quite positive and many of our students are doing well in their respective fields. Some of our alumni are in the field of drama and dance and help our students by directing dramas and prepare them for drama competitions and also give them chances to perform at various competitions.

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

- **additional academic support, flexibility in examinations**
- **special dietary requirements, sports uniform and materials**
- **any other**

The mission statement of the college unequivocally espouses its commitment to co-curricular and extra-curricular activities not only for curriculum enrichment but also for realizing the vision of providing well-rounded and integrated education. Students who participate in these activities get attendance credit. Policies and strategies adopted by the college with respect to the specific areas are described below.

Sports and Games

The college has a Sports Committee and an Assistant Professor of Physical Education, who are responsible for promoting sports, organizing sports events and facilitating the participation of the students in competitions. Specific policies and strategies adopted with regard to sports and games include the following:

- **Annual Athletics Meet:** Students compete in different events and win prizes and also put up group displays of their expertise in aerobics, yoga, martial arts and fencing.

- **Relaxation in attendance:** Students participating in inter-college/university sports and ECA competitions are given attendance relaxation as per rules.
- **Sports Kits:** The College provides sports kits and refreshment to the participating students during competitions.
- **Inter-college competitions:** The College also provides transportation facility and bears the cost of registration in the case of students participating in inter-college competitions.
- **Sports infrastructure:** The perspective plan of the college pays special attention to sports infrastructure.

Cultural Activities

Cultural activities, besides being enjoyable for the students, also act as a catalyst for creating a feeling of togetherness and fostering friendliness among the students and staff. The students' union is actively associated with all the major cultural activities. Some of the regular cultural activities of the college include the following:

Annual Cultural Festival: The Art and Culture Committee regularly organizes a three-day cultural fiesta named "Surlok", which includes a number of intra- and inter-college competitions in mehndi, rangoli, pot painting, poster making, poetry recitation, debates, short plays, fancy dress, singing (solo and group), dance (solo and group), quizzes, etc. Winners of the competitions are awarded certificates, trophies in the intra-college events, while cash prizes are awarded in inter-college events. Renowned artistes are also invited to perform during this festival. Apparel is also provided free of cost for participating in cultural activities.

Inaugural and Farewell Functions: These are organized by the Student Advisory Committee with the cooperation of the students' union.

Inter-College Competitions: Students participate in inter-college competitions and cultural festivals organized elsewhere throughout the year and the same are also organized on the college premises as well.

Antardhvani: The annual cultural festival of the university provides a platform to students to showcase their skills.

NSS: It organizes events cutting across cultural, social and national development issues. Some of its recent activities include the following:

- NSS volunteers participated in "Run for Unity" from Vijay Chowk to India Gate to celebrate the "Rashtriya Ekta Divas" (National Unity Day) on Sardar Patel's birth anniversary, on October 31, 2014.
- NSS volunteers participated in the inter-college festival, "Antardhvani", organized by University of Delhi, in 2015.

- The volunteers also regularly work for the community outreach program to help the residents of slums and other such communities in the vicinity of the college.

NCC: Cadets regularly participate in the various camps organized by the NCC Unit/Directorate such as Combined Annual Training Camp, Army Attachment Camp, National Integration Camp, Pre RD Camp, Thal Sainik Camp, Trekking Camp and so on which provide holistic training. In addition, they also participate in regular extra-curricular activities. Some examples are given below.

- NCC cadets participated in the NCC Parade organized by the University of Delhi during “Antardhvani 2015”. NCC cadets also gave an impressive performance of their skills at the annual athletic meet in 2015, held at Thyagaraja Stadium, Sports Authority of India, INA, New Delhi.
- All-round personality development is the hallmark of education at our college and what is learned within the classrooms is complemented by what is done together outside. Under the umbrella of the Art and Culture Society, a large number of clubs and associations work religiously towards operationalization of the cultural curriculum of the college. They include:
 - a. Bhangra Team
 - b. Magus – Western Dance Society
 - c. Nepathya – Street Play Society
 - d. Encore – Western Band Club
 - e. Musoc – Music Society
 - f. Photobug – Photographers’ Club
 - g. Impasto – Artists’ Club
- At the commencement of the academic session, an orientation program is organized for the fresher students wherein a vibrant audio-visual presentation (prepared and delivered by the students) about the cultural life in the college sets the ball rolling for the new students.
- The orientation program is followed by the opening of on-line and off-line registrations for the students to enable them to get registered for membership of various clubs and societies of their interest.
- After several rounds of trials and auditions, final selections take place and new members join various groups. Each society/club is headed by final year students and the junior members of the group are directed to attend all programs with a view to enable them to adopt an interactive and participatory approach towards management of societies as well as enrichment through ideas and exposures.

- The college makes provision for hiring of trained and experienced coaches and choreographers. Our Bhangra team, western dance team and dramatics group undergo rigorous sessions of practice and rehearsals under the guidance and supervision of their mentors.
- Owing to the space crunch in the college, the students are constrained to engage in practice sessions either before or after the regular teaching hours so as not to disturb the classes. Keeping this in consideration, special permission is granted and arrangements made to enable the students to undertake coaching sessions during weekends or off-days.
- The ECA faculty, as facilitators, is deeply involved in every aspect of the cultural set-up of the college. Regular meetings and interactive sessions are held with respective groups of students to understand their problems, and provide solutions. The focus of such meetings is also on instilling core values in the students plus capacity building.
- The college makes provision for refreshments for ECA students which can be availed of by them at the end of practice sessions.
- As a prelude to our annual inter-college fest, “Surlok”, a talent identification program called “Mini Surlok” is organized in the college by various ECA groups. The objective is to provide a platform to the students to discover and showcase their talent as also to shortlist the more deserving students who can represent the college in various inter-college fests held across the university. Besides this, various other fests and contests are held on a regular basis under the aegis of the ECA society wherein various prizes in cash and kind are disbursed to students, the objective being to inculcate a spirit of participation and collaboration amongst our young stakeholders.
- Cyber Clan, the computer society of the college, consisting of a group of multi-talented students, is provided computer labs, printer, multimedia facilities, etc. so that the entire work, consisting of poster designing, flex designing, brochures, manifestos, stage designing and audio-visual arrangements during various cultural events, is handled brilliantly by these students.
- Brainstorming sessions are held amongst the ECA faculty and students are encouraged to come up with innovative and creative ideas for the design and implementation of the entire gamut of ECA activities in the college. Further, junior members of each group are urged to observe, analyze and imbibe the core values and managerial acumen of their seniors, leading to a smooth transition of leadership and legacy from the seniors to the junior members.
- The dedication, hard work and zeal displayed by our students throughout the year is duly recognized and honoured at the annual prize distribution event where they

are decorated with trophies, certificates and mementos in recognition of their valuable participation and promotion of the ECA aspect of the college curriculum.

- In order to promote participation of students in extra-curricular and co-curricular activities, the college provides additional academic support to such students by way of providing special quota facilities in admission, and arranging extra classes for them so that they may do well in their examinations.
- They are provided sports uniforms and other materials. All the expenses incurred on participation in a competitive event are borne by the college.
- We have an elected and active Students' Union through which students participate in various cultural activities organized by different colleges and the university.
- Students are given concession in attendance at lectures and tutorials if they participate in various competitions on production of valid documents. These students are also provided with travel allowance on actual basis and daily allowance as per rules. If they miss any regular examination, they are given permission to appear for an additional examination.
- A variety of programs, organized throughout the year by different societies, act as vital indicators of student progress in terms of gauging their self-confidence, teamwork, leadership qualities and organizational skills as they work in multiple capacities as planners, organizers and leaders of various events in the college.

5.1.7 Enumerating 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, Defence, Civil Services, etc.

Lectures and talks are organized to give complete information about all competitive examinations. We do not conduct regular coaching classes but there are a good number of books available in our library, for example, *Bank's Recruitment Tests*, *Test Yourself*, and *Quantitative Aptitude for Competitive Examination*, *UGC/NET/JRF/SET Teaching and Research Aptitude*, *All India MBA Entrance: CAT, XAT, ATMA, JMET, SNAP, MAT*, etc. Teachers in their individual capacity help these students.

Specialized agencies are invited to provide information and guidance to students who wish to pursue further studies abroad.

Various departmental societies like Vanaj. Kirt, SOFICA, etc. also provide valuable inputs to students who wish to pursue professional courses or want to go abroad for studies.

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

• Student Counselling and Mentoring Processes

The various types of student counselling and mentoring processes in use in the college include the following:

- **Tutorial classes:** This is a well-established academic counselling process with the help of which teachers are able to provide academic counselling to students.
- **Student Advisory Committee:** This committee oversees the functioning of the Students' Union and renders advice to the office-bearers relating to its activities and effective functioning.
- **Student Welfare and Placement Committee:** This committee renders advice to the students in matters relating to scholarships and fee concessions and discipline.
- **NCC and NSS Coordinators:** They provide counselling to the students who have opted for these about the objectives of each of these activities as well as the values which they should imbibe and the commitments which they should make as members of these organizations.
- **Conveners of Departmental and Extra-curricular Societies:** They guide students on matters relating to organization of and participation in the activities of the respective societies.
- Teachers extend counselling services on the academic program by preparing students for semester exams, internal assessment, project preparation, viva-voce, and presentations as required by the university (B.Com, Journalism and B.B.E.).
- Teachers also try to solve personal problems related to family, employment as well as career development, choosing the right option after graduation i.e. C.A., ICWA, LL.B, MBA, M.A., M.Com and provide guidance to appear for competitive examinations.
- Counselling is extended to change the mindset of the students towards jobs – students want to accept only white collar jobs. They should accept jobs that may require physical mobility, travelling or may involve hard labour and learning. Such a progressive mindset should be developed which will change the attitude towards jobs and work. Students are motivated to get part-time and vacation jobs with industry, banking and other sectors.

- Every teacher is available for students to approach with their personal, academic and career-related problems.

Presentations are held with an emphasis on:

- Study options after graduation in India and abroad.
- Job and career options in their chosen areas of education in India and overseas.
- Admission requirements (tests/dates, etc.).
- Job-seeking skills such as development of correct attitude, interview skills and personality development.
- The college also organizes talks on career counselling for the students.
- Specialists from various fields are also invited to counsel students about prospective careers.
- Psycho-social counselling is provided by a qualified counselor, Dr. A.S. Bindra.
- Finally, we constantly endeavour to change the experiences of students by changing the role of advisors, instructors and other members of the college community with whom students come in contact.

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

The college has a structured mechanism comprising a Counselling Cell and a Placement Cell that provide timely and valuable help to students in identifying job opportunities and preparing for interviews since in today’s competitive world campus placements have become an integral part of college life. The college placement cell works tirelessly throughout the year to facilitate students’ entry into the job market through campus placements. Many companies visit the college every year to provide jobs to the students who are about to complete their courses. Here, the role of the placement cell is crucial as it continues to interact with various companies and invites them to the college to conduct placement drives and thus help students find the path to self-confidence and success. The purpose of this cell is to help students get a job. Under this cell, various seminars and lectures are arranged for the students to make them employable. Letters from various institutes/companies having vacancies are regularly displayed on the notice boards as well as the college website.

The placement cell also pays special attention to arranging internships as it helps the students overcome their basic disadvantage of not having adequate exposure to working environments in present-day business and other organizations.

Placements during the last four years in SGND KHALSA College

The placement record of the last four years, i.e., 2010 to 2014, has been quite encouraging and inspiring for students as well as for the college.

2014- 15

Our college has been able to elicit excellent response from the corporate world during the last four years and they have handpicked brains from our college. Over the years the response has been steadily improving with more and more company's visiting our college for placements. Many a students have been getting the internship exposure too during their summer vacations and many are offered good honorarium too.

Year 2014- 15 has proved to be a fabulous years for our college students with 164 placements and 22 internships being offered until now to college students. The highest package offered is 4.3 lacs pa by Smartican. Many more students are expected to land up with excellent placements with some more companies lined to pick our brains.

The following companies have visited the campus and/or have called for an onsite placement/internship session and have provided offer letters / internship letters for our college students during the session **2014-15**.

Name of the Company	Number of students
ICICI Prudential	22
Smart I can	2 + 2 Internships
Gen pact	99
Rocksport	9
Earth Infrastructures	20 Internships
Concentrix	20
Broadcast2World	12
Total	164
	22 Internships

Placements during 2013- 14

113 students got placement during 2013- 14 with excellent pay package.

Name of the Company	Number of students
Phoenix	04
RBS	43
GENPACT	10
IBM	46
SOUTH INDIAN BANK	05
AON HEWITT	05
Total	113

Placements during 2012- 13

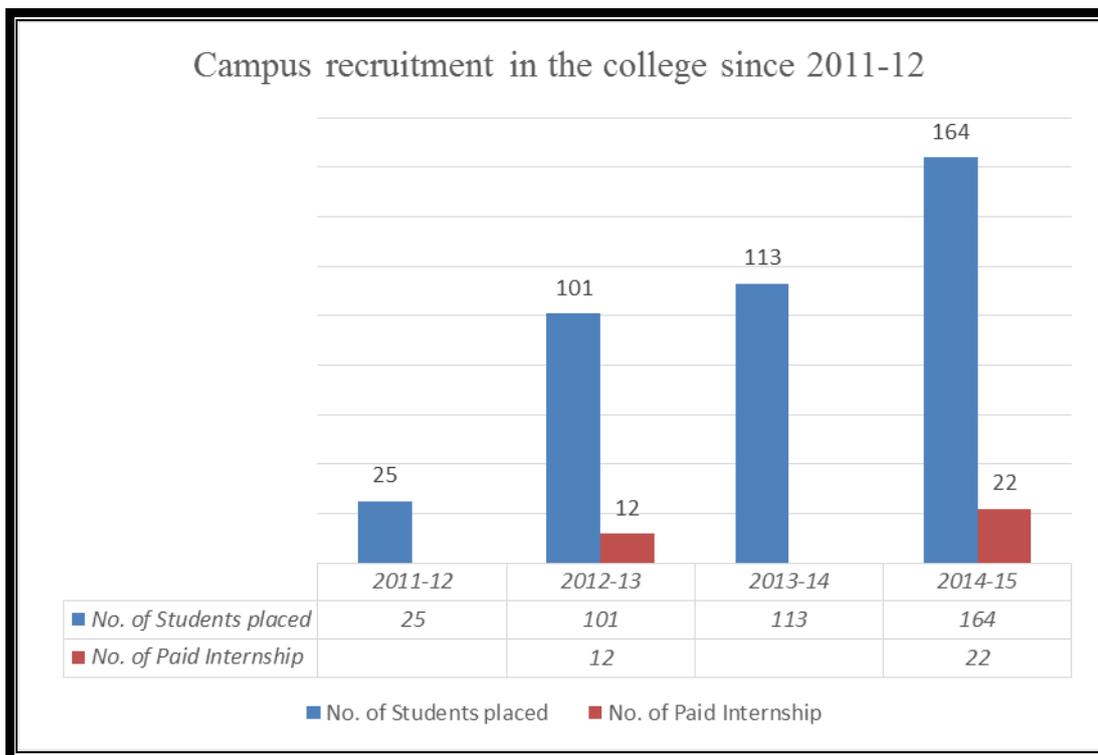
During 2012- 13 we were able to place 101 students with the corporate world and 12 students got internships with attractive stipend.

Name of the Company	Number of students
Aon Hewitt-	10 12 Internships
Royal Bank of Scotland	60
Reliable placements	11
Genpact-	16
Capital IQ shortlisted	4
Total	101

Placements during 2011- 12

Name of the Company	Number of students
Genpact	13
Capital IQ shortlisted	2
Max New York Life Insurance	10
Total	25

The graphic representation of placement in different years is shown below:



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

Yes, the college has a Grievance Redressal Cell. A Suggestion Box is placed at a prime location inside the campus for receiving complaints/grievances from students in writing. The box is opened periodically and necessary actions are taken to redress grievances. The personal grievances are handled carefully and sensitively and whenever required, appropriate counselling is also provided by the teachers or the Principal. There is also a separate register for cleanliness-related complaints, which are attended to promptly. The college is also open to receiving information about the problems and grievances of students through letters and e-mails. The Principal is also receptive to the students who can walk into her office at any time during office hours.

Grievance redressing is done not by a single cell or committee but by the committee or cell concerned with the issue. In the case of admissions, for example, there is a separate grievance committee. So is the case with ragging or sexual harassment. There has been no major grievance in the last four years.

The college is sensitive enough to meet students’ grievances both in academic and administrative matters. Minor grievances orally communicated to the Principal’s office are urgently and appropriately redressed.

The Grievance Redressal Cell consists of following members:

- Dr. Davinder Kaur Chawala
- Dr. Amardeep Singh Bindra
- Dr. Inderpreet Singh

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

The college has a harmonious working environment. Lectures and workshops on gender issues are organized regularly to sensitize the students and staff. The college has also set up an Internal Complaints Committee as per the provisions of the Sexual Harassment of Women at Workplace (Prevention, Prohibition & Redressal) Act, 2013 which is functioning and taking care of girl students and staff. We have a very good rapport with the local police station that helps us in creating awareness among girl students. In addition, we also organize various programs for the empowerment of girl students.

The Sexual Harassment of Women at Workplace (Prevention, Prohibition & Redressal) Act, 2013 is strictly followed in letter and spirit at our college. Every year we organize lectures and seminars for creating awareness among girl students and female staff members. A lecture on “Protection of Women” under the Domestic Violence Act, 2005 was recently held. The college also organizes workshops on health-related issues. Teachers also guide the students on the importance of yoga, including practical sessions.

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

The college has an Anti-Ragging Committee. The contact details of the members are displayed at prominent places in the college premises as required and also published on the college website. No case of ragging has been reported in the college during the last four years.

Further, the college has an Anti-Ragging Squad which ensures that no ragging takes place. It achieves this by making students aware of its negative effects and consequences. The college Anti-Ragging Committee looks into the complaint and takes necessary action.

At the time of fresh admissions, students are required to submit two separate affidavits on stamp papers duly notarized by the student and his/her parent/guardian as per Ordinance XV-C to the effect that they will not indulge in ragging and if found guilty will be expelled from the college and criminal proceedings may be initiated against the student.

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

The following are some of the welfare schemes available to the students.

- Relatively low college fee
- Fee concession to needy and meritorious students
- Supply of materials required for practicals in most cases
- Special computer facilities for the differently-abled
- Free Internet access in the computer centre
- Wi-Fi based Internet access in the campus for academic purposes
- Subsidized canteen facility
- College-arranged transport for field trips
- Registration fee, transport and refreshment costs for inter-college sports
- Special diet allowance for sportspersons
- Career counselling and placement services
- Facilitation of scholarships from State and Central Governments
- Facilitation of public transport bus passes
- Availability of RO water
- Book bank
- Medical care

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

Yes, the college has an Alumni Association. We are getting it registered shortly. The alumni members give valuable suggestions for improvement of the working of the College in general, besides assisting in organizing seminars and talks, placements and organizing various other extra and co-curricular activities for the benefit of teachers and students.

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.

Once the students pass out as graduates from the institution, there is no mechanism in the college to record their further progression. However, for finding out the trend of student progression to higher education and employment either through campus placement or other than campus placement, a survey was done of students who passed out in the last four years vis-a-vis from 2011 to 2014. The total number of students contacted was 2,000 (that is, 500 students per year). However, 200 students (that is, 10% of the total) responded. The following trend was observed:

Student progression

UG to PG 50%-60%

PG to M.Phil. 2

PG to Ph.D. 2

Employed:

Campus selection 15-25%

Other than campus recruitment 15-30%

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 the previous performance of the same institution and that of the colleges of the affiliating university within the city/district.

Completion Rate and Pass Percentage of our college:

SRI GURU NANAK DEV KHALSA COLLEGE, DEV NAGAR : NEW DELHI - 5.								
RESULT SHEET OF ALL CLASSES - 2011								
COURSE	APPEARED & PASSED	FIRST DIVISION	SECOND DIVISION	THIRD DIVISION	ER-RESULT	FAILED	TOTAL	%Age
B.COM HONS. FIRST YR.	98/101	45	37	14	2	3	101	97%
B.COM HONS. SECOND YR.	93/100	28	40	22	3	7	100	93%
B.COM HONS. FINAL YR.	80/80	20	49	11	0	0	80	100%
ENGLISH HONS. FIRST YR.	42/45	3	16	19	4	3	45	93%
ENGLISH HONS. SECOND YR.	34/38	0	10	22	2	4	38	90%
ENGLISH HONS. FINAL YR.	13/20	0	1	8	4	7	20	65%
HINDI HONS. FIRST YR.	14/43	0	7	7	0	29	43	32%
HINDI HONS. SECOND YR.	12/17	0	5	5	2	5	17	71%
HINDI HONS. FINAL YR.	24/24	1	12	7	4	0	24	100%
PUNJABI HONS. FIRST YR.	08/09	0	3	5	0	1	9	89%
PUNJABI HONS. SECOND YR.	06/8	1	2	3	0	2	8	75%
PUNJABI HONS. FINAL YR.	05/05	2	2	1	0	0	5	100%
HISTORY HONS. FIRST YR.	27/49	3	5	19	0	22	49	55%
HISTORY HONS. SECOND YR.	06/10	0	3	2	1	4	10	60%
HISTORY HONS. FINAL YR.	13/14	0	4	7	2	1	13	93%
POL. SC. HONS. FIRST YR.	29/31	0	13	15	1	2	31	94%
POL. SC. HONS. SECOND YR.	31/35	2	14	15	0	4	35	89%
POL. SC. HONS. FINAL YR.	22/24	0	9	11	2	2	24	92%
BBE HONS. FIRST YR.	37/41	8	14	13	2	4	41	90%
BBE HONS. SECOND YR.	48/49	18	16	3	11	1	49	96%
BBE HONS. FINAL YR.	34/34	19	10	3	2	0	34	100%

SRI GURU NANAK DEV KHALSA COLLEGE, DEV NAGAR : NEW DELHI - 5.								
RESULT SHEET OF ALL CLASSES - 2011								
COURSE	APPEARED & PASSED	FIRST DIVISION	SECOND DIVISION	THIRD DIVISION	ER-RESULT	FAILED	TOTAL	%Age
HINDI JR. HONS. FIRST YR.	29/29	0	6	23	0	0	29	100%
HINDI JR. HONS. SECOND YR.	23/23	1	17	5	0	0	23	100%
HINDI JR. HONS. FINAL YR.	21/21	3	15	2	1	0	21	100%
B.A. PROG. FIRST YR.	107/111	3	32	33	39	4	111	95%
B.A. PROG. SECOND YR.	68/70	3	19	32	14	2	70	97%
B.A. PROG. FINAL YR.	80/83	1	33	19	27	3	83	95%
B.COM PROG. FIRST YR.	245/247	63	103	54	25	2	247	98%
B.COM PROG. SECOND YR.	165/168	28	66	46	25	3	168	98%
B.COM PROG. FINAL YR.	146/148	17	82	27	20	2	148	99%
M.A. PUNJABI PREV. YR.	03/03	1	2	0	0	0	3	100%
M.A. PUNJABI FINAL YR.	01/01	0	1	0	0	0	1	100%
M.COM PREV. YR.	13/13	4	5	2	2	0	13	100%
M.COM. FINAL YR.	16/16	16/16	10	2	4	0	0	100%

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RESULT SHEET OF ALL CLASSES – 2012								
COURSE	APPEARED & PASSED	FIRST DIVISION	SECOND DIVISION	THIRD DIVISION	ER-RESULT	FAILED	TOTAL	%Age
B.COM HONS. FIRST YR.	108/123	25	0	0	83	15	123	88%
B.COM HONS. SECOND YR.	100/102	31	47	19	3	2	102	97%
B.COM HONS. FINAL YR.	95/96	38	41	11	5	1	96	98%
ENGLISH HONS. FIRST YR.	75/82	6	27	4	38	7	82	91%
ENGLISH HONS. SECOND YR.	38/43	3	23	11	1	5	43	88%
ENGLISH HONS. FINAL YR.	32/36	0	6	20	6	4	36	90%
HINDI HONS. FIRST YR.	48/79	13	10	0	25	31	79	60%
HINDI HONS. SECOND YR.	14/14	7	6	1	0	0	14	100%
HINDI HONS. FINAL YR.	10/12	0	4	4	2	2	12	83%
PUNJABI HONS. FIRST YR.	06/09	0	0	0	6	3	9	67%
PUNJABI HONS. SECOND YR.	07/08	1	6	0	0	1	8	88%
PUNJABI HONS. FINAL YR.	06/06	1	4	1	0	0	6	100%
HISTORY HONS. FIRST YR.	44/73	5	12	0	27	29	73	60%
HISTORY HONS. SECOND YR.	28/32	2	11	15	1	3	32	88%
HISTORY HONS. FINAL YR.	07/07	0	4	2	1	0	7	100%
POL. SC. HONS. FIRST YR.	37/50	4	12	0	21	13	50	74%
POL. SC. HONS. SECOND YR.	22/25	1	11	9	1	3	25	88%
POL. SC. HONS. FINAL YR.	33/33	0	23	9	1	0	33	100%
BBE HONS. FIRST YR.	36/41	17	3	0	16	5	41	90%
BBE HONS. SECOND YR.	36/36	25	8	3	0	0	36	100%
BBE HONS. FINAL YR.	48/48	22	14	3	9	0	48	100%

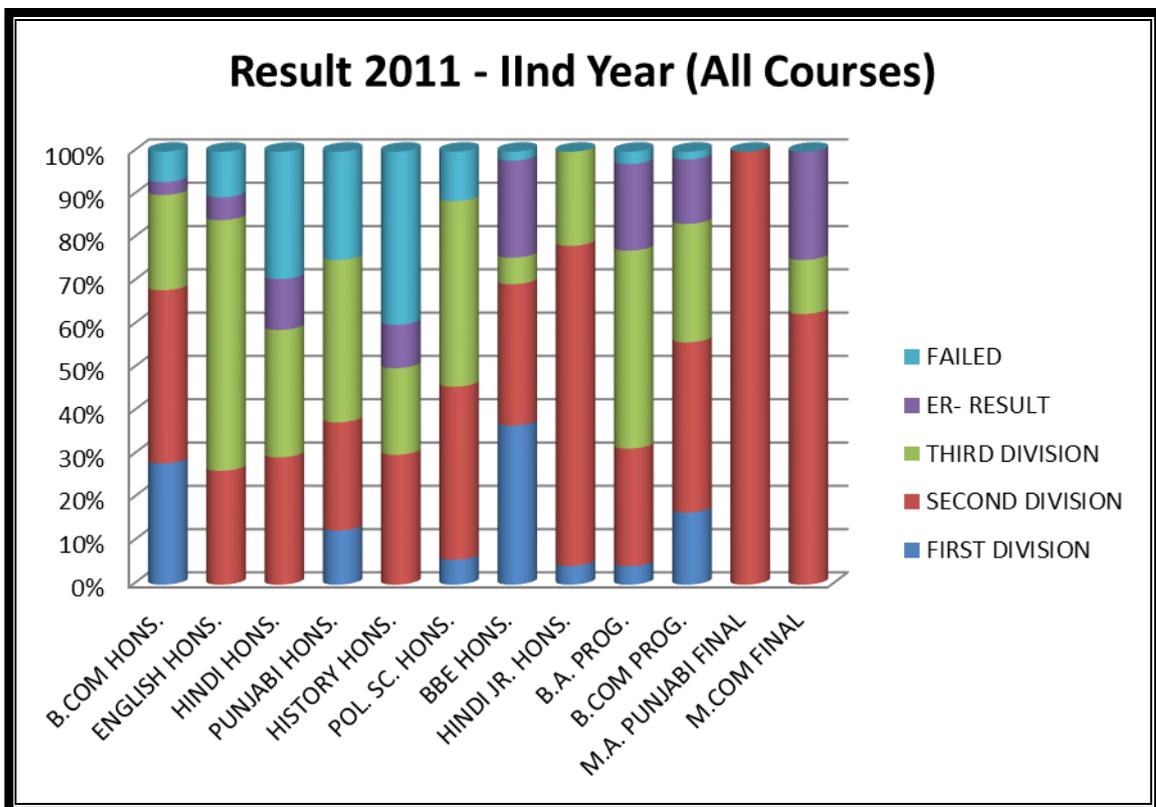
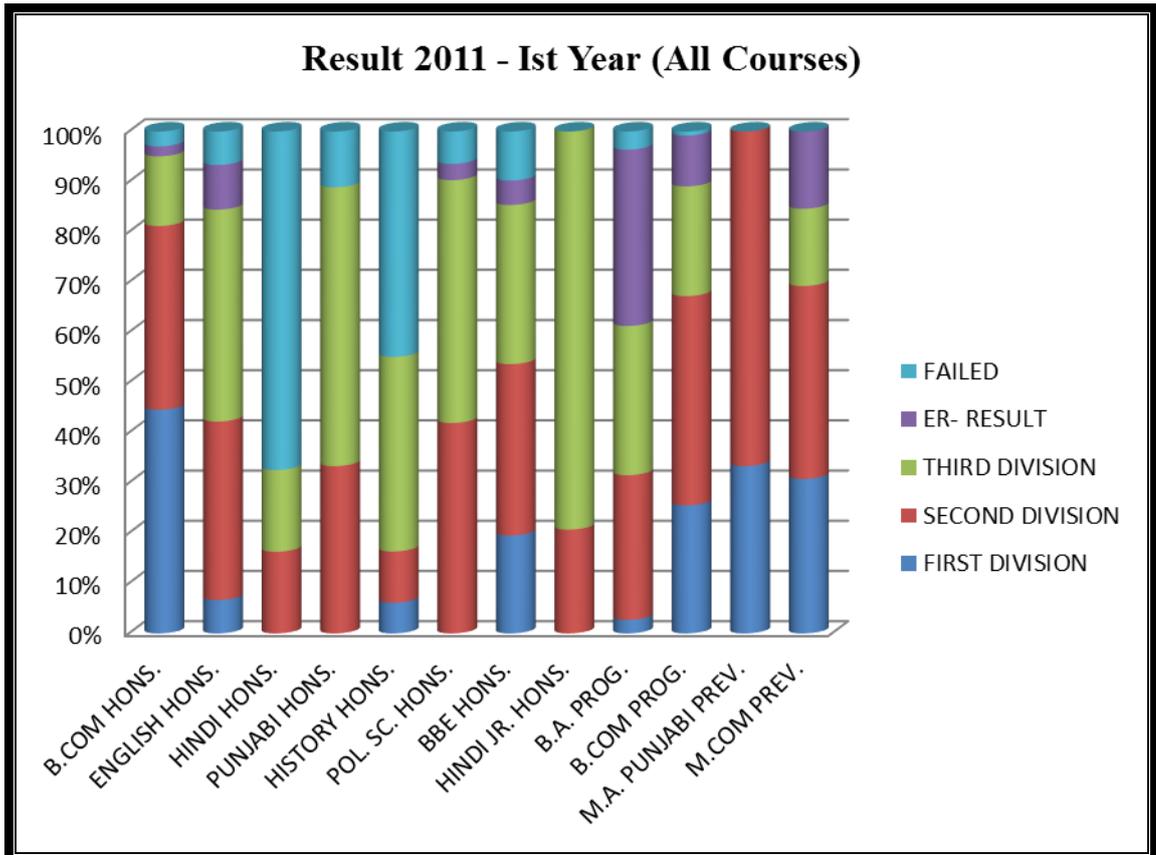
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RESULT SHEET OF ALL CLASSES – 2012								
COURSE	APPEARED & PASSED	FIRST DIVISION	SECOND DIVISION	THIRD DIVISION	ER-RESULT	FAILED	TOTAL	%Age
HINDI JR. HONS. FIRST YR.	27/27	4	13	0	10	0	27	100%
HINDI JR. HONS. SECOND YR.	27/28	1	16	10	0	1	27	97%
HINDI JR. HONS. FINAL YR.	23/23	0	15	8	0	0	23	100%
B.A. PROG. FIRST YR.	138/181	13	7	0	118	43	181	76%
B.A. PROG. SECOND YR.	90/103	13	34	24	19	13	103	88%
B.A. PROG. FINAL YR.	67/67	1	11	10	45	0	67	100%
B.COM PROG. FIRST YR.	170/200	46	27	0	97	30	200	84%
B.COM PROG. SECOND YR.	224/247	58	90	37	39	23	247	91%
B.COM PROG. FINAL YR.	165/165	30	65	21	49	0	165	100%
M.A. PUNJABI PREV. YR.	00/00	0	0	0	0	0	0	0%
M.A. PUNJABI FINAL YR.	02/02	1	0	0	1	0	2	100%
M.COM PREV. YR.	11/14	7	2	0	2	3	14	79%
M.COM. FINAL YR.	12/12	8	1	0	3	0	12	92%

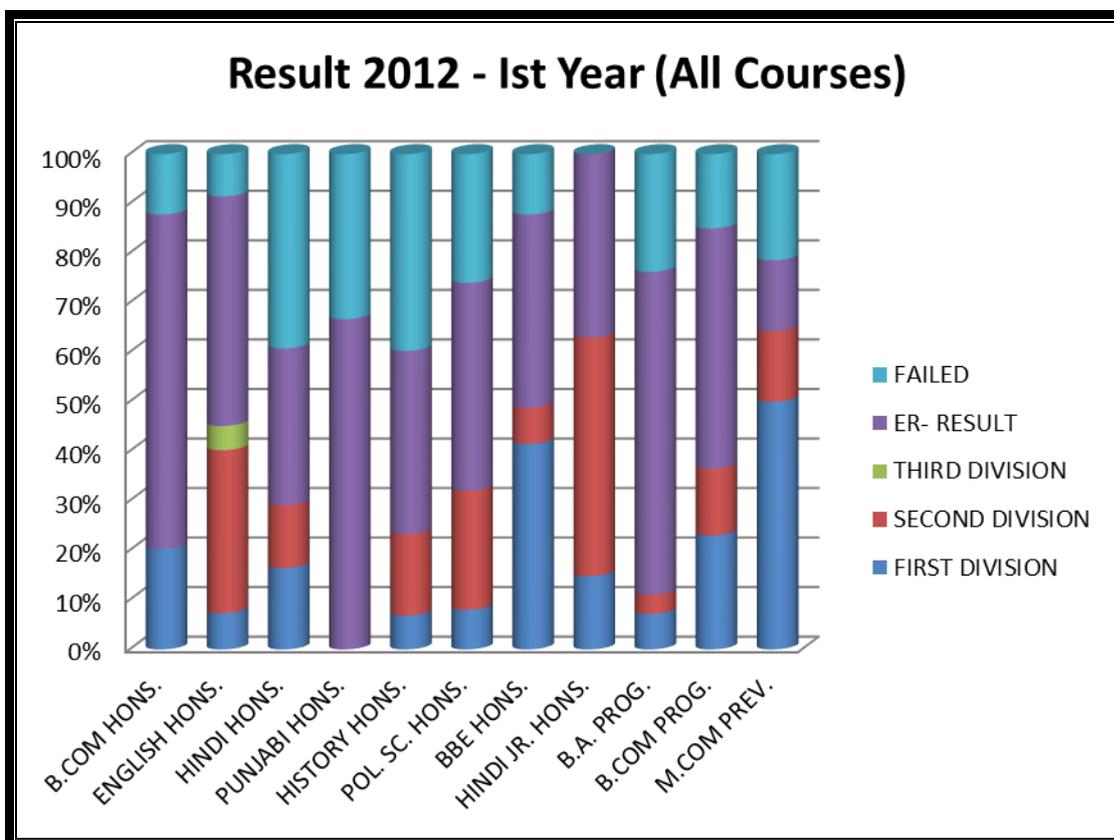
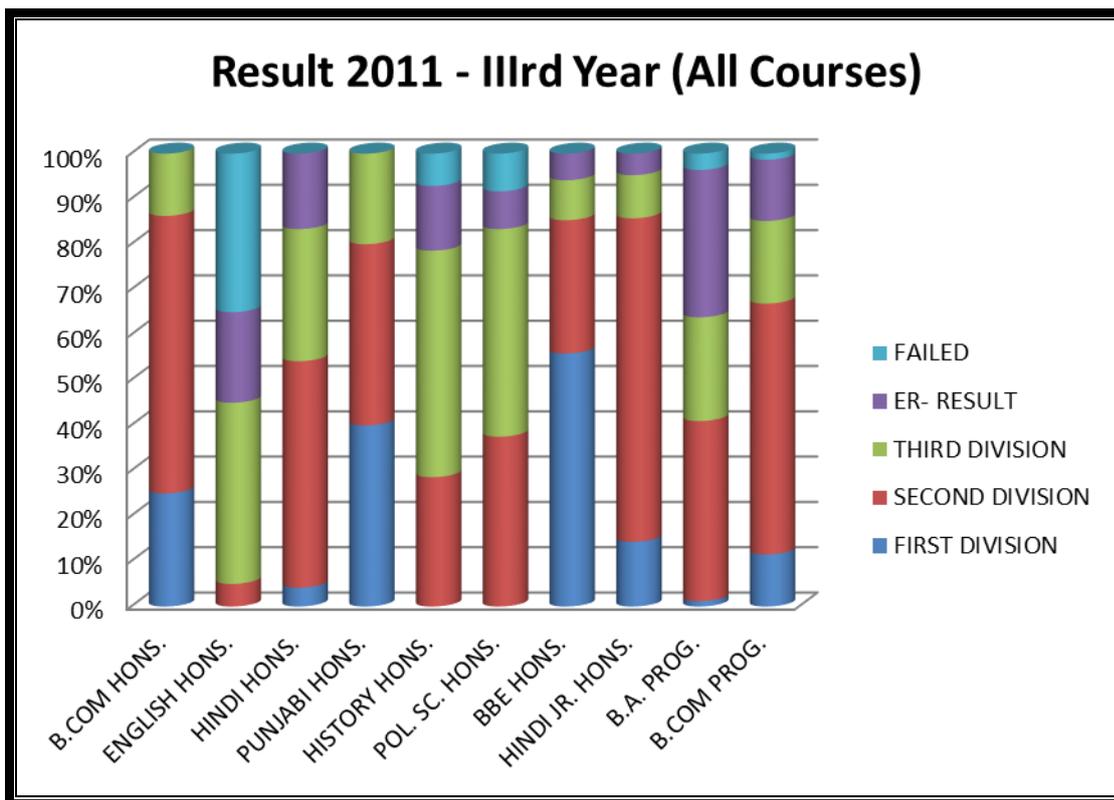
SRI GURU NANAK DEV KHALSA COLLEGE, DEV NAGAR : NEW DELHI - 5.								
RESULT SHEET OF ALL CLASSES - 2013								
COURSE	APPEARED & PASSED	FIRST DIVISION	SECOND DIVISION	THIRD DIVISION	ER-RESULT	FAILED	TOTAL	%Age
B.COM HONS. FIRST YR.	110/112	77	21	0	12	2	112	98%
B.COM HONS. SECOND YR.	106/106	50	2	0	54	0	116	100%
B.COM HONS. FINAL YR.	100/102	46	44	9	1	2	102	99%
ENGLISH HONS. FIRST YR.	41/45	1	31	6	3	4	45	91%
ENGLISH HONS. SECOND YR.	75/75	5	34	0	36	0	75	100%
ENGLISH HONS. FINAL YR.	40/41	3	23	12	2	1	41	98%
HINDI HONS. FIRST YR.	51/55	15	32	1	3	4	55	93%
HINDI HONS. SECOND YR.	47/47	3	9	0	35	0	47	100%
HINDI HONS. FINAL YR.	15/15	4	11	0	0	0	15	100%
PUNJABI HONS. FIRST YR.	10/10	2	3	0	5	0	10	100%
PUNJABI HONS. SECOND YR.	06/06	3	0	0	3	0	6	100%
PUNJABI HONS. FINAL YR.	08/08	5	3	0	0	0	8	100%
HISTORY HONS. FIRST YR.	56/60	8	22	16	10	4	60	93%
HISTORY HONS. SECOND YR.	42/42	1	10	1	30	0	42	100%
HISTORY HONS. FINAL YR.	31/31	3	20	8	0	0	31	100%
POL. SC. HONS. FIRST YR.	41/44	17	21	0	3	3	44	93%
POL. SC. HONS. SECOND YR.	34/34	5	10	0	19	0	34	100%
POL. SC. HONS. FINAL YR.	21/24	1	16	4	0	3	24	88%
BBE HONS. FIRST YR.	38/39	27	6	0	5	1	39	97%

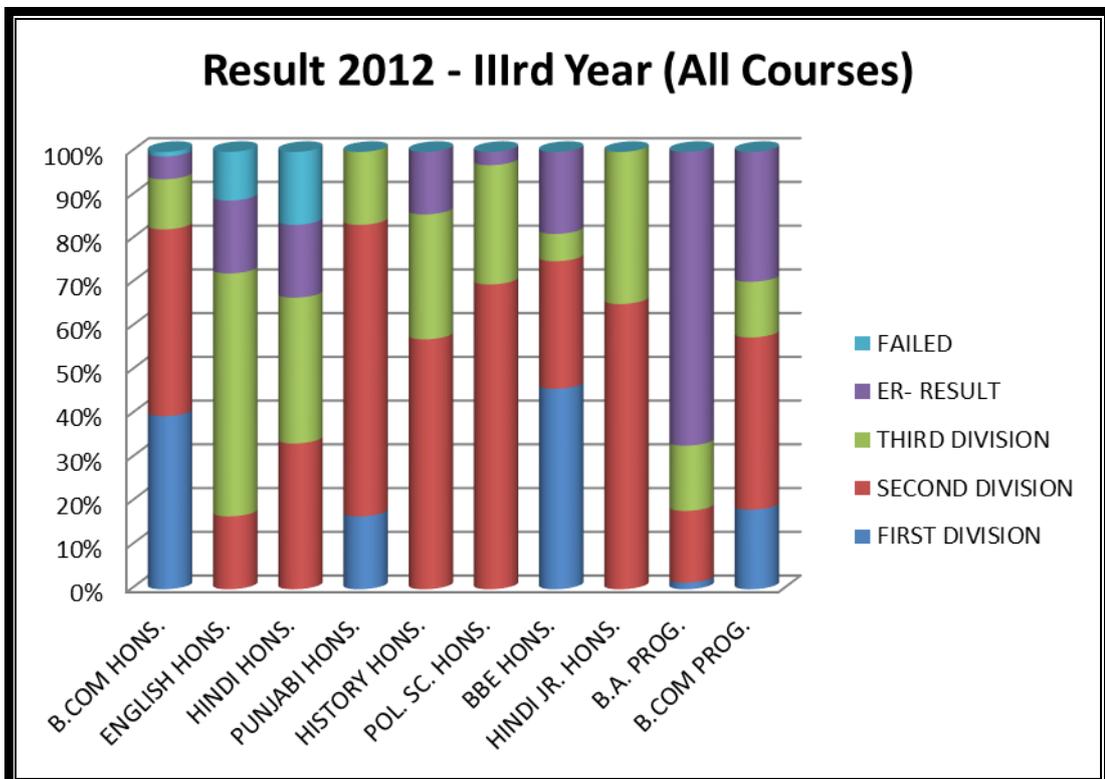
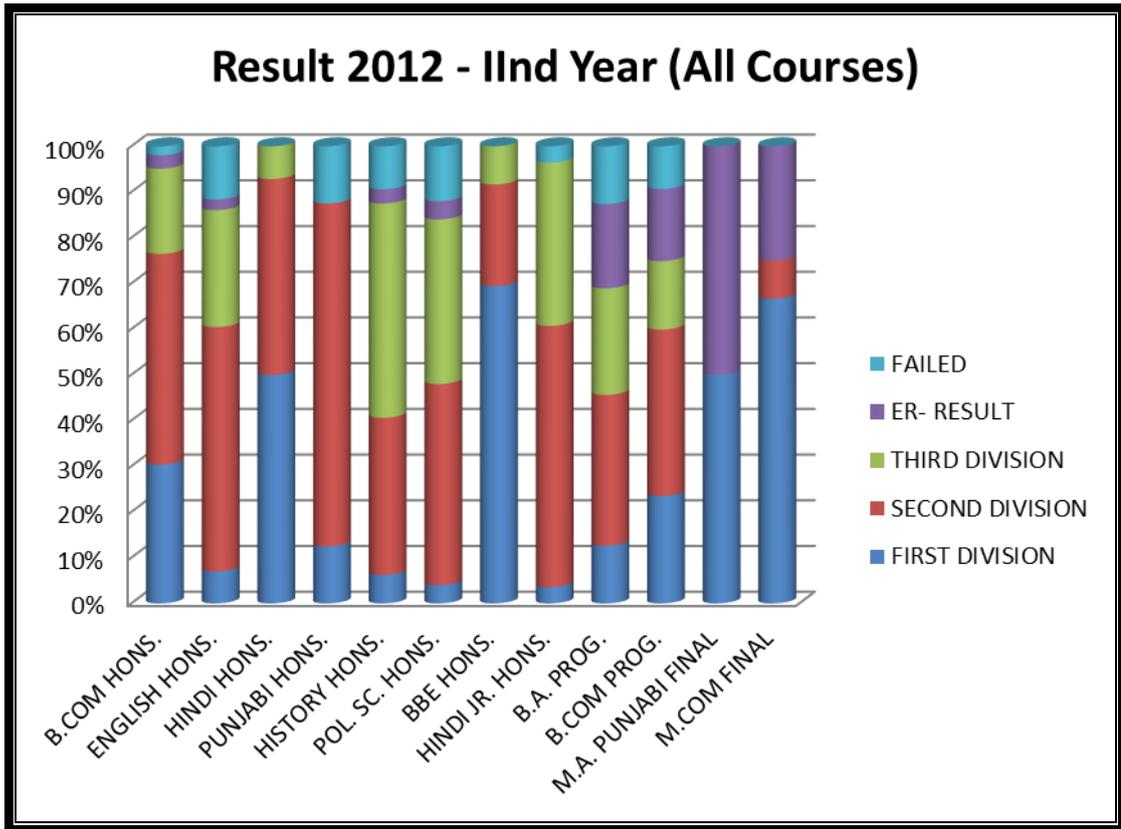
SRI GURU NANAK DEV KHALSA COLLEGE, DEV NAGAR : NEW DELHI - 5.								
RESULT SHEET OF ALL CLASSES - 2013								
COURSE	APPEARED & PASSED	FIRST DIVISION	SECOND DIVISION	THIRD DIVISION	ER-RESULT	FAILED	TOTAL	%Age
BBE HONS. SECOND YR.	38/38	17	1	1	19	0	38	100%
BBE HONS. FINAL YR.	36/36	22	11	3	0	0	36	100%
HINDI JR. HONS. FIRST YR.	26/26	21	5	0	0	0	26	100%
HINDI JR. HONS. SECOND YR.	26/26	4	4	0	18	0	26	100%
HINDI JR. HONS. FINAL YR.	23/25	1	17	5	0	2	25	92%
B.A. PROG. FIRST YR.	189/206	58	88	11	32	17	206	92%
B.A. PROG. SECOND YR.	126/126	26	13	0	87	0	126	100%
B.A. PROG. FINAL YR.	94/94	14	36	8	36	0	94	100%
B.COM PROG. FIRST YR.	224/228	153	45	1	25	4	228	98%
B.COM PROG. SECOND YR.	152/152	79	22	0	51	0	152	100%
B.COM PROG. FINAL YR.	220/222	85	75	6	54	2	222	99%
M.A. PUNJABI PREV. YR.	00/00	0	0	0	0	0	0	0%
M.A. PUNJABI FINAL YR.	00/00	0	0	0	0	0	0	0%
M.COM PREV. YR.	12/12	7	1	0	4	0	12	100%
M.COM. FINAL YR.	10/12	8	1	0	1	2	12	84%

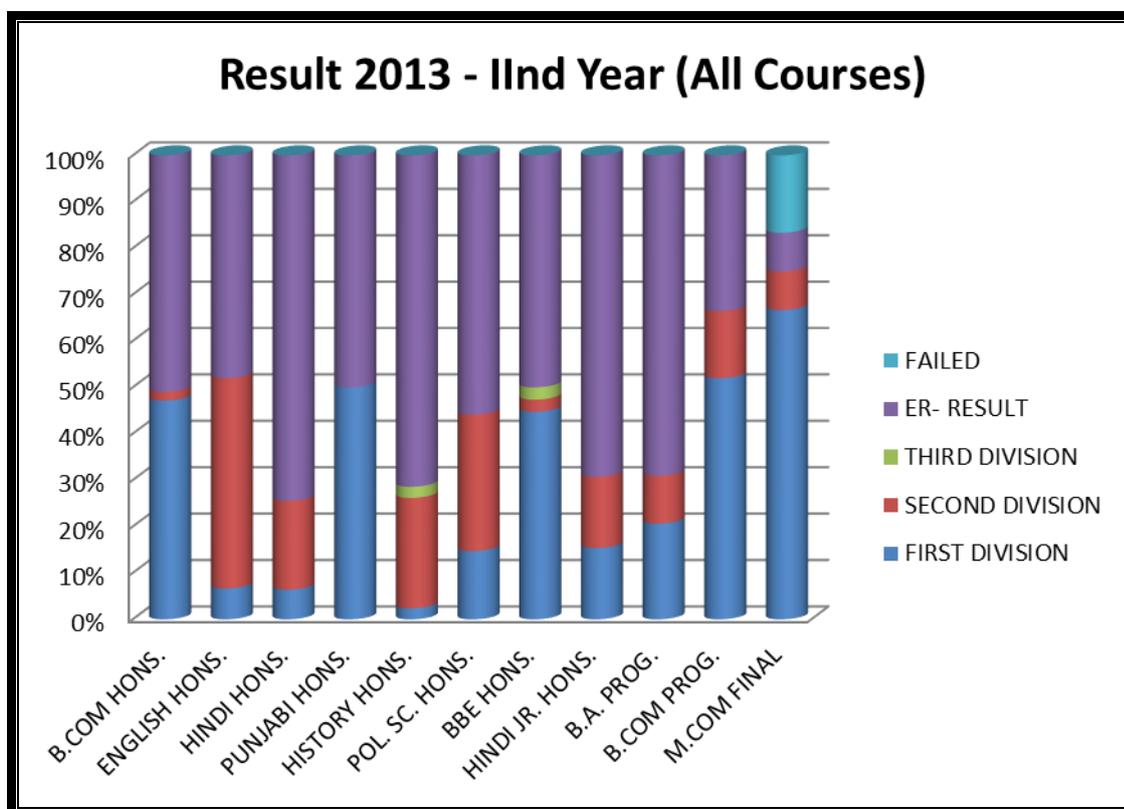
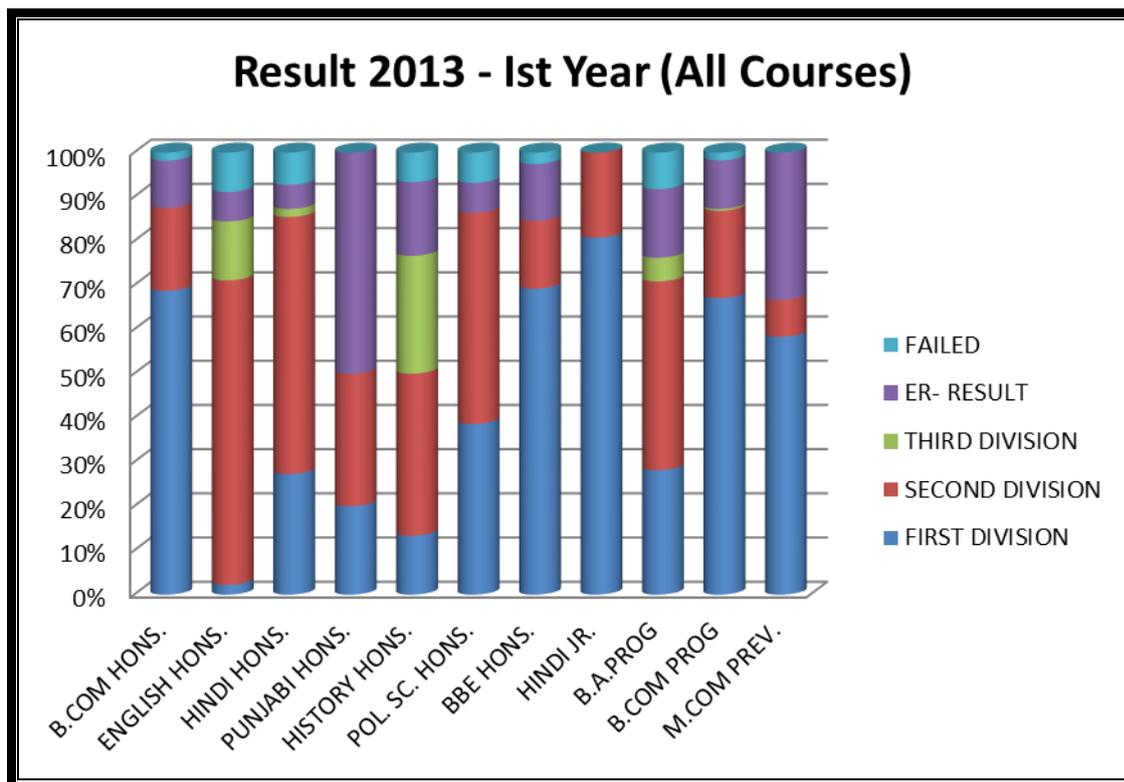
SRI GURU NANAK DEV KHALSA COLLEGE, DEV NAGAR : NEW DELHI - 5.								
RESULT SHEET OF ALL CLASSES – 2014								
COURSE	APPEARED & PASSED	FIRST DIVISION	SECOND DIVISION	THIRD DIVISION	ER-RESULT	FAILED	TOTAL	%Age
DC-1/COMMERCE FIRST YR.	159/163	119	26	14	0	4	163	98%
B.COM HONS. SECOND YR.	116/117	61	10	1	44	1	117	99%
B.COM HONS. FINAL YR.	105/106	78	11	0	16	1	106	99%
DC-1/ENGLISH FIRST YR.	29/34	13	12	4	0	5	34	85%
ENGLISH HONS. SECOND YR.	45/49	8	25	3	9	4	49	92%
ENGLISH HONS. FINAL YR.	73/74	10	53	4	6	1	74	99%
DC-1/ HINDI FIRST YR.	72/90	16	37	19	0	18	90	80%
HINDI HONS. SECOND YR.	70/72	4	4	0	62	2	72	97%
HINDI HONS. FINAL YR.	47/47	9	25	0	13	0	47	100%
DC-1 / PUNJABI FIRST YR.	22/28	14	4	4	0	6	28	79%
PUNJABI HONS. SECOND	10/10	1	4	1	4	0	10	100%

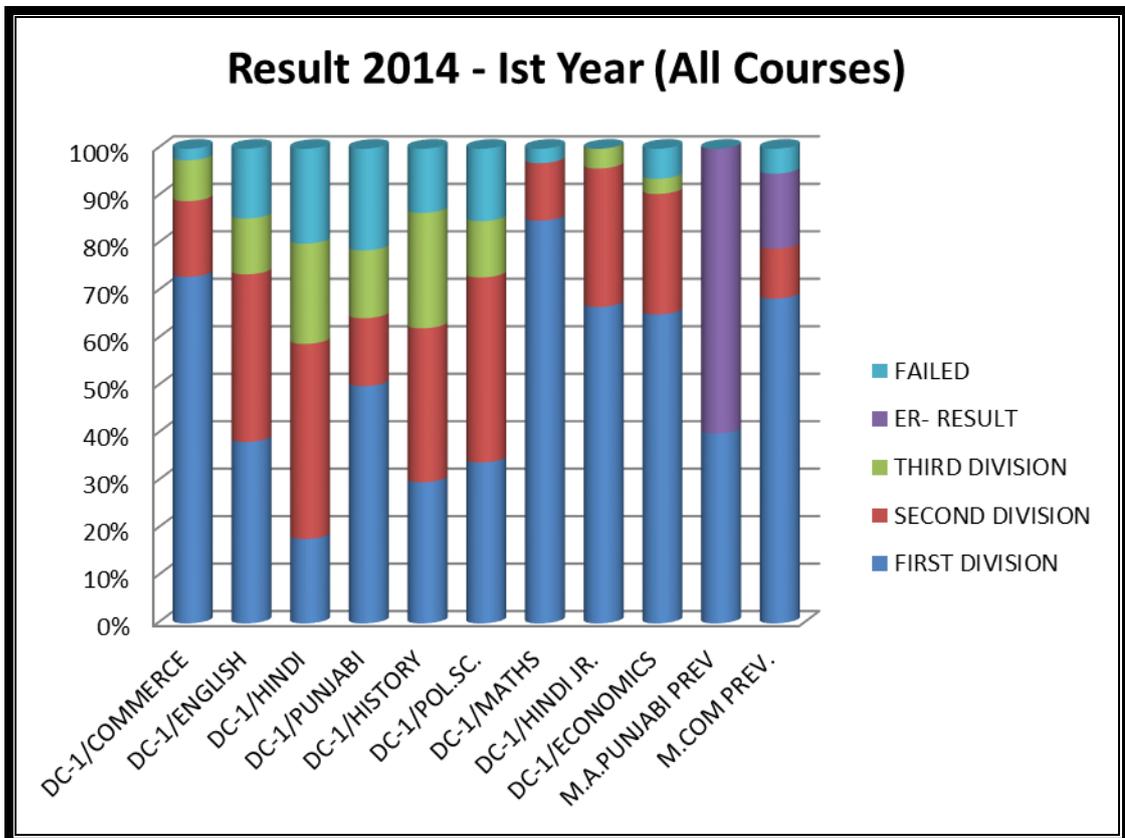
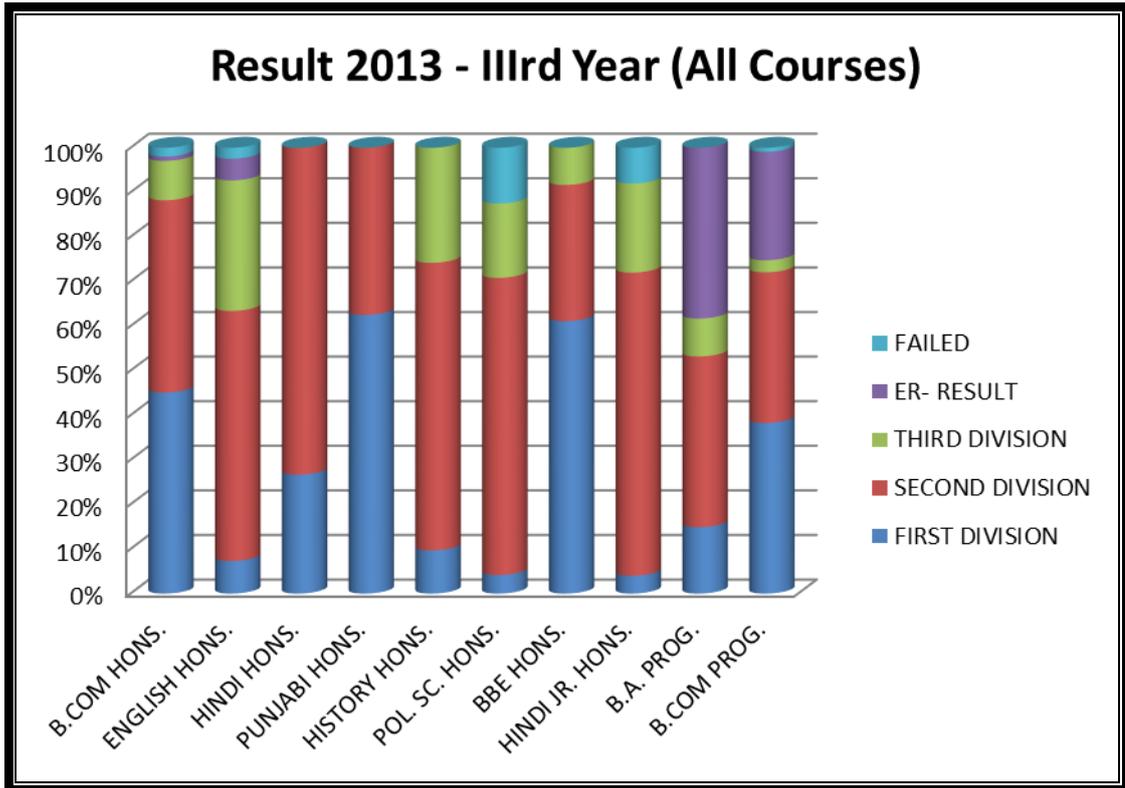
SRI GURU NANAK DEV KHALSA COLLEGE, DEV NAGAR : NEW DELHI - 5.								
RESULT SHEET OF ALL CLASSES – 2014								
COURSE	APPEARED & PASSED	FIRST DIVISION	SECOND DIVISION	THIRD DIVISION	ER-RESULT	FAILED	TOTAL	%Age
YR.								
PUNJABI HONS. FINAL YR.	06/06	4	1	0	1	0	6	100%
DC-1/ HISTORY FIRST YR.	32/37	11	12	9	0	5	37	86%
HISTORY HONS. SECOND YR.	56/56	10	13	1	32	0	56	100%
HISTORY HONS. FINAL YR.	40/40	5	18	0	17	0	40	100%
DC-1/ POL. SC. FIRST YR.	50/59	20	23	7	0	9	59	85%
POL. SC. HONS. SECOND YR.	46/46	16	21	3	6	0	46	100%
POL. SC. HONS. FINAL YR.	34/34	8	18	0	8	0	34	100%
DC-1/ MATHS FIRST YR.	32/33	28	4	0	0	1	33	97%
BBE HONS. SECOND YR.	35/38	27	5	2	1	3	38	92%
BBE HONS. FINAL YR.	38/38	20	4	0	14	0	38	100%
DC-1 / HINDI JR. FIRST YR.	24/24	16	7	1	0	0	24	100%
HINDI JR. HONS. SECOND YR.	26/26	2	1	0	23	0	26	100%
HINDI JR. HONS. FINAL YR.	26/26	7	7	0	12	0	26	100%
DC-1 / ECONOMICS FIRST YR.	59/63	41	16	2	0	4	63	94%
B.A. PROG. SECOND YR.	210/214	57	60	8	85	4	214	98%
B.A. PROG. FINAL YR.	125/125	43	33	0	49	0	125	100%
B.COM PROG. FIRST YR. IS NOT AVAILABLE IN 2014	00/00	0	0	0	0	0	0	0%
B.COM PROG. SECOND YR.	239/241	133	41	1	64	2	241	99%
B.COM PROG. FINAL YR.	149/149	98	24	0	27	0	149	100%
M.A. PUNJABI PREV. YR.	05/05	2	0	0	3	0	5	100%
M.A. PUNJABI FINAL YR.	00/00	0	0	0	0	0	0	0%
M.COM PREV. YR.	18/19	13	2	0	3	1	19	95%
M.COM. FINAL YR.	12/12	7	0	0	5	0	12	100%

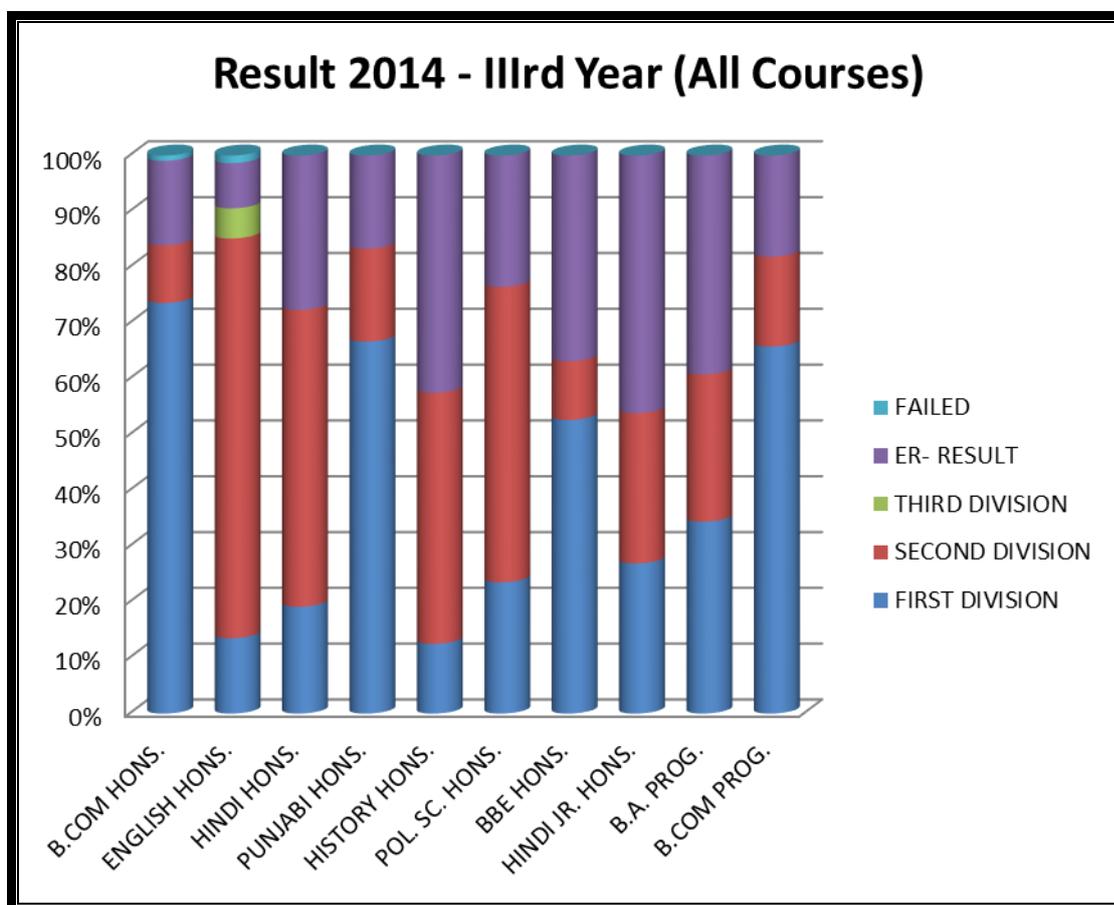
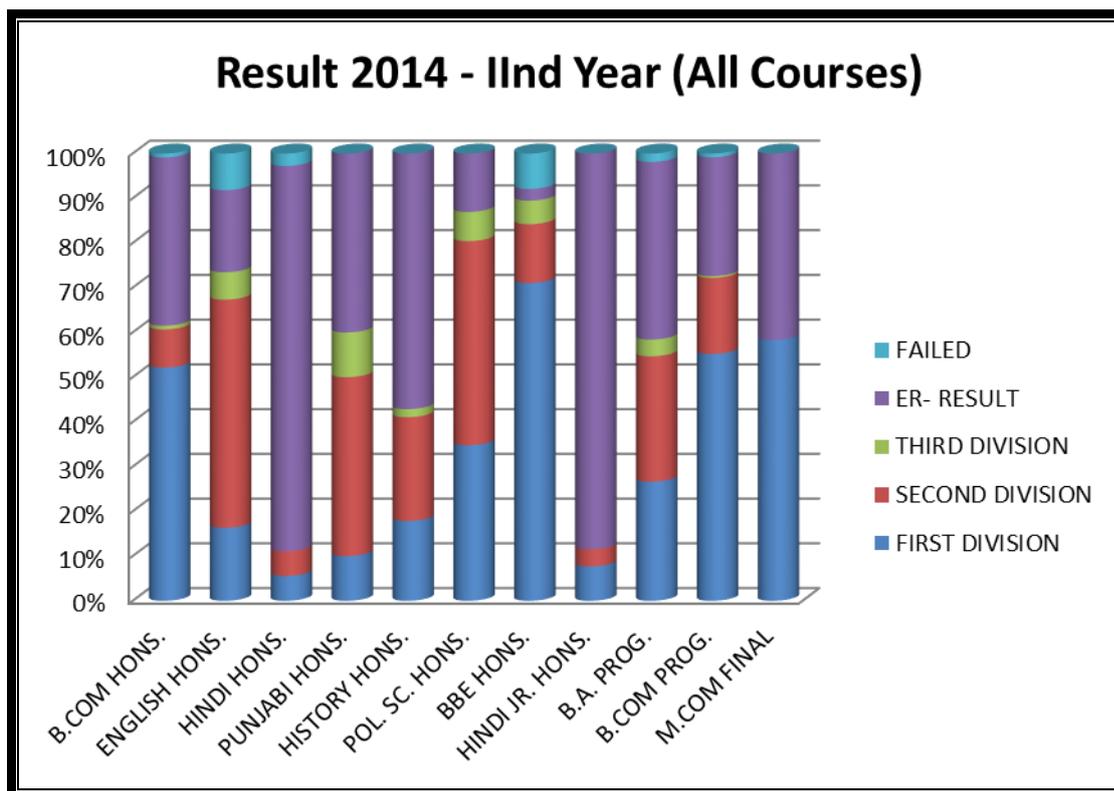












Comparison of results with two different colleges of Delhi University

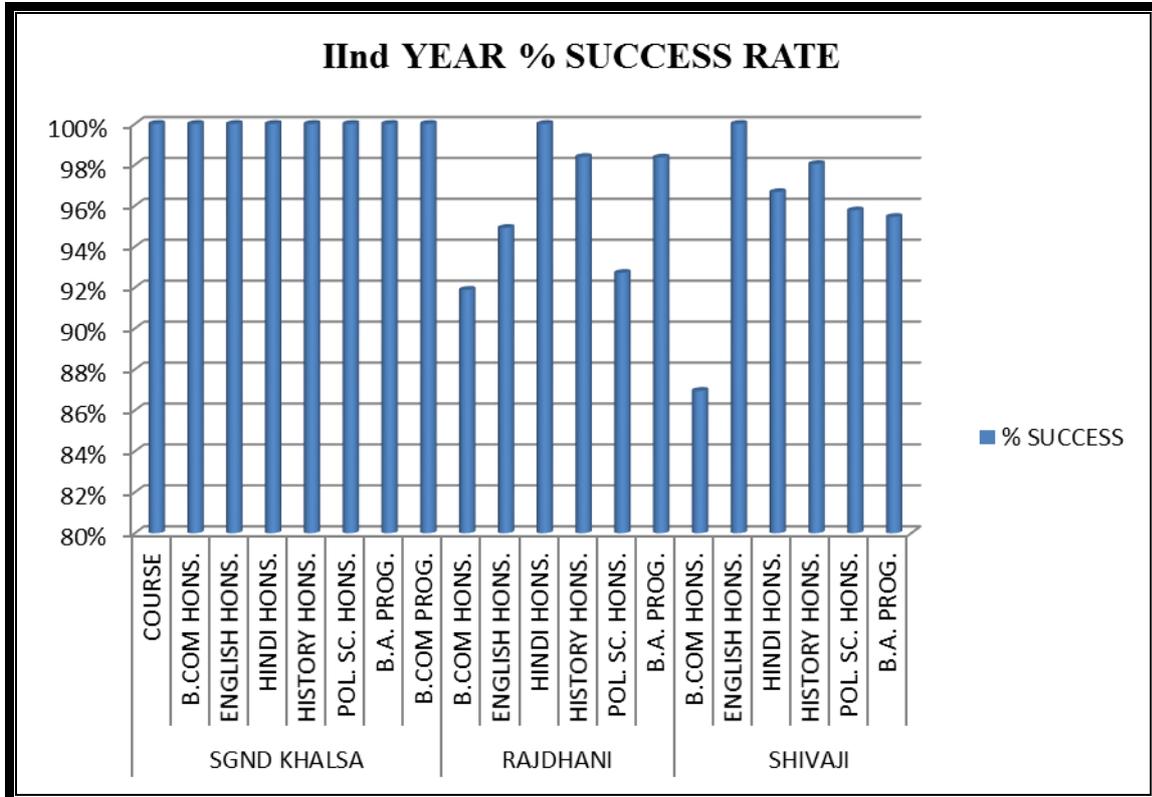
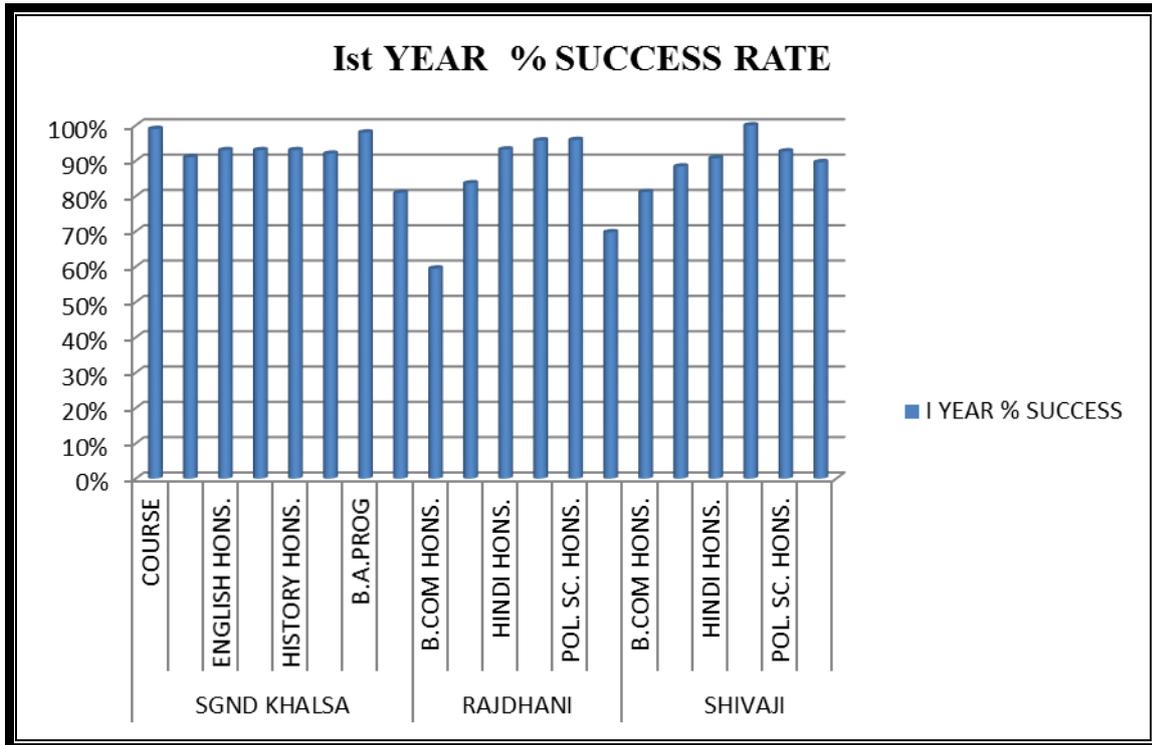
Results Table 2012-13

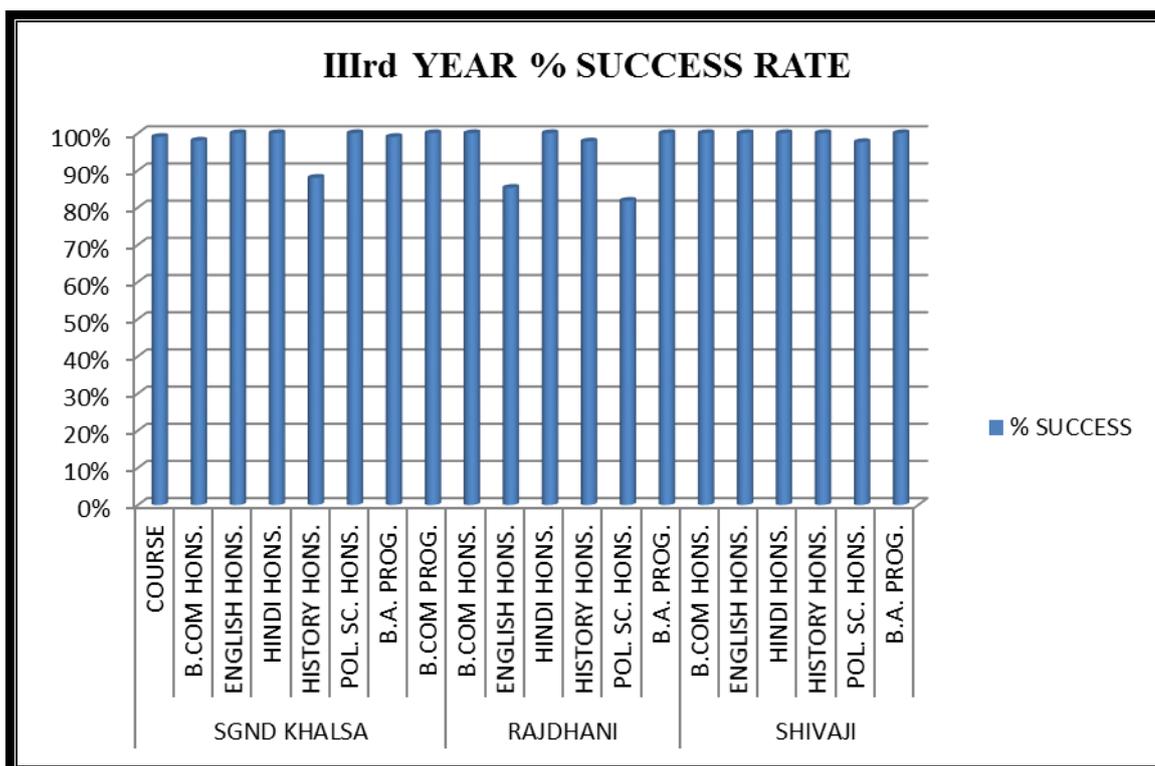
	S.G.N.D. KHALSA COLLEGE							
	COURSE	B.COM HONS.	ENGLISH HONS.	HINDI HONS.	HISTORY HONS.	POL. SC. HONS.	B.A. PROG	B.COM PROG
1st YEAR	FIRST DIVISION	77	1	15	8	17	58	153
	SECOND DIVISION	21	31	32	22	21	88	45
	THIRD DIVISION	0	6	1	16	0	11	1
	FAILED	2	4	4	4	3	17	4
	ER/PROMOTED	12	3	3	10	3	32	25
	APPEARED	112	45	55	60	44	206	228
	% SUCCESS	99%	91%	93%	93%	93%	92%	98%
2nd YEAR	COURSE	B.COM HONS.	ENGLISH HONS.	HINDI HONS.	HISTORY HONS.	POL. SC. HONS.	B.A. PROG.	B.COM PROG.
	FIRST DIVISION	50	5	3	1	5	26	79
	SECOND DIVISION	2	34	9	10	10	13	22
	THIRD DIVISION	0	0	0	1	0	0	0
	FAILED	0	0	0	0	0	0	0
	ER/PROMOTED	64	36	35	30	19	87	51
	APPEARED	116	75	47	42	34	126	152
	% SUCCESS	100%	100%	100%	100%	100%	100%	100%
3rd YEAR	COURSE	B.COM HONS.	ENGLISH HONS.	HINDI HONS.	HISTORY HONS.	POL. SC. HONS.	B.A. PROG.	B.COM PROG.
	FIRST DIVISION	46	3	4	3	1	14	85
	SECOND DIVISION	44	23	11	20	16	36	75
	THIRD DIVISION	9	12	0	8	4	8	6
	FAILED	2	1	0	0	3	0	2
	ER/PROMOTED	1	2	0	0	0	36	54
	APPEARED	102	41	15	31	24	94	222
	% SUCCESS	99%	98%	100%	100%	88%	100%	99%

RAJDHANI COLLEGE								
	COURSE	B.COM HONS.	ENGLISH HONS.	HINDI HONS.	HISTORY HONS.	POL. SC. HONS.	B.A.PR OG	
1st YEAR	FIRST DIVISION	64	7	15	8	4	38	
	SECOND DIVISION	33	9	11	29	32	118	
	THIRD DIVISION	13	6	25	4	9	7	
	FAILED	26	15	10	3	2	7	
	ER/ PROMOTED	0	0	0	0	0	0	
	APPEARED	136	37	61	44	47	170	
	% SUCCESS	81%	59%	84%	93%	96%	96%	
	2nd YEAR	COURSE	B.COM HONS.	ENGLISH HONS.	HINDI HONS.	HISTORY HONS.	POL. SC. HONS.	B.A. PROG.
		FIRST DIVISION	72	1	17	6	22	48
SECOND DIVISION		26	22	20	26	35	29	
THIRD DIVISION		1	11	19	4	4	114	
FAILED		0	3	3	0	1	15	
ER/ PROMOTED		0	0	0	0	0	0	
APPEARED		99	37	59	36	62	206	
% SUCCESS		100%	92%	95%	100%	98%	93%	
3rd YEAR		COURSE	B.COM HONS.	ENGLISH HONS.	HINDI HONS.	HISTORY HONS.	POL. SC. HONS.	B.A. PROG.
	FIRST DIVISION	49	2	11	6	2	37	
	SECOND DIVISION	25	17	17	30	36	116	
	THIRD DIVISION	1	20	1	8	6	9	
	FAILED	0	0	5	0	1	36	
	ER/ PROMOTED	0	0	0	0	0	0	
	APPEARED	75	39	34	44	45	198	
	% SUCCESS	100%	100%	85%	100%	98%	82%	

		SHIVAJI COLLEGE							
		COURSE	B.COM HONS.	ENGLISH HONS.	HINDI HONS.	HISTORY HONS.	POL. SC. HONS.	B.A. PR OG	B.COM PROG
1st YEAR	FIRST DIVISION	115	44	17	7	6	34	66	
	SECOND DIVISION	5	0	5	15	12	24	9	
	THIRD DIVISION	0	0	0	2	0	0	1	
	FAILED	82	13	5	4	0	10	15	
	ER/ PROMOTED	69	12	16	15	18	68	53	
	APPEARED	271	69	43	43	36	136	144	
	% SUCCESS	70%	81%	88%	91%	100%	93%	90%	
			COURSE	B.COM HONS.	ENGLISH HONS.	HINDI HONS.	HISTORY HONS.	POL. SC. HONS.	B.A. PROG.
2nd YEAR	FIRST DIVISION	27	1	7	2	5	7	41	
	SECOND DIVISION	5	8	10	5	19	36	24	
	THIRD DIVISION	0	2	0	0	0	1	0	
	FAILED	1	3		1	1	6	4	
	ER/ PROMOTED	28	9		22	26	92	19	
	APPEARED	61	23	32	30	51	142	88	
	% SUCCESS	98%	87%	100%	97%	98%	96%	95%	
			COURSE	B.COM HONS.	ENGLISH HONS.	HINDI HONS.	HISTORY HONS.	POL. SC. HONS.	B.A. PROG.
3rd YEAR	FIRST DIVISION	42	2	3	3	2	18	43	
	SECOND DIVISION	37	19	25	25	19	51	21	
	THIRD DIVISION	11	9	9	9	9	12	0	
	FAILED	0	0	0	0	0	3	0	
	ER/ PROMOTED	0	1	0	0	0	41	20	
	APPEARED	90	31	37	37	40	125	84	
	% SUCCESS	100%	100%	100%	100%	100%	98%	100%	

Graphical representation for 2012-13





5.2.3 How does the institution facilitate student progression to higher levels of education and/or towards employment?

- We have two postgraduate courses – M.Com and M.A. Punjabi.
- The Placement Cell organizes campus interviews for students.
- Part-time and summer jobs are arranged for interested students.
- Information regarding job opportunities is displayed on notice boards.
- Career guidance lectures are organized.
- Seminars and workshops are conducted to teach students how to write their resumes and face interviews.
- Seminars and workshops are also conducted in the field of Information Technology like computer hardware, MIS, Tally, etc. by experts.
- It is highly important to plan for and monitor student progression in various programs offered by an institution. Constant feedback on students and teachers strengthens the teaching-learning process. Since our teachers are fully aware of the significance of assessment of student progression, they adopt a multipronged approach to this effect.

- Periodic end-of-lecture mechanism is used as an effective tool of assessment of student progression. It helps in improving the content and delivery of lectures within a course.
- Emphasis is on the generation of continuous, fact-based student-teacher dialogue through activities like group discussions and role play in classroom situations. This results in identifying shy and taciturn students, their weak areas and further encouragement by the instructor leads to qualitative improvement in such students.
- The concept of personalized assessment is adopted by teachers. We adopt the following steps to make it an effective tool of assessment:
 1. To know about the familial and social background of the student
 2. To identify his/her strengths as well as weaknesses
 3. To identify his/her areas of interest
 4. To tap latent talents

Personalized assessment is particularly used for students pursuing courses like English 'B' and Punjabi 'B'. Such students need special care and time from teachers to catch up with their peers doing higher-level language courses. Teachers constantly review their reading and writing progression through various activities such as:

- a) Reading aloud in the classroom
- b) Making them enact brief roles in the classroom situation
- c) Involving them in class discussions
- d) Writing practice in the classroom
- e) Teachers also use the student portfolio to assess achievement as it records her/his knowledge. It helps in promoting and supporting student learning. Through this tool teachers do:
 - Constant checking and monitoring of written reflection/capability of students.
 - Continuous discussions with teachers regarding written reflections.
 - The concept of student portfolio is used by teachers teaching Honours courses. Written reflections make teachers aware of the student's thought processes. The student portfolio is a vital tool in the hands of the teachers to assess students' mastery of the topic/course taught, their regularity and degree of seriousness about classroom instruction.

5. Tutorials, with their focus on small groups of students, facilitate addressing students' weak areas and on-the-spot discussions and solution of their difficulties.
6. Class and home assignments.

The college organizes remedial classes for their support and comes to their financial aid, if so required.

Different departments of the college take special care to enrich their students academically and embolden them psychologically to go forward for higher levels of education or towards employment by organizing personal and congregational meets.

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

Tutorial classes are specially used to help weak students. The teachers use the formative assessment process of class tests and assignments to identify the weak students and provide the necessary academic counselling or hold remedial classes, if necessary. Provision for late submission of assignments and re-tests is made for those recovering from prolonged illness or family upheavals. A letter is mailed to the parents of students showing poor attendance.

One of the main objectives of the student support system is to provide the necessary psycho-social support for students who are at risk of dropping out.

It is hoped that the formative assessment process together with the student support system will help these students to get timely advice and help required for continuing their studies.

The college is fully aware of the need for support programs to reduce its dropout rate and increase its pass percentage. Effective drop-out prevention strategies are adopted by the college to help students attain success and keep the drop-out rate negligible. Student support programs are formed by keeping in mind the fact that in addition to academic difficulties, students often face social and emotional challenges.

1. Personalized and individualized instruction:

Teachers identify low-performing students at the very outset so that personalized and individualized instruction and support can be extended to keep them engaged in their learning and focused on their success.

2. Remedial teaching:

Students at risk of dropping out of college are encouraged to enrol for remedial classes to help them catch up academically.

- **Personal visit** by the head of the college to meet the parents of such students who are at risk of dropping out. Special sensitivity is shown towards physically challenged and critically ill students to help them catch up. The Principal has used her good offices to convince many parents to continue the study of their wards when the family met with a tragedy or financial crisis or the ward became bed-ridden or hospitalized due to cancer/kidney failure/dengue/swine flu/T.B., etc
- **Extension of financial support:** As students from the low income group are more likely to exit before completion of the course, the college supports them financially.
- **Other support mechanisms:** To motivate students to perform better, workshops and seminars are organized by different departments throughout the year. It is a high impact strategy that promotes student engagement and learning through authentic problem-solving experiences and creative work sessions. Significant long-term benefits and strong gains, especially in leadership, self-reliance, communication and problem-solving, are claimed by participating students.
- **Equal Opportunity Cell:** The Cell plays a vital role in restricting/ eliminating the dropout rate of visually impaired students by making learning environment-relevant and student-friendly.

The activities of the Cell are guided by the need to sensitize students about the necessity to develop an inclusive society, wherein all members of society have space and scope to develop and evolve. Talks are organized to spread awareness, workshops are held to develop skills and through the NSS wing of the college action-oriented programs are carried out from time to time. This session, the students of the college have actively participated with an NGO, ASRA Samajik Lok Kalyan Samiti, to work with differently-abled people.

Remedial classes for weak students are organized, especially in English and Economics, to address their needs on the academic front. All care is taken to disseminate information relevant to them primarily through notices and if need be through telephone calls. At regular intervals, the Principal and teachers meet the students to get feedback from them and address their concerns and needs.

5.3 Student Participation and Activities

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

The range of activities available to the students broadly pertains to Extra-Curricular Activities (ECA) and Sports & Games. The spectrum of extra-curricular activities

includes Debate, Dramatics, Music and Dance and that of sports & games includes Hockey, Cricket, Aerobics, Table Tennis, Athletics, Badminton, and Chess.

The college subscribes to the vision and mission of NSO (National Sports Organization) of the Government of India. There is a sports committee and an Assistant Professor in Physical Education, responsible for promoting sports. Students of our college participate in sports, games, cultural and extra-curricular events organized by the University of Delhi and by other states and at national level. Every Year University of Delhi conducts inter-college competitions in sports for college students and our students participate in the majority of events. The college encourages its students to participate in a wide range of sports, games, cultural and extra-curricular activities.

In the field of games and sports our students are encouraged to participate at all levels throughout the year. In February every year, the college has its three-day inter-college cultural festival, 'Surlok', which sees participation from various colleges. The festival has various cultural and extra-curricular competitions such as Debate Competition, Poetry Recitation, Jas Gayan (Gurbani kirtan Competition), Singing (classical and folk), Group dance (western and folk), Math and other Quizzes, Photography, Fun Games, Creative Writing, Street Plays, Turban Tying, Ad Mad, Junk Yard, Poster Making, Western Band, Computer Gaming, etc.

To keep the younger generation rooted in their rich culture, the college also organizes a Divinity Quiz and Turban Tying competition. In November every year, the college marks the birthday of Sri Guru Nanak Dev ji, the first Sikh Guru, after whom the college has been named, as its Founder's Day. To inculcate the principles of the great guru, a 'langar' (community kitchen) is organized and students take up the entire responsibility on the occasion.

Indoor and Outdoor sports/common room activities for the students are managed by the College Sports Committee.

The following facilities of Sports and Common Room activities are available in the campus.

Gym: More than 50 students and sportsmen daily visit the gym for building their physical fitness in the morning and evening hours. It is being fully refurbished and upgraded to encourage wider participation.

Playgrounds: The College does not have a playground of its own. So our students go to various grounds for daily practice and for tournaments.

Common Room: The College has separate common rooms for boys and girls with necessary facilities like newspapers and periodicals.

Organization of sports events: The College Sports Committee conducts the annual Athletics Meet at Thyagaraja Stadium where competitions in different games are held every year.

Participations: Various teams and individual students of this college take part in the inter-college/university competitions in different sports and games like football, cricket, hockey, athletics, basketball, chess and table tennis, organized by the university as well as in the state and national/senior national competitions organized by the sports associations/federations.

5.3.2 Furnish details of major student achievements in co-curricular, extra-curricular and cultural activities at different levels: University/ State / Zonal / National / International, etc. for the previous four years.

Achievements in Sports & Games

All-round development of students' personality is the hallmark of education and whatever is learnt within the classrooms is complemented by what is done outside. The Art and Culture Society of the college is committed towards the goal of providing valuable opportunities to hone the skills and talents of our students.

The college basks in glory with students shining in almost all the co-curricular activities that they participate in:

The **Bhangra team** brought the following laurels to the college –

- Won the prestigious crown for the college in the form of **Antardhwani Trophy** by securing first position in the folk dance category of annual university fest **Antardhwani 2015**.
- Won the first prize at **Manjari 2015**, the annual inter college fest of **Daulat Ram College**.
- Second prize at **Reverie 2015**, Annual fest of **Gargi College**
- Won first prize at **Sarang 2015**, the annual fest of **Mata Sundri College**
- First prize at **Delhi Technical University**
- First prize at **Miranda House College**
- First prize at **SGTB Khalsa College**
- First prize at **Sri Guru Gobind Singh College of Commerce**
- Second prize at **Dyal Singh Evening college**

Nepathya, the street play group of our college had following achievements to their credit-

- Won third position at **St. Stephens College** at their annual fest
- Performed at **National School of Drama** and were highly praised for the theme and presentation.
- Second prize at **Symbiosis Law School, Noida**
- Third position at Annual fest of **Sri Aurobindo College**.
- First position at **Shyamlal College**
- First position at **Maharaja Surajmal Institute of Technology**
- First position at **Bhai Parmanand Institute of Business Studies**
- First position at **Jaypee Group of Institutions**
- First position at **Gurgaon Institute of Technology and Management**
- First position at **Bharti Vidyapeeth College**
- First position at **SRM University Ghaziabad**
- First position at **JRE Group of Institutions**

Musoc, the Vocal Music Society of our college won the following prizes –

- First position in classical singing category at **Gargi College**
- First position at **Maulana Azad Medical College**
- First position at **ARSD College**
- First position at **PGDAV College**
- First position at **Lady Irwin College**
- Second position at **Delhi College of Arts and Commerce**
- Third position in **Sri Aurobindo College**
- Third position in western music category at **Sri Aurobindo College**

Magus, the Western dance society of the college –

- Won first prize at Annual fest of **Zakir Hussain College**
- Second prize at **Institute of Home Economics,**
- Second prize at **Shaheed Rajguru College of Applied Sciences**

Vedang, the Debating and Quiz Society have following achievements to their credit

- Second Position at **Kalindi College**

- Best Speaker at **Amity University, Noida**
- Second Position at **Sri Venkateshwara College**
- First Position at **Institute of Home Economics**
- Best Speaker at **Vivekanand College**
- Third position at **Janki Devi Mahavidalaya**
- Second position at **PGDAV**
- **Bipin Bihari Dubey, Pallavi Bhardawaj, Luv Kumar, Jatin Grover, Deepak Jha and Renu Kumari** were the prominent prize winners from **Vedang**.

The college has successfully maintained an impressive track record of ECA achievements over the years. In the year 2010-11, our Bhangra team won three first prizes and two second prizes in competitions held across various colleges. The talent and skills of our students were glorified in the form of a remarkable medal tally in the year 2011-12 --- Admad (20 prizes), Poster/Rangoli (20 prizes), Folk Dance (10 prizes). Our Admad team bagged second positions in “Antardhwani 2012,” a youth festival organized by University of Delhi. The same year, our Bhangra team had the distinction of representing Delhi University in the Inter- University youth festival held by Punjabi Academy at the Talkatora Stadium, New Delhi. The team earned accolades for winning first position in “Antardhwani 2012”. The years 2012-13 and 2013-14 saw a series of spectacular performance from our students leading to an impressive medal hall in various events. “Nepathya”, the Streetplay Society of the college, made it to the finals of Streetplay fest held at IIM Ahmedabad and was chosen by the jury for a special commendation prize as well as return fare from Ahmedabad to Delhi.

The highlights of the college’s achievements in sports are as follows:

1. Besides having teams of power lifting, cricket, weight lifting, etc., the following teams were constituted last year:
 - a. Athletics
 - b. Cross-country 12 km run
 - c. Handball
 - d. Baseball
 - e. Softball
 - f. Netball
 - g. Rhythmic gymnastics (women)
 - h. Wrestling (men)
 - i. Judo (men)

2. Our students earned a name for the college by winning inter-college championships this year:
 - Athletics championship (track and field)
 - Athletics championship (cross-country)
 - Runners-up in handball championship
 - 2nd runners-up in baseball championship
3. The college also did wonders in the field of athletics (men) as four new meet records were set in the following events at inter-college level:
 - 400 m
 - 400 m hurdles
 - Long jump
 - 4x400 m relay
4. Athlete Lalit Mathur won gold in the All India Inter University Tournament and set a new record of 47.01 seconds at Mangalore, Karnataka. He also won the silver at the National Games held in Kerala and was a member of the Indian team for the Commonwealth Games in Scotland in 2014. Further he has been selected to participate in World University Games to be held at Guangzhou, Korea, in July 2015, representing University of Delhi.
5. Athlete Amit Khanduri won the silver medal at the IP College Inter Open Marathon.
6. Out of 10 cross-country athletes selected to represent Delhi University, six were from our college.
7. Gymnast Inderpreet Kaur was selected in the All India Inter University Team and the National Games team. She also represented Delhi and her team was placed fourth overall. She has won various medals at state and national level.
8. Three of our baseball players were selected in the team representing Delhi state at the Senior Nationals.
9. Simarpeet Singh of B.A. (Hons) IIIrd Year represented Delhi in the senior national hockey tournament held at Bengaluru. His team reached the quarterfinals.

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?

For improving quality of teaching and learning, we always consider suggestions given by parents, alumni and also employers when they conduct campus interviews. Heads of Department and the Principal are always keen to seek advice from students and

employers for better execution of the provisions entailed in its prospectus as well as suggestions and recommendations of the governing body. For the purpose, the college Staff Council meetings are convened periodically at which teachers take part to provide suggestions and also forward thoughts as received by them from students and prospective employers.

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

To inculcate the habit of reading and writing, we publish the college magazine, 'Surlok', every year. Students are given freedom not only to write on curriculum-related topics but also on areas of their interest. The college magazine proves to be the right platform for budding writers and has a well-constituted team of student editors for each of its sections (English, Hindi, Sanskrit and Punjabi) who work under the guidance of a teacher editor. The students are involved in all steps, right from collecting the material, scrutinizing it to its final publication. The college encourages its students to bring out their best creative skills. For this the students have various forums where they can showcase their talents.

The **wall magazine** is one such forum where voices get a platform. Throughout the year the students contribute to the wall magazine in the form of poems, articles, riddles, drawings, etc.

Innovation projects are also undertaken by our students.

Hindi Journalism students bring out an annual newspaper, 'Surlok Samachar'.

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

Our Students' Union is an opportunity given to students to learn the skills of leadership during their stay in the college. Leadership skills help students in several ways and are essential for them to deal with their peers during their academic years and in their practical life as well. The following are the aims and objectives of the Union:

- (i) To promote mutual contact, a democratic outlook and a spirit of oneness among the students.
- (ii) To promote the social, cultural and intellectual development of the students.
- (iii) To promote consciousness among the students of the events taking place around them with a view to better equipping them as responsible and educated citizens and to build up a healthy students' movement.

- (iv) To promote among the students a sense of service to the people and duty towards the State.

The Union consists of members duly elected in the General Election of the college for one year in accordance with the Students' Union Constitution of the university. The President, Vice President, Secretary, Jt. Secretary and Central Council members are elected every year. The elected members are supported by teacher facilitators.

The college appoints a Chief Election Officer and other Election Officers who arrange to conduct the elections of the office-bearers and the members of the Central Council of the Union for that year.

ACTIVITIES

The Students' Union organizes the following activities:

- (i) Debates, lectures, discussions, study circles, essay competitions, etc.
- (ii) Cultural programs and contests.
- (iii) Trips and tours to places of historical and educational importance.
- (iv) Social service and social relief activities.
- (v) Other activities that further the realization of the above aims.
- (vi) It acts as an interface between students and administration and teachers.
- (vii) It maintains discipline in the college.

The funding for the above is generated through the students' fund of the college which comes from students' fees.

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

The academic and administrative bodies of the college, which have student representation, include the following:

- Societies: All the departmental and co-curricular societies have five student office-bearers
- Canteen Committee
- Magazine Committee
- ECA Admission Committee
- Sports Admission Committee
- Quality Circles may be constituted by the IQAC from time to time for identifying problems and solutions, which shall include student representatives

- Internal Complaints Committee
- Anti-Ragging Committee

The college has various academic and administrative bodies that aid in its smooth functioning. All these bodies have students' representatives on board. The following are the academic and administrative bodies that are active in the college:

Students' Union Advisory Committee

The committee monitors various activities throughout the year like organization of cultural events, sports and co-curricular activities. It also plays a major role in organizing talks, student seminars, debates, etc.

Discipline and Anti-Ragging Committee

The Discipline Committee ensures maintenance of discipline in the college. With regard to ragging, zero tolerance is shown towards the defaulters.

Internal Complaints Committee

The committee deals with issues of sexual harassment as and when they arise.

Magazine Committee

The committee encourages students to write for the college magazine, collects articles, screens them and plays a major role in the publication of the college magazine.

Sports Committee

The Committee helps the Asstt Professor in Physical Education during selection of various teams. It also helps in conducting the annual Athletics Meet and various intra-college and Open tournaments.

Art and Culture Committee

The committee organizes various events throughout the year as well as prepares teams to compete at intra-college, inter-college and university level competitions.

The Placement Committee

The committee works throughout the year and organizes interactions with various companies so that students get apt placements.

Departmental Committees

All departments of the college have their own committees that help organize various functions of the department, e.g.

Encore	-	English literary society
Kirt	-	Economics society
Vanaj	-	Commerce society
SOFICA	-	Society for Financial Literacy & Consumer Awareness
The Civil Society	-	Political Science society
Khoj	-	History Society
Hindi Sahitya Sabha		
Punjabi Sahitya Sabha		

5.3.7 How does the institution network and collaborate with the alumni and former faculty of the institution?

There is regular interaction between the alumni and the college. The former faculty is also invited off and on to seek their advice and guidance. They are also specially invited on occasions like Annual Day, Founder's Day and Annual Dinner. Former faculty members are invited as guest teachers and advisers to improve our teaching-learning process.

Any other relevant information regarding Student Support and Progression which the college would like to include.

Best practices in Student Support and Progression are:

- Career Guidance
- Placement Cell
- Women's Development Cell
- Student internship to work in administration, accounts, and library of the college.
- Book Bank Scheme
- Remedial and revisionary lectures
- To inculcate human values, we celebrate Guruparv (Founder's Day) every year
- To promote national integration, various programs are organized in association with NGOs
- Participation of students in various seminars and workshops
- Encouragement to research
- Parent-teacher meetings
- Healthy atmosphere
- Qualified and dedicated teaching staff
- Dedicated non-teaching staff

- Co-operative management
- Active Students' Union
- Active NSS unit
- Dedicated NCC unit.

All these healthy practices help students register progress in all spheres of life.

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 how the mission statement defines the institution's distinctive characteristic in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.

VISION

“To be an educational institution of repute dedicated to academic excellence with a humane face contributing to social transformation through improvement in the quality of life.”

The college believes in empowering the youth for capacity-building, inculcating basic moral values, community development, and fair access for the poor and socially disadvantaged group of human resource in the light of changing economic, social and cultural development. The vision is to see S.G.N.D. Khalsa College as a torch-bearer in enabling students to be equipped with knowledge and enhanced skill set to become employable and entrepreneurial in varied fields of industry, and be a valued member of the society.

MISSION

Our mission is to develop life-long learners equipped with competencies nurtured through integration of academic learning with humanity. We endeavour to make our students future-ready, confident of taking up professional and societal challenges with passion and maturity. All efforts are made towards enabling our students to take leadership roles in various walks of life and act as change agents in the globalized world. The college has the following mission:

- To instill scientific zeal and develop skilled human resource to meet contemporary challenges.
- To facilitate young adult learners with opportunities to hone their ethics and leadership potential.
- To sensitize learners towards inclusive social concerns, human rights, and gender and environmental issues.

The college is a unique example of secular traditions and religious tolerance with emphasis on equality and humility. The college strives for achieving academic excellence and all-round development of its students but also inculcates in them the spirit of scientific temper. Sri Guru Nanak Dev Ji, in whose name the college stands, demolished many myths of life and showed the whole world how to live in the

modern world and still uphold the values of spiritualism and truthfulness. The very tenets of “*kirtkarna, naamjapna and vandchhakna*” and “*maanas ki jaat sabhai ekai pehchanbo*” have become a way of life for the students who are taught to remember God and share the fruits of their labour with their less fortunate brothers and sisters. Character building remains the focal point of all activities of the college.

6.1.2 What is the role of the top management, Principal and faculty in design and implementation of its quality policy and plans?

The college is managed by the Delhi Sikh Gurudwara Management Committee (DSGMC) that takes pride in managing some of the quality educational institutions that includes senior secondary schools, colleges, management institutions, engineering and other professional institutions. The top management, viz. the Governing Body of the college, is selected by DSGMC and comprises eminent personalities in the fields of administration, academics, industry and others. The vast financial resources of DSGMC and the exposure of Governing Body members in respective fields comes in handy for designing the policy and plans for the college to make it an institution of excellence. Besides, the Governing Body freely interacts with the Principal and faculty members, to ensure effective implementation of its plans and policies.

The quality policy and plans are discussed under the following headings:

- **TEACHING AND FACULTY LEARNING**

The top management as represented by the Governing Body and the Principal of the college has been very particular about the teaching quality and believes in the continuous learning of the faculty members. Learning opportunities are provided to them through participation in conferences, seminars and workshops. Teaching is done through advance lecture planning and efforts are made to make each teaching session an interactive one. Teaching is not necessarily confined to classrooms; alongside, subject-related discussions are encouraged even outside the confines of the classroom.

- **INFRASTRUCTURE**

The last few years have witnessed a major infrastructural boost in the college. The college library is centrally air-conditioned. New computer labs have been created and existing ones upgraded. Most of the classrooms have already been refurbished, being fitted with LCD projectors and new furniture. The college gymnasium is under renovation. The project for a new canteen and the renovation of the administrative block are in progress.

- **HOLISTIC EDUCATION**

The Governing Body encourages the holistic education of students through all-round emphasis on academics, divinity, character building and critical thinking.

The Governing Body is the executive authority of the college and has general supervision and control of the affairs of the college. However, the overall management is decentralized and the staff council plays an active role in the adoption of quality improvement measures.

The Governing Body is generally approached for implementing quality improvement measures, which require their approval as per DU regulations. The decisions of the Governing Body as reflected in its minutes serve as policy statements based on which action plans are drawn up.

As chairperson of the Staff Council, the Principal guides the members by providing the necessary information and clarifications required for taking well informed decisions in all matters including quality improvement and assurance.

Faculty members play a variety of roles in the development and implementation of quality enhancement measures:

- As Members of IQAC: Five faculty members from different departments who are appointed as members of IQAC play a very important role both in the development and implementation of quality policies. These members help in establishing an effective two-way communication channel between the IQAC and the College faculty.
- As Coordinator of IQAC: One of the faculty members acts as the coordinator of IQAC and helps in disseminating quality policies and distributing documents and templates, which help both the teaching and non-teaching staff members in adhering to the standards laid down by the IQAC.

6.1.3 What is the involvement of the leadership in ensuring:

- **The policy statements and action plans for fulfilment of the stated mission**
- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**
- **interaction with stakeholders**
- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders**
- **Reinforcing the culture of excellence**
- **Champion organizational change**

The policy statement and action plans are guided to achieve the motto of the college i.e. *Jeh Gyan Pragas Agyan Mitant* meaning imparting knowledge that removes all superstitions and provides a firm foundation for a meaningful and fulfilling life.

The top leadership ensures the democratic participation of all stakeholders in formulation and implementation of the action plans. As the course curriculum for various courses is approved at the university level, different departments in the college in their meetings discuss and finalize issues like paper allocation, course completion and expansion plans. The academic development committee looks after the new courses and is instrumental in improving the academic standards in the college through the Staff Council. The Governing Body and the Principal make sure that all the policies of the university are properly implemented.

- In order to fulfil the mission of grooming and preparing our students to face the world confidently and develop their leadership abilities, we give the students freedom to plan and execute functions. Students also manage financial matters under the supervision of their convener.
- Under the guidance of the Principal, different committees are formed in the Staff Council. Responsibilities are spelled out and thereby given full freedom to execute their plans of action as per the statute and the ordinances of the Delhi University calendar.
- Interaction of the Principal with the students begins with counselling, motivating and disciplining through orientation programs, one-to-one interaction, if need be, meetings with union leaders and other society members.
- Students can easily reach the Principal and the Principal is constantly involved in taking informal feedback from the students.
- Parents are also the stakeholders in the system and are contacted as and when the need arises. They are also invited for the orientation program.
- The Principal's interaction with teachers begins with the first council meeting at the very onset of the session. In this meeting, while discussing the calendar of the academic session, roles and responsibilities are delegated.
- All through the year, the Principal interacts with the staff by calling Department meetings/Society meetings.
- Easy access to the Principal leads to excellent rapport and confidence among teachers. Teachers at times approach the Principal and have one-to-one discussions.
- The Principal is a regular face in the staff room. Her frequent visits to the staff room help resolve small issues instantly and develop teachers' comfort level with her.
- Her rapport with the administrative and non-teaching staff helps in the efficient functioning of the college.

- The leadership is open and receptive to valuable inputs from the stakeholders in the form of suggestions and constructive ideas.
- Suggestion boxes are also placed at strategic places in the college to enable better governance
- Whenever the need arises for upgrade, the teachers are urged to attend workshops, seminars, and conferences organized by the University. The college wholeheartedly supports all kinds of research and innovation projects undertaken by the faculty and sponsored by competent authorities.
- The pursuit of excellence in our college is a day-to-day exercise.
- Teaching tools are constantly upgraded.
- Results are analyzed.
- Training programs for teaching and non-teaching staff are regularly conducted.
- Quizzes and competitions are held regularly in the college.
- Awards are given to outstanding academic achievers.
- Co-curricular and sports achievers are recognized at the annual prize distribution function.
- The backbone of the college is the library which is continuously upgraded with books, journals, magazines and e-books.

All the points discussed above reflect our endeavour for a culture of excellence. The leadership promotes a student-centric approach whereby the students are encouraged to take an initiative in the management of co-curricular activities with faculty members acting as facilitators.

Policy Statements and Action Plans for Fulfilment of the Stated Mission

In pursuance of the aims and objectives enshrined in the vision, mission, values and objectives of the college, the following policy documents have been prepared to spell out the action agenda to be pursued in specific areas. The following are the major policy instruments in place:

- **Research Policy:** This policy seeks to promote research culture among students and faculty of the college, and provide enabling environment to researchers for carrying out their studies. Steps initiated to promote research include provisions for unhindered access to computer labs installed with commonly used research softwares, library, which also has access to popular online repositories, and liberal grant of leave to teachers who want to undertake research studies.

- **Community Engagement Policy:** This policy enunciates the aims of the community service initiatives of the college and the modalities to be adopted for realizing the goals
- **Code of Professional Ethics:** The College is governed by this code, which contains clear guidelines relating to the manner in which the teachers will conduct themselves in relation to students, colleagues, the community as well as the College and University administration
- **Institutional Mechanisms for Vision and Mission Realization:** The college strives hard to implement and monitor the objectives of various polices concerning its vision and mission, and to develop a system of periodic review to assess and optimize its effectiveness.

Activities of these bodies are managed by a group of faculty members with one of them serving as the convener/coordinator/member secretary. Some of these also include representatives of students or alumni as members. Some of the key institutional mechanisms include the following:

- **IQAC:** It has been set up in accordance with UGC guidelines and is responsible for implementing the quality policy.
- **Committees:** These are constituted by the Staff Council for effectively managing a variety of functions in the College. There are over a dozen committees dedicated to looking after the functioning of the college in specific areas
- **College Community Collaboration (C3) Cell:** It serves as the central hub for coordinating all the community service activities of the college and particularly for planning and implementing programs in the neighborhood of the college
- **Equal Opportunity Cell:** It is dedicated to looking after the welfare of the differently-abled students and teachers
- **Entrepreneurship Development Cell:** This cell will aim at promoting and facilitating entrepreneurship among students
- **Departmental and Extra-curricular Societies:** There are a number of societies coordinated by faculty members with the participation of student office-bearers. These societies are responsible for organizing curriculum enrichment and complementing activities
- **Individual Coordinators and other Functionaries:** Individual teachers with the requisite knowledge and skills are also appointed as coordinators to be in charge of specific areas such as NCC, NSS, ICT, website, media, RTI, etc.
- **Administrative Guidelines:** Clear guidelines, timelines and standardized reporting practices are adopted

- **Role of the Staff Council:** In keeping with the overall policy of participative management and decentralized decision making, the Staff Council plays a central role in developing and recommending policies required for the fulfilment of the stated missions

Formulation of Action Plans for all Operations and their Incorporation into the Institution's Strategic Plan

Action plans are developed, implemented and monitored by the concerned committees/cells/societies constituted by the Staff Council. Similarly, the IQAC will prepare action plans for implementing quality improvements in specific areas. These committees and IQAC enjoy considerable autonomy.

- **Development of Institutional Strategic Plan:** Major recommendations made by the various committees/cells/societies are discussed at the level of the Staff Council and forwarded to the Governing Body for approval and support and suitable inclusion in the strategic plans of the college.
- **Strategic Plans relating to Academic Matters:** Development Committee discusses all matters relating to academic planning and reforms and its recommendations are adopted as part of the strategic plan with the approval of the Staff Council. For example, a Curriculum Advisory Council has been formed for this purpose.
- **Annual Reviews by IQAC:** In terms of the quality policy of the college, IQAC will make an annual review of the policies and procedures of the college and provide inputs for inclusion in the strategic plans of the college.

Interaction with Stakeholders

Interactions with different stakeholders are facilitated with the help of a variety of institutional processes, which include the following:

- **Interaction with students:** The College has adopted the student charter and uses the following mechanisms for constant communication and interaction with the students. These are over and above the direct interactions which the students constantly have with their class teachers.
- **Open Door Policy of the Principal:** The Principal follows an open door policy and is always accessible to all the students.
- **Students' Union:** The College is in constant communication with the office-bearers of the union so as to be able to respond to their problems in time. The Student Advisory Committee of the college is mandated to assist the union in their interactions with the college
- **Individual student volunteers** are included as members, as necessary, in the various bodies constituted by the college from time to time.

- Interaction through the Student Advising Mechanism: Students also get to interact with their respective student advisers for not only getting academic advice but also for seeking psycho-social support through a trained counsellor.
- Interaction through Committees: The college committees looking after academic, administrative and complaints/grievance redressal functions interact with the students directly. Student Welfare Committee of the college assists the students in getting scholarships and fee concessions.
- Interaction through Societies: Students also interact with the teachers and among themselves by being office-bearers of college societies and participating in their activities.
- Through Feedback Surveys: Students have the opportunity to evaluate courses, teaching-learning, and events through these surveys.
- Interaction through the college website: It includes a separate section for alerting them about the rules and notifications, which they must be aware of in time. They can also send their views and suggestions.
- Complaint & Suggestion Boxes and Notice Boards: These have also been installed by various committees for receiving feedback and to keep the students informed in time.

Interaction with the University: As a constituent college of the University of Delhi, the college keeps interacting with the university at various levels, including the following:

- Through the Governing Body: The university is represented on the GB of the college
- Through the Meetings Convened by the University: The Principal and faculty members interact with the university administration and the departments through the meetings of the bodies in which they are represented or through the meetings or conferences organized to discuss specific issues.
- Through the Process of Inspections: Discussions are also held with the university inspection teams, which visit the college
- Curriculum Design or Revision: Faculty members interact extensively with the university departments at the time of curriculum design or revision, if any.
- Student Participation at University Events: Students also participate in the events and interactions organized by the university based on invitations/instructions received from the university.
- Organization of Events: The College also has events based on advice received from the university.

- Participation in Antardhvani: The College also participates in the intercollegiate festival organized by the university and showcases its activities and achievements.
- Through the University Website: The College also publishes information relating to job vacancies and rate enquiries through the DU website.
- Focus on Professional Development: The College takes steps to help staff members in their professional development and to redress grievances, if any.
- Grievance Redressal Mechanism: Problems brought to the attention of the management are attended to and resolved.
- Interaction with the Alumni: In order to take advantage of the feedback from the alumni, concrete steps have been initiated.

Interaction with the Local Community:

- Invitation for Annual Day: Leaders from the local community are invited to attend the Annual Day function of the college.
- Community Outreach Programs: The College regularly undertakes cleanliness and public health/consumer awareness programs in its surrounding area as part of its community service projects.

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?

The college has a very active and vibrant Staff Council to ensure effective implementation of the plans and policies and improve thereupon from time to time, within the broader framework of University Rules.

Periodic monitoring is adopted by the college to evaluate policies and plans. At the academic level, the procedures adopted comprise semester-wise planning regarding course coverage, evaluation of students' performance, individual attention to weak students. At the financial level, fund requirements for computer labs, equipment and furniture are received periodically. All major purchases are deliberated upon and finalized in the Purchase Committee. All major financial approvals are sought from the Governing Body.

In addition to this, as per the university statute, all monitoring and moderation committees are duly constituted to function as required.

There are several mechanisms in place, which help monitor and evaluate the effective implementation of the policies, projects and programs as well as facilitate further improvements in performance. Some of the key mechanisms used are as follows:

- **DU Inspections:** DU teams regularly inspect the facilities and evaluate the performance. Their recommendations help monitor the level of compliance and initiate improvements.
- **Internal Assessment:** The formative assessment of students through class tests, project and classroom observations helps evaluate the progress being made by the students and provide timely remedial classes, tutorials, etc.
- **Results Analysis:** Each department carries out detailed analysis of results, which help teachers in identifying the courses or papers in which the students are not doing well and take corrective actions.
- **Reports of Committees in Staff Council:** All the committees present reports of activities with suggestions for future incumbents in the Staff Council.
- **Feedback from students:** The student feedback survey on courses as well as teaching learning processes provide pointed insights into the areas where quality improvements are necessary.
- **Innovation project reports:** Results/progress of the various innovation projects are compiled into brochures, which are printed and distributed during the annual Antardhvani festival of the University of Delhi. These progress reports help identify the status of such projects.
- **Event Feedback:** Student feedback and organizer feedback after the conclusion of each event also provides inputs for improving the quality of future events.

6.1.5 Give details of the academic leadership provided to the faculty by the top management

Our top management is providing vision and a roadmap for our pursuit of academic excellence

- Academic freedom to organize workshops and seminars
- On various occasions the management's interaction with staff and students provides guidance for the academic growth of the college
- Top management ensures that faculty development programs are organized from time to time. Staff is also encouraged to participate in such programs in other institutes. For example, on the initiative of the Chairman of the Governing Body, two workshops have been organized on 'Approaches, Processes and Tools of Education (APT)'. Taking a break from the routine of classroom teaching, the two-day workshops provided a really good opportunity to the faculty members to do some 'out of the box' thinking and come up with innovative suggestions for

further improving the academic stature of the college through value-based learning.

- The top management of the college comprises the Governing Body, the Principal and the staff council.

Academic Leadership of the Governing Body: The Governing Body consists primarily of representatives of DSGMC and the University of Delhi who are people of eminence either from academia or public life. The college benefits immensely from their rich experience and expertise as well as their commitment to excellence in education. Examples of academic leadership provided by the Governing Body include the following:

- **Support for Increased Intake:** Keeping in view the growing demand for admissions and commitment of the college to meet the higher education needs of society, the college management has been constantly striving for expanding the educational capacities of the college. Consequently, the total student strength of the college has crossed 2000.
- **Support for Larger Number of Courses:** The college management has been alive to the need for offering more and more courses, which help realize its vision of empowering women through education.
- **Professional Development of the Faculty Members:** The top management continues to encourage faculty members in their efforts towards professional development. The college not only grants duty leave, study leave, or extraordinary leave for academic purposes but also bears cost incurred in connection with the participation in the UGC-/DU-approved conferences as per university regulations.
- **Continuous Improvement in Physical Infrastructure:** Although the college started functioning initially in a school building inside a small campus of 1.2 acres, the college leadership has continuously augmented the physical infrastructure by adding new classrooms and other amenities like a lift and a new canteen, among other things. The college has continuously upgraded its library and computer labs to meet the teaching needs of all the courses offered.
- **Support for Upgrading the Technological Infrastructure:** With the support of the University of Delhi, the college has set up computer centers with a total of 153 networked computers with Internet connectivity. Wi-Fi based Internet connectivity is also available. These centers are now fully managed and maintained by the College on its' own. Similarly, with the help of the university, each new FYUP student is also provided with a laptop as a learning tool. The college has set up wi-fi based internet connectivity throughout the campus.

- College website with dynamic content management: The college website (www.sgndkc.du.ac.in) is designed to provide up-to-date information relevant to the students, faculty members, non-teaching staff and new admission seekers.
- Specification of the Scope of Work of Committees/Cells/Societies: These specifications clearly help establish the aims and objectives of each of these bodies and ensure that their activities complement and supplement the curriculum and help fulfil the vision and mission of the college.
- Event Feedback System: Both the student participants and the faculty members organizing events are required to submit their feedback. These feedbacks help in ensuring that the events fulfil the academic/co-curricular objectives.
- Student Advisory System: This is a system under which about 20 to 25 students are attached with each teacher of the college so that the students get the required psycho-social support in time and are able to focus on their studies.
- Participation in the Planning Activities of Committees/Cells/Societies: The Principal interacts with the Committees/Cells/Societies particularly at the time of their action plan preparation so as to ensure their academic purpose and quality and discuss the support, if any, required from the administration or management.

6.1.6 How does the college groom leadership at various levels?

Leadership in staff members is encouraged through functional freedom at Department and Society level.

The college grooms leadership by appointing the faculty members to various leadership positions available within the college, supporting their professional activities, organizing programs aimed at nurturing their leadership qualities. The college also offers students a variety of leadership opportunities and trains them through different mechanisms and programs.

There are a number of administrative positions within the college, which offer considerable degree of autonomy for creative thinking and innovative decision making. The leadership opportunities available for the faculty members include the following:

- Committee Conveners: The college administration is run with the help of committees, which are empowered to take decisions within the overall governance framework. These committees can have five to 10 members on an average. Conveners of committees rely on their leadership skills to make members work as a team and deliver the desired decisions and results. As of now, the college has about 20 positions of conveners. Conveners also have the responsibility to interact with the college management for facilitating the proper organization of its programs.

- **Teachers-in-charge:** Faculty members in each department are appointed teacher-in-charge by rotation. During their tenures, teachers-in-charge are expected to chair the meetings of the respective faculty councils. They also have the responsibility to prepare the departmental roadmap indicating the actions proposed for achieving excellence in teaching through the adoption of innovative best practices.
- **Bursar, Secretary of Staff Council and Public Information Officer:** Teaching Faculty members can take up these posts on a rotational basis and gain valuable administrative and decision making experience.
- **Coordinators of Cells and Societies:** Cells are usually smaller, entrusted with the implementation of specific policies. These positions require creative thinking and innovation to ensure that everyone is motivated to participate in its activities and that the results are in line with the objectives. Very often, the coordinators will need to delegate work to other members. In the case of departmental societies, the coordinators have also the additional responsibility of grooming the students, who get elected to the functional posts of each society.
- **Executive positions in Teaching and Non-Teaching Staff Associations:** Staff members can get elected as office-bearers of the college teaching and non-teaching staff associations which are affiliated to the university associations.
- **Independent Functionaries and Activity Coordinators:** Faculty members with proven leadership qualities are hand-picked by the college management to lead specific activities/projects. These are very challenging assignments with considerable demands on personal time and official interactions outside of the college. These include positions like the NCC Officer, Coordinators of NSS, college website, etc.
- **Laboratories' in-charge:** They have the responsibility not only to manage the laboratories and the staff attached to these but also plan and budget for the advance procurement of equipment and supplies required for teaching the practicals.
- **Representatives on the Governing Body:** There are two faculty representatives on the Governing Body of the college appointed as per rules. These faculty members have the opportunity of directly participating in top-level decision making.
- **College Representatives on university bodies:** Subject to requirements, the college also nominates faculty members to participate in the various bodies of the university departments.

At the students level the grooming of leadership takes place through a democratically elected Students' Union, led by the College President. Then there are various college societies in which the students take a predominant role in organizing and conducting

their activities. For every college society, teacher conveners act as guides, facilitators and mentors for the student office-bearers. NSS is a major platform through which students actively get engaged in community development programs. The basics of leadership, teamwork, cooperation and motivation are learnt by students at this stage. To appreciate the good work done by them and to boost their morale, certificates and commendations are given to students.

- Students' Union: The college recognizes the students' union as integral to the strategy of inculcating leadership qualities among students. It works closely with the students' union and involves them in college activities in a significant way. The students' union is also actively participating in the Swachh Bharat Abhiyan of the college.
- NCC, NSS and NSO: These activities help the students in imbibing leadership qualities such as discipline, mental strength, physical stamina, commitment to excellence and community and national service orientation.
- Internships: Students are sent for internship training with professional organizations not only for exposing them to the competitive world but also encourage them to learn from their experiences and develop their leadership qualities.
- Departmental and Co-curricular Societies: All the societies of the college have student office-bearers, who work in close cooperation with the concerned faculty coordinators. This enables the students to learn the skills of managing groups and organizing group-based activities.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments/units of the institution and work towards a decentralized governance system?

There is a fairly decentralized governance system in place in the college as evident in its democratic functioning through various departmental committees. Teachers-in-charge of the departments perform a coordinating function for the various activities of their departments. On the basis of their Departmental seniority, respective teachers-in-charge are appointed by rotation for a period of one year. During the departmental meetings and even otherwise, the teacher members are free to express their viewpoints vis-à-vis adopting innovative teaching practices subject to the broader university requirement of course curriculum and pedagogy for the subject. The Staff Council constitutes the various committees viz. Admission committee, Purchase committee, Examination committee, Maintenance committee, etc. for a period of two years in order to ensure smooth functioning of the college.

The principal functions primarily as a custodian of the rules, regulations, directives and guidelines of the university, and facilitator of the implementation of the decisions of the Governing Body as well as the Staff Council and the Committees formed thereunder. The decisions of the Principal and the Governing Body rely significantly on the recommendations received from the concerned committees as approved by the Staff Council. All the committee conveners, teachers-in-charge, coordinators enjoy full autonomy within the overall framework of rules, regulations and guidelines of the University of Delhi, UGC, and Governing Body. Non-teaching staff and students are also represented in some committees.

6.1.8 Does the college promote a culture of participative management? If “yes”, indicate the levels of participative management.

The culture of participative management has to necessarily start from the top and permeate to the bottom of the organization. The Governing Body of the college is well represented by 10 members nominated by the parent body, DSGMC (duly approved by DU), and Principal as member secretary. The 2 university representatives and 2 faculty members complete the composition of the Governing Body. All issues pertaining to selection of the faculty members, students’ performance, financial matters, infrastructural proposals and compliance with the university and UGC requirements are brought in, deliberated upon and decisions taken.

The next very important level of college functioning is the Staff Council, wherein all important academic matters are discussed and decisions taken as per norms of the university. The Staff Council constitutes various committees, as per the university statutes, each of which has a duly elected convener. Thus all important decisions pertaining to different facets of college functioning are taken in the committees alone.

Further the college Bursar, PIO, Nodal Officer, EOC Coordinator, and Provident Fund Committee all contribute towards this process of participative management.

The college does promote a culture of participative management. While there is full participation of the faculty members in management through the Governing Body, Staff Council and the committees constituted under it, students are members of important committees such as Admission, Anti-ragging, Prevention of Sexual Harassment and hold executive positions in each society. Students are encouraged to participate by offering their suggestions through the suggestion box 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’s commitment to quality policy is reflected in the working of the following committees:

- Admissions Committee ensures that all Delhi University norms are complied with and full transparency is ensured in the admission process.
- Academic Development Committee looks into the workload of the various departments to ensure equitable distribution of workload as per university norms, completion of courses and analysis of results.
- Purchase and Maintenance Committee ensures fair process of selecting vendors by inviting quotations.
- Student Advisory Committee ensures fair and smooth Students' Union elections. The advisory committee guides the student representatives, and formulates their ideas and communicates them to appropriate authorities.
- The college believes in quality in all academic and administrative aspects. Despite some infrastructural constraints, the teaching and non-teaching staff is conscious of its responsibility towards the most important stakeholders, i.e. the students. As quality is an evolving construct, conscious efforts towards the incremental improvements in teaching and administrative services are like a 'work-in-process' at the college. The college website remains updated and it keeps the students, faculty and other stakeholders posted on all important notices, circulars and attendance matters.
- The college has recently formed an IQAC to ensure academic and administrative excellence.

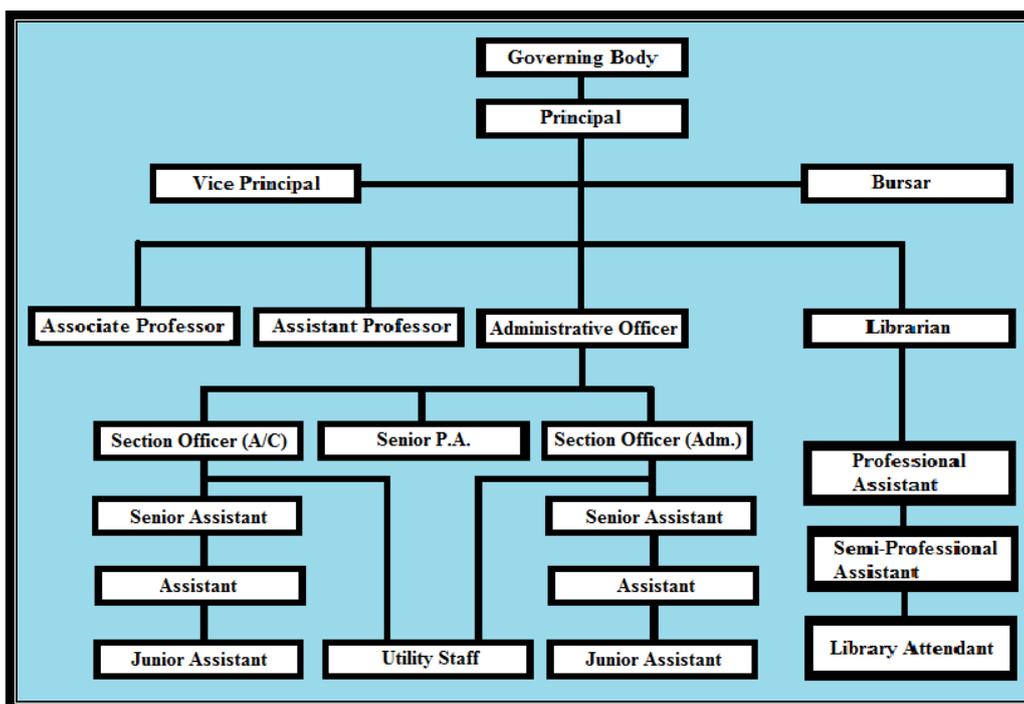
6.2.2 Does the institution have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The college does have a perspective plan for development, as depicted through building renovation plans/sketches developed in 2013. From the long-term point of view the college plans to introduce new undergraduate courses, as well as a few job-oriented courses. As the present infrastructure is inadequate for meeting the future growth needs, conscious efforts are being made to make use of existing space more judiciously. Additional classrooms are under construction to facilitate the introduction of new courses. The construction of a new administrative wing and cafeteria is in progress. Further, community engagement is an area in which the college is committed to involve itself in a more comprehensive manner in the future. Industry involvement is to be further accelerated by inviting professionals from business and management for interactions with the students to keep them updated about the application side of the subjects taught. The intent is to enhance their competencies for being placed in industry and other organizations or for starting their own entrepreneurial ventures.

6.2.3 Describe the internal organizational structure and decision making processes.

The internal organizational structure of the college is shown in the following charts which depict the decision making process at various levels.

Organizational Chart



Decision making Process

The internal structure of the College is defined by the rules, statutes and regulations of the University of Delhi, binding together the Academic and Administrative units, with the Governing Body (GB) as the employer and top management of the Institution.

The Governing Body of the college takes policy decisions on the basis of inputs provided by the Principal, collated from the university and different stakeholders. The decision making process is delegated with an effective monitoring system within which all operational units have the required autonomy for decision making in their respective domains. The Staff Council, which includes all the full-time faculty members, takes decisions as per Ordinance XVIII DU Act. It also appoints the various committees which are responsible for decision making and actions in specified areas. Similarly, individual faculty members are also given the responsibility to act as coordinators of specified activities such as NSS, NCC, Departmental Societies and maintaining the college website. Individual faculty members are also appointed for carrying out specific statutory functions, such as those of being Deputy Superintendents of exams, Internal Complaints Committee, Bursar, Staff Council

Secretary, and Public Information Officers for RTI. The Academic Development Committee, that includes all Teachers-in-charge as ex-officio members, serves as the body responsible for deliberations on all academic matters.

The IQAC, which has been set up as per the UGC guidelines, includes five faculty members from different disciplines, one representative from the management committee, representatives of the administrative staff, and external expert/employer/industrialist. One of the senior faculty member acts as the coordinator of this body, with the Principal being the Chairperson. In terms of the quality policy of the college, which is endorsed by the Governing Body, IQAC takes autonomous decisions. Wherever necessary, the good offices of the Staff Council are utilized for giving effect to the IQAC decisions.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following:

Teaching & Learning

For teaching and learning, the quality improvement strategies of the college have primarily relied upon establishment of ICT methods of teaching. This augments the traditional lecture method. One definite benefit of the ICT method has been the generation of greater interest among the students in the classrooms, leading to more interactive teaching and overall improvement in efficiency.

- For improvement in academic performance results are analysed department- and paper-wise to identify the areas that need additional emphasis. To improve students' performance corrective steps such as remedial classes are undertaken. At times peer learning also shows good results.
- Efforts are made to provide real-life learning experiences to students by organising field trips, industry visits and ensuring participation in the 'Gyanodaya' trips organised by the university. Experiences of these kinds encourage students to do 'out of the box' thinking and sensitize them to ground realities of life.

Research & Development

- Research projects are undertaken by the students and the faculty members from time to time. Students are encouraged to learn research tools and methodology through class assignments, project works/term papers, and mentorship by faculty. In the past two years the college has worked upon two innovation projects and students have immensely benefited. They have acquired skills in writing literature reviews, conducting surveys, and analysing data by using various statistical tools like SPSS, R-Project, etc.

- Faculty members have worked on many major and minor projects funded by UGC. The college facilitates these research activities by providing logistics and by timely disseminating of information regarding offers of research projects by various agencies.
- To motivate the faculty in research and development, their participation is encouraged in attending conferences, seminars and workshops. The necessary financial support is extended by the college.

Community engagement

Students actively participate in community engagement programmes through NSS, NCC, various departmental and other societies such as Divinity, Vanaj, SOFICA, Kirt, Nepathya, etc. and also take joint initiatives with gurudwaras and NGOs. Recently, the college has initiated a new project, College-Community Collaboration (C3), in which attempts are made to bring students in direct contact with the community – enabling them to use this platform to utilize their knowledge for the betterment of society. The college frequently invites the local MLA, Councillor, and Senior Police Officials to identify areas in which the students and faculty can participate and initiate various social welfare programs. To name a few activities: the college organizes extension lectures on social issues, reaches out to senior citizens, and engages with the less privileged children.

Human resource management

The priority areas in the college regarding HRM is attracting the bright young talent as faculty members and retaining them for the long haul by building their commitment and motivation by taking the following initiatives:

- The college faculty takes the main role of organizing administrative as well as cultural activities by involving the students in a comprehensive manner. First they get the required training and then pass on the knowledge to the students.
- The in-house doctor takes care of the physical health of students as well as staff by providing timely medical assistance to the needy.
- The Credit and Thrift Society helps in meeting financial contingencies of the teaching as well as administrative staff and inculcating a spirit of saving and security for their long-term benefit.
- Training and skill upgrade activities are hosted through conferences, seminars and workshops.
- A transparent working environment ensures equal participation and sense of equity among all stakeholders.
- Well-explained roles and responsibilities with freedom of execution ensure efficiency and effectiveness of the organizational wings of the college.

- Students are involved in day-to-day administration of the college and given on-the-job training in various aspects and paid suitable stipends.
- Students are actively involved in organizing most of the events of the college such as seminars, career counselling fairs, placement drives, health check-up camps, blood donation camps, disaster management training and so on.

Industry interaction

Industry interaction takes place through the college placement cell and career guidance programs. Experts from industry/academic institutes are periodically called to deliver special lectures and hold workshops so that students have up-to-date knowledge about careers and market conditions. Companies offer jobs and internships to students.

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 of the college is always in constant touch with the Governing Body through regular meetings, for the purpose of reporting the following matters:

- All major purchases
- Major maintenance contracts
- Teaching/non-teaching posts' requirement
- Audit report of the college
- Overall academic performance of the students
- Decisions and recommendations of the Provident Fund committee
- All financial matters are referred to the Governing Body through the Treasurer. Implicitly, all work gets done after due permission from the Governing Body.
- Disciplinary action is taken against erring staff members.

The Annual Report of the college is an effective way of recording and disseminating information regarding the achievements and activities of the college during the academic session.

The college Prospectus gives detailed information about the college and courses offered. This is also available on the college website.

College Notice Boards are prominent. The public address system makes all urgent and important announcements to the students repeatedly as and when necessary. A digital display board has been installed for disseminating relevant information to the students.

Students' time-table, attendance records, internal assessment, and other significant information from time to time is uploaded on the college website promptly.

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 Governing Body of the college is receptive to the innovative ideas of the staff members in improving the effectiveness and efficiency of the institutional processes communicated to them by the staff representatives.

The management also gives academic and administrative autonomy to the staff for improving the efficiency at the institutional level such as:

- Budget for various activities are earmarked and announced.
- Every society reports its activities to the Staff Council annually. The processes are also recorded and updated.
- The college calendar of events and activities is made at the beginning of the academic session to ensure its smooth functioning.
- Departments and faculty members are encouraged to organize talks/seminars/workshops, etc. They have all functional freedom and full support from the administration.
- The management encourages resolution of conflict at personal/Departmental/Society level and intervenes only if necessary.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

The following major decisions were taken by the Governing Body of the college during the last year:

1. Renovation and expansion of the college building to accommodate expanding requirements arising from new courses and creation of other facilities such as gym, cafeteria, etc. The same is in full swing, and is likely to be completed by the next academic session.
2. Approval to start five new courses, viz. B.Sc. (H) Mathematics, B.Sc. (H) Statistics, B.Sc. (H) Computer Sc., B.A. (H) Economics and M.A. English. The

inspections for the first three courses by the respective departments of University of Delhi have already been completed, and are likely to be conducted very shortly for the remaining two courses.

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 for obtaining autonomy?

At present, the University of Delhi does not provide autonomy to the constituent colleges.

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?

Compliant with university rules, the college has an effective redressal mechanism in place:

- All complains are immediately forwarded to the relevant Committee for necessary action and redressal.
- The Discipline Committee for students takes prompt action as soon as any complaint relating to student behavior is reported to it.
- The Grievance Redressal Committee addresses individual grievances of staff and students. The Principal frequently gives counselling to the students to address their concerns and apprehensions. The Principal keeps interacting with the faculty to understand and address their issues.
- The Committee against Sexual Harassment is duly constituted as per rules and it promptly looks into all complaints.
- The Anti-Ragging Committee takes its responsibilities very seriously and is vigilant throughout the year, and especially at the beginning of the session.
- Suggestion and complaint boxes are prominently placed and regularly checked.

The college has constituted the following Committees and Cells for reporting and redressing various kinds of complaints of its stakeholders:

- Admission Grievances Committee
- Anti-ragging Committee
- Internal Complaints Committee on Sexual Harassment
- Student Advisory Committee – deals with the Students’ Union

- Student Welfare Committee – covers scholarships & fee concessions
- Equal Opportunity Cell
- Library Committee
- Canteen Committee
- Timetable Committee
- Moderation Committee
- Maintenance Committee
- Discipline Committee
- Sports Committee
- Purchase Committee

The Staff Council plays a vital role in resolving operational conflicts or complaints and creating a harmonious working environment. Its proceedings are recorded properly in a Minutes Book.

The Principal maintains regular and close contact with all the stakeholders, which helps in knowing their grievances first-hand and taking timely steps to resolve them.

The Governing Body handles Issues which could not be resolved by the internal mechanisms of the college and are referred to it. Issues which are not resolved can be taken up with the university authorities.

6.2.10 During the last four years, have there been any instances of court cases filed by and against the institution? Provide details of the issues and decisions of the courts on these.

Fourteen faculty members who were put in the Contributory Provident Fund (CPF) category instead of General Provident Fund (GPF)-cum-Pension Scheme filed a case in the High Court of Delhi against the university, UGC, and MHRD, making the college a party. The case was decided in favour of the faculty members. However, the University of Delhi filed an appeal against the same and the matter is pending with the Court, with the next date of hearing being 10th August 2015.

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?

At present there is no formal mechanism in place for analyzing student feedback on the college’s performance. However, at the informal level:

- Principal and the Administrative Officer in their interactions with students solicit feedback regarding their learning and college experience. They respond to students' concerns and suggestions in an appropriate manner.
- Teachers are sensitive to students' concerns and try to address them at individual and Departmental level.
- The college is in the process of laying down a formal mechanism for eliciting students' feedback on college performance under the newly constituted IQAC.

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?

The professional development of the teaching and non-teaching staff of the college is ensured through:

- Permitting them to attend orientation/refresher courses conducted by ILLL, DU and other academic staff colleges.
- Reimbursement of travel expenses and registration charges for attending UGC-recognised conferences.
- Reimbursement of outstation travel expenses and registration charges as per rules for attending national and international conferences/seminars/workshops.
- Non-teaching staff of the college is sent for attending refresher courses/training in administration as and when conducted by the University of Delhi.
- The college also organises workshops for skill upgrade from time to time such as the two-day residential workshop on Approaches, Processes, and Tools of Education (APT), on 3-4 October 2012, and 4-5 May 2015, respectively, at Hotel Radisson Blu, Greater Noida, and The Bristol, Gurgaon.

Provisions for Professional Development

The college offers the following facilities/incentives for the professional development of the staff:

- Grants study leave for undertaking doctoral research, post-doctoral fellowships and other research projects.
- Grants Extraordinary Leave with lien for pursuing advanced academic studies or to pursue other career options; for example, our faculty members have worked as High Commissioner, Vice-Chancellor, Principal of other colleges, Directors in

business schools, Secretary of Sanskrit Academy, in the Delhi Government and so on after taking lien from the college.

- Grants duty leave to attend seminars, workshops, conferences, and to participate in paper-setting.
- Encourages both permanent and temporary staff to attend short-term training programs in specialized areas.
- Recommends grant of financial support from appropriate funding organizations for attending international seminars/conferences.
- Reimburses registration fees and provides travel allowance for UGC-recognized conferences.
- Deputes non-teaching staff to attend relevant training programs.

In addition to the above, the college also organizes a variety of in-house orientation/training programs/sessions aimed at the professional development of the 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 responsibilities they perform?

Faculty empowerment is ensured through opportunities for attending seminars, conferences and training courses.

Special care is taken to ensure the well-being of the staff. Stress management lectures are organized, yoga camps are held and health-related talks are also organized. The latest technology is optimally put to use by actively engaging through Whatsapp groups. It is not only useful to spread important information but its messages build team spirit and act as a great stress-buster. Further steps are also taken through workshops to motivate and relearn professional ethics, which help to rededicate all efforts towards teaching and learning processes.

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.

For performance appraisal of the faculty, there is a Delhi University self-assessment Proforma which obtains information on the following aspects:

- Teaching and academic contribution.
- Participation in seminars/conferences/workshops.

- Research work/paper published.
- Participation in examination and evaluation process.
- Involvement in co-curricular activities.
- Involvement in college administrative work.
- Involvement in Community service.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The faculty members complete the Self-Assessment Proforma and submit the same for review to the college. Any deficiency or lacunae in the faculty members' Self-Assessment Proforma is noted and the same is conveyed to the concerned faculty member for necessary correction and improvement. If need be, the Principal discusses the performance with the individual.

6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff has availed of the benefit of such schemes in the last four years?

The welfare schemes available for teaching and non-teaching staff as per the University rules are: Group Insurance Scheme (GIS), medical reimbursement, leave travel concession (LTC), conveyance loan, children's education allowance and other allowances for non-teaching staff. Ward quota in admission is available as per university norms. Child care leave facility is also extended to women staff members.

Item/Year	2011-12	2012-13	2013-14	2014-15
Children's education allowance	30 Staff members	26 Staff members	19 Staff members	20 Staff members
LTC/HTC	10 Staff members	22 Staff members	16 Staff members	33 Staff members
Ward quota	3 Staff members	2 Staff members	1 Staff member	1 Staff member
Child care leave	3 Staff members	6 Staff members	6 Staff members	7 Staff members
Group insurance scheme	Availed of by all permanent staff members			
Medical reimbursement	Availed of by all permanent staff members			
Provident Fund	Availed of by all permanent staff members			

Additionally, the college has made a provision for the availability of a full-time doctor who attends to all the medical needs of faculty members.

The Thrift and Credit Society of the college primarily provides loans to meet the financial requirements of faculty members and administrative staffs towards home

renovation, childcare and education etc besides taking care of emergency financial needs.

A fully-functional pantry is made available in the staff room for the benefit of the faculty members. A full-time attendant is also deployed in the staff room to take care of the requirements of faculty members.

To update the faculty members with the latest news and information, an LED TV and two desktop computers have been installed in the staff room of the college.

The college has an extension counter of a nationalized bank to provide banking facilities including lockers, Internet banking, mobile banking, automated salary transfer, and ATM facility.

6.3.6 What are the measures taken by the institution for attracting and retaining eminent faculty?

The measures taken by the college for attracting and retaining eminent faculty are as per the rules and regulations of the University of Delhi. To begin with, the vacancies for the teaching posts are advertised in the national newspapers. This is followed by interviews which are conducted by a selection committee constituted as per the ordinances of the University of Delhi.

For ad-hoc posts, the vacancies are first advertised on the college and university websites.

For personal growth and career development, many opportunities are available to faculty members in the form of:

- Working towards Ph.D. and post-doctoral work.
- Taking up research work from the UGC and other government organization/ industry/ professional bodies.
- Writing books and research papers.
- Attending seminars/conferences/conducting workshops, etc.
- Allowing them to explore alternative career options while remaining in service through the facility of lien.

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?

- The college has constituted a Purchase Committee and a Maintenance Committee to monitor the use of financial resources in an efficient and effective manner.

- The various infrastructural requirements for classrooms, computer labs, and equipment for innovative teaching, library and other requirements are forwarded to the Purchase Committee.
- The purchases are made according to the budget allocated to them.
- Quotations are invited for expenditure above Rs.15,000 and for expenditure below Rs.15,000 the convener of the Purchase Committee certifies the rates.

6.4.2 What are institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details of compliance.

- An internal auditor is appointed by the Governing Body.
- The external auditor is appointed as per the university rules.
- The last external audit for FY 2013-14 has been conducted.
- No major audit objections were raised and recorded. The minor observations were dealt with during the course of the audit itself.

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with the institution, if any.

- The major sources of receipts and funding are:
 1. UGC grant
 2. Management share
 3. Fee collection from students
- Deficit, if any, is managed through temporary loan from the Students Fund.
- The college received laptops for students under the FYUP program.
- Event-based sponsorships are solicited and obtained from various sponsors.
- The required statements of audited income and expenditure are attached as annexures to this SSR.

6.4.4 Give details of the efforts made by the institution for securing additional funding and the utilization of the same (if any).

The college has made a number of efforts for receiving additional funding.

- Recently we have started taking event-based sponsorship.

- A strict monitoring process is followed for ensuring proper end-use of various sponsorships obtained.
- In addition, teachers also sponsor prizes in order to encourage the students who bring laurels to the college in various categories of academics, sports, community service, divinity, etc.

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?**

The college has recently set up an IQAC. The college is firmly committed to the objectives of IQAC and has adopted a quality policy aimed at achieving excellence through continuous improvement, cultural transformation and systematic internalization of quality improvements.

- (b) How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?**

Ever since its recent inception the IQAC has started gathering the feedback from students and other stakeholders, the same will be analysed in the ensuing academic session and suitable actions initiated.

- (c) Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.**

Yes, the IQAC has external members. They are expected to contribute significantly in the time to come.

- (d) How do students and alumni contribute to the effective functioning of the IQAC?**

Students and alumni have been contributing to the effective functioning of the evaluation and improvement mechanism of the college. They will have an instrumental role in collecting students’ feedback about courses, teaching-learning, amenities, and events in the college. This feedback is expected to play a major role in reviewing the progress made and bring about further quality improvements. Students also have the opportunity to send their suggestions through the IQAC suggestion box and feedback form available in the college.

(e) How does the IQAC communicate and engage staff from different constituents of the institution?

The five faculty members and representative of administrative staff are the key constituents of the IQAC decision making process whose feedback is taken and analysed before taking any major decision. The minutes of IQAC meetings are widely circulated among the stakeholders to elicit their comments and suggestions. As a result, all the stakeholders are expected to benefit from the reforms to be suggested by the IQAC and implemented by the college administration and management.

6.5.2 Does the institution have an integrated framework for Quality Assurance of the academic and administrative activities? If “yes”, give details of its operationalization.

High quality of academic and administrative activities is ensured through:

- Systematic record-keeping and frequent training sessions of the administrative staff to keep them abreast of latest trends, development and technology. They are also sensitized on considerate handling of students and teachers for their various needs.
- The performance appraisal system for the faculty is integrated through result analysis of the students at the end of the semester and, wherever necessary, counselling is provided to students.

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.

- The teaching faculty is encouraged to attend seminars, conferences, and workshops regularly in order to keep abreast of the current development, and latest trends in teaching-learning processes.
- From time to time, the administrative staff undergoes the required training.
- The college also organizes residential workshops to train its teaching and administrative staff jointly for achieving coordinated and effective implementation of quality assurance procedures. Two such workshops have already been organized in 2012 and 2015.

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?

As a constituent college of University of Delhi, inspection teams from the university regularly visit the college and apprise the authorities about their assessments. Their

recommendations are always complied with in time by the Principal. It is on the basis of assessment made by the University of Delhi team that three of our faculty members, viz. Dr. Rajiv Midha, S. Harmeet Singh Gulati and Deepinder Kaur, were awarded Teaching Excellence Awards in 2014.

Course-specific inspections have been conducted by the concerned departments of University of Delhi for introduction of Honours courses at undergraduate level in Mathematics, Statistics, Economics, and Computer Science, and Postgraduate course in English. The results of these inspections are awaited.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

The guiding spirit behind the internal quality assurance mechanism at our college is drawn from the National Education Policy and the requirements of the University/UGC/NAAC.

6.5.6 What institutional mechanisms are in place to continuously review the teaching-learning process? Give details of its structure, methodologies of operations and outcome.

- The time-table meetings pertaining to the workload and paper allocation start well in advance of the next academic session with a view to enable the Departmental Heads to work out and allocate the desired subject papers to the teachers. This also enables the teachers to prepare their allocated subject papers well in advance, thereby giving them ample time.
- Each department holds regular meetings to discuss and review issues pertaining to the syllabus covered by each teacher and other academic issues.
- There is a mechanism of regular monitoring of the student attendance which in turn is uploaded on the website. The parents are duly informed when their wards are short of attendance.
- The monthly attendance and internal assessment records of the students are uploaded on the college website.
- To ensure regularity of classes, the Principal makes regular rounds. Besides, classes found not engaged are reported on the staff notice board.
- The Principal is receptive to all kinds of communication from students and teachers alike.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

- The college website is regularly updated on all the notifications and development/activities pertaining to the administrative and academic matters for the different internal and external stakeholders. Besides the college prospectus, students' and teachers' notice boards are the other means of staying connected with our stakeholders.
- An exhaustive and comprehensive Annual Report serves as an important tool to apprise the members of the Governing Body and the University of Delhi of the functioning and performance of the college.
- At the commencement of the new academic session, an orientation program for the freshers is organized by the college wherein the Principal introduces the students to the rules, regulations, and facilities at the college, and the quality assurance policy.

Any other relevant information regarding Governance, Leadership and Management which the college would like to include.

There is no other relevant information regarding this aspect.

CRITERION VII: INNOVATION AND BEST PRACTICES

7.1 Environment Consciousness

One of the progressive practices in Sri Guru Nanak Dev Khalsa College is being eco-friendly even though the college functions from small premises while utilizing its limited resources in the best possible manner. NSS students of the college are on the move all through the year to create environmental consciousness through various activities and in March 2012, a survey was also conducted in the college to study the youth's awareness and engagement with environment.

7.1.1 Does the institution conduct a Green Audit of its campus and facilities?

The college does not have any formal mechanism for Green Audit but as an academic institution we are aware of the responsibility of conserving the environment and inculcating eco-friendly habits in students. A step in this direction is setting goals in consultation with the students and then striving to achieve them. For example, the college has been declared a 'No Plastic Zone'. Students put up posters to create awareness and are always vigilant to ensure this ban is effective. Every year, before a new target is set, the group revisits the aims and goals of the previous year to study the fallback and draw inspiration from the work well accomplished.

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**
- **Plantation**
- **Hazardous waste management**
- **e-waste management**

Energy Conservation

With regard to energy conservation, the college ensures the electrical gadgets are well-maintained, particularly ACs (five-star energy rating), are serviced periodically and maintained by college electricians; in 2011 the wiring on the entire premises was changed and adequate measures for safety of students and power-saving were put in place.

The college has deputed 1-2 helper staff on each floor who are instructed to take care of discipline in the corridors and also have the duty of switching off the lights and fans in the vacant rooms. This practice has motivated students and teachers to be part of this energy conservation drive.

To take it a step further, when the classrooms were recently renovated it was ensured that all the classroom lights and fans are now controlled by an additional MCB switch that is installed outside the classroom. This has made it easier and practical for the teachers, students or helper staff to achieve this initiative in a better manner.

Other initiatives towards energy conservation are:

In the process of renovation all the windows were installed with full, transparent glass which allows adequate sunlight into the rooms, thereby resulting in energy savings.

Steps are also being taken to replace fluorescent tubes with LED bulbs to contribute towards energy conservation.

Even in the computer labs the sidewall has been replaced by large transparent glazing that helps in utilizing natural sunlight and energy is continuously being saved. In the lab, computers are switched on as per need under the supervision of the lab assistant who also ensures along with the students that computers are switched off immediately after use.

Use of Renewable Energy

The College has a 1KW off grid (with battery backup) solar power plant. This is presently catering to the electricity requirement in the accounts department and ensures uninterrupted power supply there. Based on the experience, additional capacity is likely to be added in the near future.

Water harvesting

The College has recently installed a rain water harvesting system. This initiative is likely to help recharge the ground water and help preserve the water table in the area.

Check-dam construction

N.A.

Efforts for carbon neutrality

N.A.

Plantation

We have scarcity of open space, playgrounds, etc. but these constraints have not stopped us from maintaining two small beautiful parks which are meant only for plant growth and display. Both the parks are maintained by well-trained and experienced gardeners. One of them, Jagjivan Yadav, has received the prestigious award of Best

Gardener in Delhi University from the Honorable Vice Chancellor in 2011. To best utilize our resources, the front garden displays flowers whereas the back compound grows herbs and small plants.

For the last two years a practice of planting a new tree on the college Annual Day has been initiated.

Hazardous Waste Management

Since there are no Physical Science Laboratories in the College, no hazardous waste is generated.

As regards the usage of paper the college has done away with the practice of ordering paper for all departments separately for their respective usage.

All departments submit their paper requisition order which has become centralized. This has made it possible to have an overall view of paper usage and has resulted in drastically reducing the wastage of paper.

In addition, where ever paper is used, the department has to keep a record of the same. One person has been assigned the job of issuing paper for every requirement in the college. This cuts down unnecessary use and wastage.

It has been made compulsory for the administrative staff to print documents for proofreading only on used paper.

Wherever possible the culture is being initiated to send documents for proofreading in soft copy form instead of printouts. The documents pertaining to various staff members are e-mailed to them. Instead of giving a copy of the staff circular to each staff member individually, it is displayed on the staff notice board and the helper staff is given a copy to be circulated to all with each person signing after reading. This has drastically saved the wastage of paper but ensured the circulation of information.

E-waste management

The college has a systematically developed mechanism to segregate and dispose of different types of waste – paper, organic, plastics, recyclable metals, e-waste, etc.

A program was recently organized in the college to generate awareness about e-waste management amongst students and staff members. They were made aware about e-waste, and the importance of its recycling and proper disposal, since it is hazardous for the environment.

Efforts are also being made to enter into an agreement with an e-waste managing company that is ISO 9001 recognised to enable the college to dispose of its e-waste in accordance with government guidelines.

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.

During the last four years, the college has introduced following innovative activities which have created a positive impact on the functioning of the college.

Workshops Organized for Faculty Development:

- **ILLL Workshop for Computer Literacy Tier II in March 2010** was organized in the college to familiarize the teachers with IT tools and it has made them comfortably incorporate the technology in their daily work.
- **Capacity Building of Women Managers in Higher Education: Sensitivity, Awareness and Motivation (SAM)**, a UGC-sponsored (five-day) workshop was organized in December 2010. This was an initiative taken to address the issue of disproportionately lower presence of women managers in higher education.
- **Approaches, Processes and Tools of Education (APT):** On the fortieth anniversary of the institution which fell in 2013, the administrative and academic staff came together to start regular two-day workshops designed as APT to address the issue of changing roles of teachers due to the easy availability of content on the Internet and also to upgrade teaching skills with the help of IT teaching tools. In this series APT 2 (The concluding part in this series) was organized in 2015 which focused on understanding student psychology, motivating them and developing their creativity. Other major area of focus was creating a healthy environment by building a cohesive team of teachers, which, among other things, also talked about managing stress.

Student Internship

At Sri Guru Nanak Dev Khalsa College, we have the practice of in-house internship offered to our college students for more than two years now. Our college holds the unique distinction of being among the first institutions of Delhi University to come up with such an initiative.

During the internship, students work in the administrative department, accounts branch and library to provide valuable assistance in different areas viz. compilation of information, data-feeding, book-keeping and maintenance of accounts. Such kind of internship serves the following objectives:

- (a) Acquainting the students with the administrative and accounts set-up of an educational institution;
- (b) Familiarizing them with the operational aspects of an office;
- (c) Enhancing their job skills and employability quotient;

- (d) Enabling the college to cut down on the costs involved in employment of full-time employees needed for such jobs.

Students are given the option of scheduling their work according to their academic time-table so that, without loss of study time, they can work, learn and earn. In return for their services, students are paid a nominal stipend as a monetary incentive which is calculated on the basis of number of hours worked.

The very first year of internship got an overwhelming response from the student community. A large number of students expressed their willingness to work and therefore, brief informal interviews were held to identify and shortlist the more deserving ones. The internship scheme has proved to be of mutual benefit to the college as well as the students.

IT WORKSHOP FOR VISUALLY CHALLENGED STUDENTS

India has shown its seriousness in addressing the concerns of people with disability by passing the Persons with Disability Act 1995, executing a 'National Policy for Persons with Disabilities' and by providing reservation in education and employment. In keeping with this idea, the energy and resources of the institution are concentrated on providing the visually challenged with technological support to help them live independent lives without having to be dependent on others for their academic and social interactions.

Visually challenged students of our college feel marginalized, especially if they are from the economically weaker sections, and hence it is imperative to take corrective steps to make these students feel that the college is conscious of their special needs and is duty-bound to provide training and guidance, enabling them to contribute as equally significant members of society.

The college aims to provide access to academic information sources and to explore the utilization of assistive technologies such as **JAWS Pro Talking software** for conversion of a normal PC into a Talking PC to enable the blind to operate computers independently and also train blind persons on using computers. The blind and low-vision students today are dependent on volunteer readers to read their textbooks but due to acute shortage of human readers these days, their problems have multiplied. However, with **text reading machines** which, using a PC and scanner, convert any printed text into sound, the problem can be resolved. Along with the above-mentioned technologies the college has also provided **Angel recording devices** to such students that will help them record lectures and retrieve them as per their convenience and need. Visually handicapped students have been given laptops by University of Delhi to help them make full use of assistive technology in their academic pursuits. Information technology is a great boon as it facilitates the visually challenged to explore the world of the Internet and independently write their assignments as well as communicate through e-mail.

Two workshops were organized in past years under the aegis of Equal Opportunity Cell on the topics of Financial Literacy and Communication Skills and Personality Development for the purpose of creating financial awareness among all marginalized students, including the differently abled. Similarly, with the objective of providing one-to-one training for 10 hours in the use of IT, JAWS, e-mail and other relevant tools, a workshop for visually handicapped students was organized from 15 October to 21 October, 2014.

At the end of that workshop, a test was conducted to evaluate the learning of the students. Greater familiarity with the keyboard was noticed and students were more confident in the use of Microsoft Word. They even showed willingness to surf the Net for academic purposes.

However, they showed hesitation in using IT tools for the purpose of submitting assignments and giving exams. This can be attributed to their slow typing speed and their fear of moving away from the comfort zone of having a writer. One hurdle that needs attention is that the optical reader can only read the printed Roman script, and books in Indian languages and handwritten notes cannot be accessed. The College feels the need to establish liaison with specialized instructors who can conduct advanced-level workshops in the future.

It has been noticed that students are not able to derive maximum advantage from these facilities probably because they are from the economically weaker section of society. A need is felt to encourage the students to train themselves in the use of IT.

AWARDS

Recognition is the best way to motivate and in this direction the college and faculty members have

- Instituted prizes for achievers from teachers in memory of their dear ones.
- Prize money for the best performer in academics for the differently abled category students, which comes from students' welfare fund.

NSS AND NCC ACTIVITIES

The NSS and NCC wings of the college are active all year through. NSS students, under guidance from faculty members, put up posters on social issues, organize small discussion groups, visit old age homes, plant and nurture trees, and this year they got actively involved in Swachhata Abhiyaan and good governance activities. In this context, NSS has also tied up with ASRA, an NGO involved with the welfare and rehabilitation of differently abled youth.

NCC students, over and above their participation in routine drills and organized camps, actively engage in maintaining discipline during day-to-day college activities and all college functions throughout the academic year.

COLLEGE COMMUNITY COLLABORATION (C3) GOALS:

- To know our surroundings and contribute to its growth.
- To take advantage of the location of the college this offers opportunities for exchange of ideas and experiences on commercial and residential fronts.
- To provide an opportunity to apply knowledge to real-life situations.

A close collaboration between college and community (C3) cannot be over-emphasized. The traditional approach towards Higher Education Institutions as being centers of knowledge and excellence is changing as, in the current scenario, academic institutions are not expected to exist in isolation but establish their relevance to the immediate community. Various studies have shown the importance of C3 in inculcating social responsibility and understanding in young minds. Boyer (1996) has strongly emphasised the need for C3 in search of the “most pressing social, civic, economic, and moral problems” (in *Amaro Rodriguez’s Language, Arts and Discipline*, p. 18). Ostrander (“Democracy, Civic Participation, and the University: A Comparative Study of Civic Engagement on Five Campuses”, *Nonprofit and Voluntary Sector Quarterly* (33, 1), March 2004, pp. 74-92) has identified three advantages of C3 – pedagogy, that encourages civic outcomes of education, democratic spirit, and application of knowledge that will help in establishing an inclusive society. It has also contributed towards building skills that industry and community expect of them. The community, on the other hand, benefits from the energy and enthusiasm that students bring to the cause towards which they are working.

C3 is based on the unique strength of the stakeholders and aims to develop capacity and take initiatives mutually beneficial to both. To achieve this goal it is necessary that both college and community share goals and priorities. While venturing into this collaboration both the parties have to understand the significance of this partnership and also that there is a difference in academic and community objectives. To foster this collaboration both the concerned parties should be willing to contribute time, resources, physical presence and commitment to the cause.

To begin with, residential and commercial associations can be contacted and after intensive discussions with them, a plan of action can be drafted that will be mutually beneficial to all.

To ensure smooth functioning it is proposed that a core committee of dedicated members is established which will decide the roadmap for the C3. It can also identify the projects that can be worked upon and provide strategic inputs and resources. Influential and experienced members can collectively form a mentor pool.

It is proposed that interested students formulate a questionnaire in consultation with teachers and then reach out to the community for inputs regarding C3. They will also

ask for ideas and areas where C3 will be beneficial. Having sought their opinion, areas and activities of mutual interest will be identified. A few ideas that appear to be beneficial:

- Students helping the senior citizens with the payment of their utilities, procuring medicines or even giving company from time to time.
- Mentoring and guiding students at secondary and senior secondary levels, who do not/cannot be guided by parents at home.
- Creating awareness about social concerns for which perhaps advantage can be taken of the location of the college in the commercial area by Commerce students, who can provide accounting/tally services to small shopkeepers.

If the proposed project manages to establish confidence and open a channel of communication with the community outside the college through RWAs, police and Municipal Councilors and representatives in the legislature it will be a big step forward for C3. Students should learn to interact with responsibility with the community at large and put into practice the knowledge they have acquired in college. Benefits of such practice can be:

- The college can play a significant role in evolving a responsible and participative community.
- College-community interface can contribute towards developing a safe and inclusive society.
- Potential reach and impact of C3 can be enhanced through the collaboration of our institution with NGOs.

7.3 Best Practices

7.3.1 Elaborate any two best practices in the given format on 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.

1. Title of the First Practice

Planning & Implementation of Collaborative Projects(PIC): Inspired by modern pedagogy's insistence upon collaborative group work between teachers and students, the college has created an inclusive practice-model that focuses on development of personal skills along with academic qualifications. PIC not only involves extra-curricular activities, a key tool in this personal development, but also asks students to gain and improve a variety of skills.

Goals of the Practice

PIC is based upon evolving strategies for students that will instill qualities of group cohesion and team-building in them, and so some of the goals that **PIC** tries to achieve through its implementation are to provide students with prospects of creating work-plans where they, rather than teachers, will allot responsibilities to various members of the team and prepare them to meet deadlines. It will also allow the students to establish the ground rules on their own and hold each other responsible for the allotted obligations. Positive effects of involvement of students in **PIC** can be:

- Development of strategic thinking, communication-skills, self-assessment and leadership qualities.
- Promotion of student-teacher interaction to the level of peer groups.
- Instilling self-esteem through a sense of responsibility and a feeling of achievement in the success of collaborative projects.
- First-hand exposure to real-life situations in both social milieu and employment sectors.

Context of the Practice

The importance of **PIC** lies in focusing simultaneously on the individual student level, the institutional level, and the broader community level. Not only are students empowered by such collaborative-projects but the institution is also enabled, and consequently proves an enabler in the broad community level. Such projects afford a positive impact on students' inter-personal development as working with peers helps students learn to negotiate, manage conflicts, as well as lead others through an entire process. It also helps develop an understanding of the importance of critical thinking and time management along with competence in achieving results through relationship formation and discussions. It is this kind of exposure that finally allows students to link academic knowledge with practical experience, thereby leading to a better understanding of their own abilities and career goals. The fundamental principle of **PIC** is to regard knowledge as a social construct, and hence it bases itself on the following:

- Primary focus of all knowledge shifts from teacher to teacher-student unit.
- Instructions are replaced with interactions and "job-at-hand" which now gain primary importance.
- Structured approaches to developing solutions to real-world problems should be incorporated into learning.

Evidence of Success

- Surlok: Annual festival envisioned and managed by the students from scratch as they:
 - Bring sponsors for the event
 - Organize the entire event
 - Advertise the event through brochures, posters, banners, social media like Facebook and YouTube
 - Cover the entire event through Photobug, the photography society of the college, in both still and video format.
- Cyberclan: Our computer society which is a valuable asset to the functioning of the institution and where students' achievements have been numerous:
 - Students contributed inputs to upgrade the college website.
 - Provided inputs in creating both academic and non-academic programs to help with the college administration and library functioning.
 - Data entry and general management of the students and parents during admission by guiding them smoothly through the admission process.
 - They organize computer-based gaming and creative skill competitions in the college.
 - The society holds a unique distinction of presenting the annual report in audio-visual mode instead of being read out by the Principal over a microphone.
 - The society also holds another unique distinction of carrying out the entire design work of all the college events and the same has been outsourced to them by various other colleges of University of Delhi.

Problems Encountered & Resources Required

- Many unobtrusive interventionist strategies are evolved and implemented to make sure that students should come together to manage the projects on their own:
 - Presenting students with a concrete concept of an event.
 - Guiding them towards finding a basic structure for the event through discussions among themselves and minimal intervention from the teachers.
- Even then there were many problems that had to be negotiated to create truly collaborative, student-centric projects and some of them are as under:

- *How to create a core group of individuals to conceptualize and lead other students:* Allowing students to form their own groups can result in uneven groupings and so encourage them to democratically choose a core group which will have a variety of skills that they will bring into the completion of the project. Make sure that they are from diverse backgrounds and their level of comfort/ability with their separate skills makes them natural leaders whose voice will be heard at the time of crisis. Try to make sure that the core group is arranged in such a way that “experts” from different areas would be able to purposefully blend their respective abilities.
- *How to ensure that work allotment among students is fair and unbiased to achieve maximum productivity:* Give them ample time to allow team-building activities and help them co-ordinate their academic work with these collaborative-projects through each other’s help. Everyone should consider taking other person’s work to allow for academic loss as these kinds of help will make a stronger team that will achieve more.
- *How to zero in on technology that might assist the group work without excluding some groups:* If use of technology is required then make sure that the learners’ knowledge of technology does not put them in a favourable position within the core group. In fact, encourage the core group to incorporate learning activities around that will familiarize everyone with the technology so that no sense of privilege comes within the group and at the time of contingencies others can make equally good use of the technology. This kind of levelling will not only provides flexibility among the group but will also make the group more adaptive towards solving crises.
- Another major problem encountered by the students is the space constraint within the college premises. Instead of being deterred by this problem, however, both students and teachers are driven further to work even harder and not only compete with the best but also to win accolades at university level by defeating the finest in the competition. Not short of self-motivation, NCC students and Bhangra teams reach the college early in the morning to practice their routine, and Nukkad Natak Society, Nepathya, and the western band groups stay after classes to practice so that classes remain undisturbed. Even though the college cannot boast of a ground of its own, our sportsmen have done us proud by bringing laurels at university, state, national and international levels. It is the untiring efforts of students and teachers alike that has made the challenge of space constraint an opportunity to bond with each other in a manner so that it becomes a solid foundation for achievements.

General Strategies Adopted To Solve These Problems

- Break a project into equitable parts with multiple deadlines to ensure that students constantly work toward reaching milestones throughout the process rather than pulling it all together at the last minute.

- While introducing the task, teachers should make sure a threadbare discussion takes place and that the concluding decision provides students with enough time to engage with the given task.
- Call on the core group of students to share a summary of their conclusions and help address any misconceptions and clarify any confusing points by opening the floor for questions.
- Motivate the students to take up their various roles by helping them make connections between student motivation and self-determination. Motivation should be related to opportunities to be autonomous and to make important decisions which will allow them to feel that they are in charge, thereby instilling in them a sense of ownership
- Instead of feeling threatened about the choices and decision-making of students which may lead to their losing control over them, teachers should be aware that students' understanding of their role as agents (the ones in charge) of their feeling, thinking, and learning behaviour, makes them more responsible for their actions.
- In order to overcome the space constraints, both teachers and students collaborate to devise innovative ways to utilize given time in a manner that classes remain undisturbed even as practice of all collaborative events goes on smoothly.

2. Title of The Practice

Holistic Educational Practices (HEP): In keeping with the universality of the teachings of Guru Nanak Dev Ji, after whom the college is named, the holistic vision of education pursued by our institution incorporates capacity-building facilities within the curriculum practices to instill self-discipline combined with a faculty of self-contemplation in both the students as well as teachers.

Goals of the Practice: The premise of all holistic education is to allow a student to find his/her identity by connecting oneself to the community at large as well as their own self. Instead of filling young minds with information, the holistic vision of education asks them to creatively draw upon their latent talents and engage themselves with the community at large. This objective can be achieved only when students are taught to engage with all aspects of human existence – emotional, moral and spiritual along with the material – so that they do not turn themselves into career-oriented zombies with no sense of compassion for their community. The core values of holistic education usually involve:

- The students' internal life of ideas and emotions along with a concentration on their moral being which are considered equally important along with their future career aspirations and for this reason students are encouraged to open themselves up by presenting their own ideas and enquiring freely as part of the learning

process. Instead of a one-way transmission of information from teacher to students, the teacher-student unit together embarks upon a journey to understand themselves along with the world which they inhabit.

- Holistic education not only engages itself with human society but also tries to make the students aware of the ecological issues that are of intimate concern to human beings in today's context.
- It gives the students and teachers a universal worldview, embracing cultural diversity by avoiding parochial ideologies and narrow categorizations.
- It focuses itself upon the innate potential of each student and demands creative pedagogical thinking to unfold it rather than teaching them within the cultural imperatives employed by conventional schools of pedagogy.

Context of the Practice: With the advent of globalization there is an intermingling of diverse cultures with their own indigenous sets of values that pose a strong challenge to other cultures. Such multi-cultural ethnicity of our milieu has threatened the existing core values of each culture and in some extreme cases has resulted in their erosion. One of the problems facing the education system in today's world is to prepare to meet this challenge of eroding moral values among the youth. A strong surge of consumerism has eroded the value system of today's youth and has put at stake the very edifice of community living such as trust among fellow beings, mutual help among students and a sense of fair play among all. Their exposure to the materialistic way of life has distorted their scruples to such an extent that today's youth regards indiscipline to be synonymous with freedom; and self-discipline as well as self-contemplation have become qualities that hold little significance for them. In such a scenario, adherence to a life of academic and moral reflections have taken a backseat and that is why it is incumbent upon today's education system to usher a sense of direction by providing strong moral and spiritual guidance at all levels.

Evidence of Success

- Divinity Society of the college undertakes periodic trips to various holy places within Punjab and other parts of North India where they learn the importance of community service and get motivated by the service that other people are rendering to their own community. Motivational aspect of such trips can be perceived in the students' enthusiastic participation in community practices like langar where they work selflessly to perform all the duties from making the food, then serving it and finally cleaning the place. The ethical basis of this practice not only brings them closer to the truly altruistic way of serving others but also makes them aware that no work is mean when it is performed in the right spirit.
- Students also participate in the Founder's Day Function wherein they take upon themselves all the jobs beginning with arranging the utensils, provisions, cooking

of langar, stage decorations, performing Shabad Kirtan and Ardaas, and finally serving langar to all the devotees.

- Ardaas and college prayers are performed by students of Divinity Society before the beginning of each academic session to welcome the new students and at the end of the academic session as the college bids the outgoing students farewell with its best wishes for their lives ahead; similar prayers are also performed before each important occasion and all cultural events.
- Regular yoga workshops are held for the teachers and students alike to instill in them a feeling of self-discipline and prepare them to face the hardships of competitive life which have become the bane of modern society.

Problems Encountered and Resources Required:

- One of the major problems encountered each year is to replace the competitive mindset of the students with ideals of integrated learning and initiate them upon a path which will make them better human beings rather than only successful ones.
- Activities like yoga classes and other such practices are dependent upon availability of trainers along with ample space but constraint of space is a problem which does not allow for proper time scheduling and precludes the possibility of regular classes under a trainer.

General Strategies Adopted to Solve These Problems: The administration of the college is addressing the problem of space crunch as the building is being renovated, keeping in mind that such activities can be undertaken without any problem in the future.

CONTACT DETAILS:

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As per the instructions given in the manual, appendices have not been enclosed with this SSR report. The same will be made available to the Peer Team during the 'On-site visit'.

**EVALUATION REPORTS
OF
DEPARTMENTS**

EVALUATIVE REPORT OF THE COMMERCE DEPARTMENT

1. **Name of the Department** : Commerce Department
2. **Year of establishment** : 1975
3. **Names of programmes offered:** (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D, etc.)
 - B.Com (Honours) : Three Year programme
 - B.Com (Programme) : Three Year programme
 - M.Com (Programme) : Two Year programme
4. **Name of the Interdisciplinary Courses and the Departments involved**

Interdisciplinary Courses	Departments involved
Micro Economics	Economics
Macro Economics	Economics
Indian Economy	Economics
Business Mathematics	Mathematics
Political Science in lieu of language courses	Political Science
Language courses and as per university norms	English, Hindi and Punjabi

5. Annual/Semester/Trimester/Choice Based Credit System (Programme wise).

All the courses are in semester mode.

6. Participation of the department in the courses offered by other departments

- a) We are offering students of B.A Programme, papers on tourism and travel.
- b) The students also study English, Hindi, and Political science papers from respective departments (as per the specifications of the curricula)

7. Courses in collaboration with other universities, industries, foreign institutions, etc

Nil

8. Details of programmes discontinued, if any, with reasons:

- Annual mode has been completely discontinued by Delhi University w.e.f. 2011-12.
- FYUP replaced 3 year semester programme in 2013 -2014.
- FYUP discontinued in 2014-15 and 3 year semester programme was restored.

9. Number of teaching posts sanctioned

	Sanctioned	Filled
Associate Professors	26	19
Asst. Professors		7 (Adhoc)

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance:

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Ashok Kumar Kaushik	M.Com, M.Phil, LL.B	Associate Professor	Accounting Taxation	41 Years 5 months	NA
Manjeet Singh Bhatia	M.Com, M.Phil, LL.B	Associate Professor	Business Law	40 Years 8 months	NA
Dr Jagjit Singh Sabharwal	M.Com, Ph.D	Associate Professor	Human Resource Management	39 years 9 months	NA
InderMal Gupta	M.Com, M.Phil	Associate Professor	Finance	41 years 7 months	NA
D.P.S. Sood	M.Com, M.Phil	Associate Professor	Marketing	38 years 8 months	NA
A.K. Malhotra	M.Com	Associate Professor	Company Law, Income Tax, Auditing	38 years 8months	NA
A.P.S. Arora	M.Com C.A	Associate Professor	Accounting and finance Auditing	34years 4 months	NA
Dr Vinod Kumar	M.Com, M.Phil, Ph.D, CFA	Associate Professor	Finance and Accounting	37 years 6months	6
Vinit Kapoor	M.Com, M.Phil, Ph.D	Associate Professor	Marketing Management Human Resource Management	38 years 6 months	NA
Dr. Mahesh Kumar	M.Com, M.Phil, Ph.D	Associate Professor	Accounting and Finance	37years 6 months	NA
Dr Gurdeep Singh Sood	M.Com, M.Phil, Ph.D	Associate Professor	Finance	34 years 9 months	7
Daya Shankar Sharma	M.Com, C.A, Ph.D (Thesis Submitted)	Associate Professor	Finance	33 years 4months	NA
Rajiv Midha	M.Com, M.Phil, MCA, MIT, Ph.D	Associate Professor	Law and Computers	33 years 4months	NA
G.K. Arora	M.Com	Associate Professor	Finance and Taxation	32 years 8 months	NA

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Dr. Deep M. Singh	M.Com, M.Phil, Ph.DPost Doctoral	Associate Professor	International Business	32 years 7 months	NA
Dr. Hari Om	M.Com, Ph.D	Associate Professor	Finance	32 years	NA
Harjinder Singh	M.Com, CA, CS, LL.B	Associate Professor	Finance Taxation Law	31 years 8 months	NA
Dr. Neeta R Dhingra	M.Com, M.Phil, Ph.D	Associate Professor	Corporate Law Human Resource Management	27 years 1 months	NA
Dr. Inderpreet Singh	M.Com, M.Phil, Ph.D	Associate Professor	Accounting	15 years 2 months	NA
Dr. Amrinder Kaur	M.Com, Ph.D, UGC NET	Assistant Professor	Finance and Law	11 years 10 months	NA
Kulbeer Kaur	M.Com, UGC NET	Assistant Professor	Finance, Corporate Governance	4 years 1 months	NA
Manmeet Kaur	MBA, UGC NET	Assistant Professor	Finance	2 years	NA
Anil Kumar	M.Com, UGC NET	Assistant Professor	Marketing	4 years 3 months	NA
Hungyo Yurreikan	M.I.B, M.Phil, UGC NET	Assistant Professor	Marketing	2 years 3 months	NA
Jasmine Kaur	M.Com, UGC NET	Assistant Professor	Finance	2 years 3 months	NA
Manveet Singh	MBA, UGC NET	Assistant Professor	Information Technology	8 months	NA

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors: N.A

12. Percentage of classes taken by temporary faculty

B.Com (Honours): 27%

B.Com (Programme): 27%

13. Programme-wise Student Teacher Ratio –

28:1

14. Number of academic support staff (technical) and administrative staff.

Technical – 1

Administrative - 2

15. Qualifications of teaching faculty with D. Sc./ D. Litt./ Ph. D/ M. Phil / PG

Qualification	No. Of Faculty Members
Post Doctoral	1
Ph. D	11
M.Phil	13
Post Graduate	6

16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received.

Names	Duration	Project Name	Financial Institution	Amount
Dr. Vinod Kumar	2011-2013	Impact of currency fluctuation on commodity prices	UGC	6 Lakhs
Dr Hari Om	July 2003 to Dec 2005	Fundamental of Stock Returns	UGC	2 Lakhs
Dr Neeta R. Dhingra	May 2012 to July 2013	Youth Empowerment	Delhi University	6 Lakhs

17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. No**18. Research centre / facility recognized by the university: Nil****19. Publications:**

- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number listed in International Database (For *e.g.* Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average

Author	Title of Paper / Chapter	Title of Book / Journals	Publisher and Publishing Year	ISBN/ISSN
Dr. Mahesh Kumar	Retirement planning through Reverse Mortgage option in India: Emerging trends	CGC-management review	July-Dec.2011	2249-5401
	Is Reverse Mortgage a significant financing option for retirees	Journal of Business Studies	2010	0975-0150
	Impact of Direct Tax-Code on Individual investment choices	Business Analyst	Oct2011-March 2012	0973-211X
Dr. G.S. Sood	Developing an investor sentiment index for India	International Review of business and Finance	Nov. 2010	
	A survey of Investor Sentiment Index in India	Vision	July 2009	
	Corporate Takeovers in India: An analysis of Trends in Open offers	IME Journal	June 2007	
	Tobin's Q& Asset Returns: implications for Indian Stock Markets	Special issue on Stock Markets, journal of IIPM	March 2006	
	Post –Takeover Performance of Target Firms in India: empirical evidence	Paradigm	July-Dec. 2004	
Daya Shankar Sharma	Emerging Trends of Corporate Social Responsibility India	Journal of Business Studies	Shaheed Bhagat Singh College 2010, Vol-3	0975-0150
	Empowerment of Women A CSR Initiative by Indian Companies	Journal of Business Studies	Shaheed Bhagat Singh College 2012-14, Vol-5,6	0975-0150
Dr. Vinit Kapoor	Top executive Remuneration : An Empirical Study of some selecteCompanies Structure and Compositions of Company Boards	The Chartered Accountant	May, 1983 Volume-XXXI, No-11	
		The Chartered Accountant	May, 1983 Volume-XXXI, No-8	
Dr. (Mrs.) Deep M Singh	India's Trade With Nigeria	Indo-Nigerian Economic Relations	Kalinga Publication, Delhi 1996 Indian Africanist	Article

Author	Title of Paper / Chapter	Title of Book / Journals	Publisher and Publishing Year	ISBN/ISSN
Dr. Hari Om	Parameter Shift in Event Studies The Case of Earnings Announcement	Journal of Social and Management Science	National Institute of Bank Management March 2001	0970-8448
	Anomalies Based on P/E Ratios: Empirical Evidence from the Indian Stock Market	The ICAFI Journal of Applied Finance	Institute of Chartered Financial Analysts of India July 2000	0032-9924
	Empirical Anomalies Based on Unexpected Earnings: The Indian Experience	The ICAFI Journal of Applied Finance	Institute of Chartered Financial Analysts of India July 1999	0032-9924
	Integration of Indian and the US Stock Markets: An Empirical Analysis		MD Publication 2010	0032-9924
		Investment Performance of Equity Shares	Anmol Publication Pvt. Ltd., New Delhi	
	Post Earnings Announcement Drift: A Critical Examination of Empirical Work		Finance India	0970-3772
Dr. Amrinder Kaur	Marketing of Service Studies of Public Sector Banks and Foreign Banks	Indian Management Studies General	School of Management Studies Punjab University Patiala April 2010	0974-4355
	Customer Satisfaction Perspective in Public Sector Banks: Post Privatizations Scenario	International BI-Annual Refereed Journal of Management & Technology	GianJyoti Institute of Management and Technology 2010	0974-7621
	Marketing Banking Services Revisited	PCMA Journal of Business	Punjab Commerce and Management Association 2010	0974-9977
Manmeet Kaur	Review of Corporate Governance Norms and Disclosure of Indian Banks	Competition Refresher	Competition Refresher March 2014	0971-8753
	An Empirical Analysis on Credit Policy of RBI on Banker Stocks	International Journal of Technology and Management August 2013,		2249-4510
	The Impact of Corporate Governance Mechanisms on Public Bank's Financial Performance in India	Midas Touch International Journal of Commerce, Management and Technology March 2014		2320-7787
	Compliance of	Institute of Public		2249-9040

Author	Title of Paper / Chapter	Title of Book / Journals	Publisher and Publishing Year	ISBN/ISSN
	Corporate Governance Norms A Study of Foreign Banks in India	Enterprise Journal of Management Jan-June 2014		
	A Study about Administration of HR and Organizational Efficiency in Retail Banking Industry	International Journal of Information Technology and Management August 2013		2249-4510
Kulbeer Kaur	Corporate Governance: A Comparison Between India and China	International Journal of Management of Social Science Research	July 2014	2319-4421
	Governance and Ethical Issues in Sahara & Kingfisher	International Journal of Business and Management	June 2014	2321-8916
Anil Kumar	Association of Quality Function Deployment and target costing for competitive Market	International Journal of Management Research	Feb, 2014	2321-1709
	Effectiveness of Quality Improvement Programmes	International Journal of Management Research	October-December, 2013	2321-1709
	Impact of change Agent in Change Process	International Journal of Management Research	Feb, 2014	2321-1709
	Corruption and International Business	International Research Journal of Commerce Arts and Science, Vol-3	2012	2319-9202
	Corporate Social Responsibility – A Study of DMRC	International Research Journal of Management Sociology and Humanity Vol-3	2013	2277-9809
HungyoYurreikan	Label as Capsule of Product Information	SS International Journal of Business and Management Research	2013	2231-4970
	RFM Analysis : Toward Creating Customer Delight	SS International Journal of Economics and Management Research Vol-4	2014	2231-4962

Author	Title of Paper / Chapter	Title of Book / Journals	Publisher and Publishing Year	ISBN/ISSN
	Ecolabel: Consumer Perception and Meaning	The International Journal of Business and Management	2015	2321-8916
	Consumer Perception of Label as a Source of Product Information (Personal Care Products)	Pacific Business Review International	2015	0974-438X

20. Areas of consultancy and income generated:

N.A

21. Faculty serving in

- i. **National committees:** Dr. G.S. Sood , Member of various committees of SEBI (including Mutual Funds Advisory Committee)
- ii. **International committees:** NIL
- iii. **Editorial Boards:** Business editor, G-Files (a monthly magazine on government and bureaucracy)

22. Student projects

Percentage of students who have done in-house projects including inter-departmental projects	100%
Percentage of students placed for projects in organizations outside the institution i.e. research laboratories /Industry/ Other agencies	N.A

23. Awards /recognitions received at the national and international level by Faculty, Students:

Dr. Rajiv Midha received the Teacher Excellence award for the Information Technology paper from the VC, Delhi University.

24. List of eminent academicians and scientists / visitors to the department:

- Prof. J. P. Sharma, Head & Dean Deptt. of Commerce, University of Delhi
- Prof. Bhanu Murthy, Former Dean & Head Deptt. of Commerce, University of Delhi.
- Prof. R. P. Singh, Director General, Guru Nanak Dev Institute of Management.

- Shri Narender Kumar, Chairman, DIFC.
- Shri Ajay Sahai, Director General, FIEO.
- Shri, I. M. Kapahy, Member, University Grant Commission.
- Dr Jaswinder Singh Principal, Sri Guru Tegh Bahadur Khalsa College.
- Shri S. K. Garg Principal, DDUC.
- Dr. Madhu Vij, Professor FMS, University of Delhi
- Dr. Jaspal Singh, Vice Chancellor, Delhi University

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.

National - 1

E-Commerce & Consumers Interests: Challenges and Opportunities (Funded by UGC) in 2015

International – N.A

26. Student profile programme-wise

Name of the Programme	Applications received By University	Passed/Appeared in Final year	Enrolled		Pass percentage
			Male	Female	
B.Com(Hons)	-				
2012	-	95/96	53	43	99%
2013	-	100/102	60	40	98%
2014	-	105/106	53	53	99%
B.com(Prog)	-				
2012	-	165/165	128	37	100%
2013	-	220/222	161	61	99%
2014	-	149/149	98	51	100%

27. Diversity of students.

Name of course	Year	% of students from same state	% of students from other state	% of students from abroad
B.Com(H)	2012	82%	18%	NIL
	2013	78%	22%	NIL
	2014	76%	24%	NIL
B.Com(Prog)	2012	86%	14%	NIL
	2013	60%	40%	NIL
	2014	75%	25%	NIL

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations?

1 – UGC, NET

29. Student progression.

Ours is an undergraduate college. Students join post graduation in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join post graduation

Employed	Year	Placement percentage
•Campus selection •Other than campus recruitment	2011-12	10%
	2012-13	28%
	2013-14	30%
Entrepreneurship/Self-employment	Roughly 10% from last four years	

30. Present details of departmental infrastructural facilities

- (i) **Library:** College Library has a separate section devoted to Commerce. Library is well equipped with reputed journals and latest technology to facilitate the students.
- (ii) **Internet facilities for staff and students:** The College is Wi-Fi enabled. It also consists of six computer labs with separate user IDs issued to students and teachers with which they can have access to the internet facilities in the labs.
- (iii) **Classrooms with ICT facility:** The department has been allocated classrooms equipped with projectors for classrooms presentations. Apart from centralized facility the department has been provided with internet LAN connectivity.
- (iv) **Students' laboratories:** Fully furnished six computer labs are available for the classes.

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Course	Fee concession	Scholarship	Total
2014 -15	B.Com(H)	44	2	46
	B.Com(P)	125	19	144
2013-14	B.Com(H)	25	8	33
	B.Com(P)	112	19	131
2012-13	B.Com(H)	36	4	40
	B.Com(P)	95	6	101
2011-12	B.Com(H)	34	3	37
	B.Com(P)	69	13	82

32. Details on student enrichment programme (Special Lectures / workshops / seminars) with external experts.

VANAJ, The Commerce Society organizes various events and programmes from time to time.

- Career opportunities programme was conducted by IIFP
- Programme of NIIT was organized for the students
- Institute of Company Secretaries conducted an investor awareness programme.
- Conducted a national seminar on E-Commerce & Consumers Interests: Challenges and Opportunities

33. Teaching methods adopted to improve student learning.

- Power point presentation
- Videos
- Case study methods
- Group discussions
- Role playing
- Interactive games

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

Students participate in NSS, Divinity, NCC, Sports and WUS programs.

35. SWOC analysis of the department and Future plans.

Strengths

- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning more productive and fruitful by the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide counselling to the students for their higher education and career opportunities. Special attention is also given to the students from the weaker and differently abled sections of the society.

Weaknesses

- Lack of bifurcation of English and Hindi medium students often hampers the interest of students as well as teachers.
- Infrastructural limitations are affecting the best possible outcome.
- Reading material for the students with Hindi medium is also the area where special attention is required to be paid.
- Research related activities with financial assistance should be promoted.
- Large number of students in each class.

Opportunities

- Large numbers of students are provided job opportunities in reputed companies through campus placement.
- Commerce Society provides opportunities to students to excel in various fields like industrial training, stock trading etc.
- To upgrade students skills in hands on learning for professional prospects

Challenges

- Availability of reading material in both Hindi and English languages in the equal proportion at the time of course revision is challenging.

Future plans

- Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies.
- Creation of E- database of Alumni

EVALUATIVE REPORT OF THE ECONOMICS DEPARTMENT

1. **Name of the department** : Department of Economics
2. **Year of Establishment** : 1973
3. **Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.): Under Graduate –**
B.A (Hons) Economics
4. **Names of Interdisciplinary courses and the departments/units involved:**
 - B.Com (Honours) [Deptt. of Commerce]
 - B.Com (Programme) [Deptt. of Commerce]
5. **Annual/semester/choice based credit system (programme wise):**
All courses are in the Semester mode
6. **Participation of the department in the courses offered by other departments:**
All Economics subjects such as Micro Economics; Macro Economics; Indian Economy etc. of B.Com (Honours) and B.Com (Programme) offered by the department of Commerce are being taught by the department faculty members.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc. :**Nil
8. **Details of courses/programmes discontinued (if any) with reasons:**
 - Annual Mode has been discontinued w. e. f. 2011-2012.
 - B.A. (Honours) Economics course has been discontinued from the year 2014-15 due to discontinuation of FYUP. The present batch will however, be continued till completion.
9. **Number of Teaching posts**

Number of Teaching posts	Sanctioned	Filled
Professors		
Associate Professors	9	4 [Permanent]
Assistant Professors		2 [Permanent]& 3[Adhoc]

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil. etc.,)

S.No.	Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students Guided for the Last 4 years
1	Dr. P. K. Mehta	Ph. D.	Associate Professor	International Economics, Micro Economics	39	NA
2	Dr. P. K. Anand	Ph.D with M.Phil	Associate Professor	Indian Economy, Public Finance & Political Eco	41	NA
3	Dr. Abnash Kaur	Ph.D with M.Phil	Associate Professor	Micro & Macro Economics	38	NA
4	Dr. Rajinder Kaur	Ph.D with M.Phil	Associate Professor	Macro Economics, Indian economy	32	NA
5	Ms. Meena Singh	Ph. D [Submitted]	Assistant Professor	Industrial Eco & International Business	16	NA
6	Mr. G. S. Bairwa	Ph. D [Submitted]	Assistant Professor	Micro & Macro Economics	9	NA
7	Ms. Mamta Ahuja [Adhoc]	M.A.[Eco]	Assistant Professor	Micro Economics, Macro Economics	14	NA
8	Mr. Harmeet Singh [Adhoc]	M.A.[Eco]	Assistant Professor	Econometrics, Statistics	2	NA
9	Ms. Saachi Bhutani [Adhoc]	M.B.E	Assistant Professor	Econometrics & Environmental Economics	3	NA

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

33% of all lectures and tutorials are taken by temporary faculty

13. Student-Teacher Ratio (programme wise): 30:1

14. Number of academic supports taff (technical) and administrative staff; sanctioned and filled – Nil

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/M.Phil/PG.

Qualification	No. Of Faculty Members
Post Doctoral	-
Ph. D	4
M.Phil	1
Post Graduate	4

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received - None

17. Departmental projects funded by DST-FIST;UGC, DBT, ICSSR,etc.and total grants received – None

18. Research Centre/facility recognized by the University - None

19. Publications:

* **Publication per faculty:**

The publication per faculty on an average is 1.67.

* **Number of papers published in peer reviewed journals (national/ International) by faculty and students:** There are approximately 20 papers published by the faculty members of the department.

List of Publications in Referred Journals

S. No.	Title of Paper	Authors	Journal	Volume No. Year/Page No	Publisher/ISSN No.
1	Indian Exports to European Union in the Emerging Economic Environment	Dr. P. K. Mehta	Asia-Pacific Development Journal, (ESCAP, Bangkok)	Vol. 4, No. 1, June 1997, pp. 57-82.	1020-1246
2	Trends and Prospects for Indo Thai Trade	Dr. P. K. Mehta	Singapore Economic Review, Singapore	Vol. 31, No. 1, 1986.	0217-5908
3	Trends and Prospects for IndoThai Trade	Dr. P. K. Mehta	Rural Thai Society Development of Thai economy	Vol. I, International Conference on Thai Studies, Bangkok, 1984	
4	Internationalization of Indian Firms - Progress and Perspective	Dr. P. K. Mehta	Foreign Trade Review	Vol. XL, No. 2, July-September 2005, pp. 89-111	0015-7325
5	The Exim Policy 2003-	Dr. P. K.	Foreign Trade	Vol. XXXVII, No. 3-4,	0015-7325

S. No.	Title of Paper	Authors	Journal	Volume No. Year/Page No	Publisher/ISSN No.
	04: "Tools for promoting Exports"	Mehta	Review, Indian Institute of Foreign Trade, New Delhi	October 2002-March 2003, pp. 48-68	
6	India: Coping with the Challenges of Global Technology Order, Science, Technology and Society, associated with Jawaharlal Nehru University.	Dr. P. K. Mehta	Sage Publications, New Delhi	Vol. 6, No. 1, Jan.-June 2001, pp. 23-60	
7	Post-Seattle Global Economic Environment: Developing Countries at Cross-roads"	Dr. P. K. Mehta	Global Business Review, International Management Institute and published by Sage Publications, Delhi	Vol. 2, No. 1, Feb. 2001, pp. 121-34	0972-1509
8	ASEAN as a Regional Bloc - Options Before Non-Member Developing Countries.	Dr. P. K. Mehta	Foreign Trade review, Indian Institute of Foreign Trade, New Delhi	Vol. XXXV, Nos. 2-3, May-October 2001, pp. 1-14.	0015-7325
9	Reforming the Indian Economy: India's Competitiveness in the Emerging Global Environment, Management and Change(coauthored).	Dr. P. K. Mehta	Institute of Integrated Learning of Management, New Delhi	Vol. 2, No. 1, Jan-June 1998, pp. 47-75	0972-2149
10	Prospects of Agro-exports to European Union in the Emerging Environment, Paradigm (co-authored).	Dr. P. K. Mehta	Institute of Management Technology, Ghaziabad	Vol. 1, No.2, January 1998, pp. 121-34	0971-9997
11	Promoting Asianization on Indian Economy: An Evaluation of Export-Import Policy 1997-2002(co-authored).	Dr. P. K. Mehta	Management and Change, Institute of Integrated Learning of Management, New Delhi	Vol. 1, No. 2, Dec. 1997, pp. 31-56	0972-2149
12	Literacy as a Determinant of crime against women in India	Ms. Saachi Bhutani Bhagat	Indian Streams Research Journal		2230-7850
13	Corporate Governance- A case study on selected Indian Companies	Ms. Saachi Bhutani Bhagat	Global Journal Of Finance and Management		0975-6477
14	Linkages Of REER and Economic Growth in India: An empirical Study	Ms. Saachi Bhutani Bhagat	South Asian Academic Research Journals- ACEDEMECIA		2249-7137

S. No.	Title of Paper	Authors	Journal	Volume No. Year/Page No	Publisher/ISSN No.
15	Peace and Development- India's Perspective	Ms. Saachi Bhutani Bhagat	The Delhi Journal Of Humanities and Social Sciences		978-93-82928-45-4
16	Trade performance of organized Indian Food Processing Industry in Post- Liberalization period- 1991-2012	Ms. Saachi Bhutani Bhagat	BPR Technologia- A Journal Of Science, Technology and Management		2278-8387
17	Contribution of Net Exports to Economic Growth of India- an Empirical Study	Ms. Saachi Bhutani Bhagat	International Journal's Research Journal of Economics and Business Studies, Singapore		2251-1555
18	Green Banking in India: Way to Sustainable Growth	Ms. Saachi Bhutani Bhagat	Global Journal of Enterprise Information System		0975-1432
19	White Prosperity with Cheap Labour	Dr. Abnash Kaur	World Affairs Magazine	Vol 3 No. 2, December 1994	

List of Books, Chapters and reading materials

S. No.	Books, Chapters in Books	Authors	Volume No. Year/Page No	Publisher/ISSN No.
1	'Business Economics'	Dr. P. K. Mehta	2013	Taxmann Publication
2	"Exploring Indo-ASEAN Economic Partnership in Globalizing World"	Dr. P. K. Mehta, Prof. Atul Sharma	July 2002	Bookwell Publications, New Delhi
3	'Meeting the Challenges of the European Union: Prospects for Indian Exports'	Dr. P. K. Mehta, Prof Atul Sharma & G. Faber	1997	Sage Publications, New Delhi
4	South Africa And Bantustans	Dr. Abnash Kaur	1995	Kalinga Publications, Delhi. 81-85163-62-6

20. Areas of consultancy and income generated: Nil.

21. Faculty as members in

- **National committees:** Dr. P.K Mehta , Member of Faculty of Social Sciences, University of Delhi
- **International Committees:** None
- **Editorial Boards:** None

22. Student projects

- Percentage of students who have done in-house projects including inter departmental/ programme: NA
- Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: NA

23. Awards/Recognitions received by faculty and students:

- **Faculty** : Mr Harmeet Singh Gulati got Teacher Excellence Award for teaching Mathematical Methods for Economics in the year 2013.
- **Students** : NA

24. List of eminent academicians and scientists/visitors to the department

Name	Organization
Mr. Mohan Chutani	Economic Advisor, Dept of Industrial Policy and Promotion
Mr. Amit Sachdeva	Sri Ram College of Commerce, University of Delhi
Dr. Anjani Kochhak	Associate Professor, Lady Sri Ram College, University of Delhi
Dr. Ruddar Dutta	Director (Retired) School of Correspondence Courses, DU.
Prof. Atul Sharma	Retired Professor, Indian Statistical Institute
Dr. Saluja	Retired Professor, Indian Statistical Institute
Dr. Chakra Pal Singh	RPCD (FLS), RBI, New Delhi
Dr Jaswinder Singh	Principal, Sri Guru Tegh Bahadur Khalsa College.

25. Seminars/Conferences/Workshops organized & the source of funding

- **National:** Nil
- **International:** Nil

26. Student profile programme/coursewise:

Name of the Course/programme DC-1 Economics	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
2013-2014 (Erstwhile FYUP)	-	59/63	38	25	94%

*M=Male *F=Female

27. Diversity of Students

Name of the Course	%of students from the same state	%of students from other States	%of students from abroad
DC-1 Economics	78%	22%	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? No documentation

29. Student progression: NA

30. Details of Infrastructural facilities

- **Library:** The college library is well equipped with reputed journals and latest technology in order to impart education to all the students via open access to library books, issue and return of books using bar-coded identity cards, well managed reading hall etc.
- **Internet facilities for Staff & Students:** The College is Wi-Fi enabled. It also consists of six computer labs with separate user IDs issued to students and teachers with which they can have access to the internet facilities in the labs.
- **Classrooms with ICT facility:** The department has been allocated classrooms equipped with projectors for classrooms presentations. The college has Wi-Fi/Internet facilities.
- **Laboratories:** Not Applicable

31. Number of students receiving financial assistance from college, university, Government or other agencies:

Year	Course	Fee concession	Scholarship	Total
2013 -14	B.A(H)	3	-	3
2014- 15		3	-	3

32. Details on student enrichment programmes (special lectures/workshops/ seminar) with external experts:

Seminars, workshops as well as panel discussions are organized on a regular basis in the department. Eminent speakers are invited to speak and interact with the students and faculty.

The following are some of the seminars that were organized in the department.

- Workshop on Financial Literacy was organized by the Department in 2013 sponsored by the Reserve Bank of India, New Delhi.
- A special talk by Amit Sachdeva was organized by the college in 2012 on the topic “Unemployment” out of which students gained invaluable insights and their basic concepts got clear with the talk.
- A special lecture was given by Dr. Anjani Kochhak followed by a Quiz competition on Economics in which students participated actively and secured attractive prizes.

In addition to the above, the Department encourages students to undertake projects to experience team work. Students are supported in organizing an annual departmental festival, which includes organizing academic events and co-curricular activities. Students are also motivated to participate in extra-curricular activities such as dramatics, dance etc.

33. Teaching methods adopted to improve student learning:

The Department has always been endeavored to give the best of teaching to the students through the use of technology. The learning process in the college constitutes the regular lecture classes, tutorials, interactive discussions, collaborative exercises, project works and presentations .For better dispersal of knowledge, the college provides various communication tools like LCD Projectors and Laptops to the teachers and students. It has helped the faculty to instantly update the students with various types of information.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Students of the department actively participated in Swachh Bharat Abhiyaan and are the active members of NSS.

35. SWOC analysis of the department and Future plan

Strengths

- Principal's leadership is the driving force for all positive academic changes.
- Faculty members are supported to achieve institutional objectives by creating a congenial work oriented environment.
- A strong focus on quality teaching with a faculty that excels in teaching students at all levels.
- The activities of the Economics Society KIRT complement the classroom education.
- Highly qualified, experienced, and dedicated cadre of adjunct faculty is the pillar of the department.
- The department is well connected with and very well supported by its retired faculty in terms of resource mobilisation and as knowledge partners.

Weaknesses

- Limited land restricts the expansion of academic and extra-curricular activities.
- Lack of infrastructure in terms of faculty rooms.

Opportunities

- The activities organized by the Economics Society KIRT enables the students to excel in various activities thus providing an inter-college networking opportunity.
- The course curriculum promotes research opportunities available to students in various industries during the summer internships

Challenges

- The senior faculty is on the verge of retirement but no permanent appointments are being made.
- Facilitating industry academia handshake for the better learning of students.

Future Plans

- Plans to introduce B. A. (Hons) Economics and expand the Economics Department.
- Setting up of an Entrepreneurship cell in the college jointly by Economics and Business Economics Department.
- Collaboration with other colleges/ institutions for research/ seminars and workshops.
- Creation of E-database of Alumni has begun and we intend to activate the database online.

EVALUATIVE REPORT OF BUSINESS ECONOMICS DEPARTMENT

1. **Name of the department** : Department of Business Economics (Self financing course)
2. **Year of Establishment** : 1996
3. **Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D.,etc.): Under Graduate –**
 - B.A. (Honours) Business Economics: Three year programme
4. **Names of Interdisciplinary courses and the departments/units involved:**
 - Business Mathematics and Statistics [Maths]
5. **Annual/semester/choice based credit system (programme wise):**
All courses are in the Semester mode
6. **Participation of the department in the courses offered by other departments:**
Nil.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc. :**Nil
8. **Details of courses/programmes discontinued (if any) with reasons:**
 - Discontinuation of B.A. (Honours) Business Economics in 2013 due to the termination of the course with the implementation of FYUP.
 - The course was re-started in the year 2014-15.
9. **Number of Teaching posts:**

Number of Teaching posts	Sanctioned	Filled
Professors		
Associate Professors	3	3 [Adhoc]
Assistant Professors		

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D./M.Phil. etc.,)

S.No.	Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students Guided for the Last 4 years
1	Ms. Garima Babbar [Adhoc]	M.A.[Eco], PGDBA equivalent to MBA	Assistant Professor	Econometrics, Financial Economics	6.5	NA
2	Ms. Sukhvinder Kaur [Adhoc]	M.Phil	Assistant Professor	International Economics, Computational Techniques	10	NA
3	Ms. Manjeet Kaur [Adhoc]	M.A.[Eco]	Assistant Professor	Environmental Economics & Public Finance	3.5	NA

11. List of senior visiting faculty

Mr. Rakesh Shahni, Associate Professor, Bhim Rao Ambedkar College, University of Delhi, for the subject 'Econometrics' in B.B.E. for a period of two academic years from 2010 to 2012.

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

- 90% of all lectures and tutorials of BA (Honours) Business Economics programme [Self-Financed Course];

13. Student-Teacher Ratio (programme wise):

The student teacher ratio for B.A.(Honours) Economics is 22:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled – NA**15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/M.Phil/PG.**

Qualification	No. Of Faculty Members
M.Phil	1
Post Graduation	2

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received - None**17. Departmental projects funded by DST-FIST;UGC, DBT, ICSSR, etc. and total grants received - None****18. Research Centre/facility recognized by the University - None****19. Publications:***** Publication per faculty**

The publication per faculty on an average is 0.33

*** Number of papers published in peer reviewed journals (national/ International) by faculty and students****List of Publications in Referred Journals**

S. No.	Title of Paper	Authors	Journal	Volume No. Year/Page No	Publisher/ISSN No.
1	The Study of effect of Subprime Crisis on Malaysian Economy	Ms. Garima Babbar	Global Journal of Arts and Management	Vol. 4 ,No.1(Jan-March 2014 issue)	2249-264X

20. Areas of consultancy and income generated: Nil.**21. Faculty as members in**

- **National committees:** None
- **International Committees:** None
- **Editorial Boards:** None

22. Student projects

- **Percentage of students who have done in-house projects including interdepartmental/programme:** All the Business Economics students have undertaken projects in their course.
- **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:** Two Business Economics Students were involved in Innovation Project “Attitude of youth towards religion and politics”.

23. Awards/Recognitions received by faculty and students:

- **Faculty :** Nil
- **Students :**
 - ✓ Megha Kushiwara was the university topper in IInd year in B.A (Honours) Business Economics in the year 2014.
 - ✓ Shweta Dureja got second rank in IInd year in the university in B.A (Honours) Business Economics in the year 2012.

24. List of eminent academicians and scientists/visitors to the department

Name	Organization
Mr. Mohan Chutani	Economic Advisor, Dept of Industrial Policy and Promotion
Prof. Suresh Agarwal	University of Delhi, South Campus
Dr. Anjani Kochhak	Associate Professor, Lady Sri Ram College, University of Delhi
Dr. Ruddar Dutta	Director (Retired) School of Correspondence Courses, DU.
Prof. Atul Sharma	Retired Professor, Indian Statistical Institute
Dr. Deepa Saran	Professor, University of Delhi, South Campus
Dr. V.K. Kaul	Professor, University of Delhi, South Campus
Dr. Guljeet Arora	Principal, Bhim Rao Ambedkar College
Dr. Saluja	Retired Professor, Indian Statistical Institute
Dr. Chakra Pal Singh	RPCD (FLS), RBI, New Delhi

25. Seminars/Conferences/Workshops organized & the source of funding

- **National:** Nil
- **International:** Nil

26. Student profile programme/course wise:

Name of the Course/programme BA(H) Bus. Eco.	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
Year	No Documentation				
2011-2012		48	32	16	100%
2012-2013		36	17	19	100%
2013-2014		38	28	10	100%

*M=Male *F=Female

Diversity of Students Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
2012	91%	7%	2%
2013	55%	45%	-
2014	86%	14%	-

27. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services,etc. ? No documentation**28. Student progression:**

Student progression	Against % enrolled	
UG to PG	Ranged between 40% during last 4 years	
PG to M.Phil	One student from 2011-12 batch	
PG to Ph.D.	Information not available	
Ph.D. to Post-Doctoral	Information not available	
Employed •Campus selection •Other than campus recruitment	Year	Placement percentage
	2011-12	45%
	2012-13	30%
	2013-14	40%
Entrepreneurship/Self-employment	Roughly 10% from last four years	

29. Details of Infrastructural facilities

- **Library:** The college library is well equipped with reputed journals and latest technology in order to impart education to all the students via open access to library books, issue and return of books using bar-coded identity cards, well managed reading hall etc.

- **Internet facilities for Staff & Students:** The College is Wi-Fi enabled. It also consists of six computer labs with separate user IDs issued to students and teachers with which they can have access to the internet facilities in the labs.
- **Classrooms with ICT facility:** The department has been allocated classrooms equipped with projectors for classrooms presentations. The college has Wi-Fi/Internet facilities.
- **Laboratories:** Not Applicable

30. Number of students receiving financial assistance from college, university, Government or other agencies: Nil

31. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:

The following are some of the seminars that were organized in the department.

- Workshop on Financial Literacy was organized by the Department in 2013 sponsored by the Reserve Bank of India, New Delhi.
- A special talk by Amit Sachdeva was organized by the college in 2012 on the topic “Unemployment” out of which students gained invaluable insights and their basic concepts got clear with the talk.
- A special talk was delivered by Professor Suresh Aggarwal on the topic Econometrics which helped students in their curriculum and also enriched their knowledge.
- A special lecture was given by Dr. Anjani Kochhak followed by a Quiz competition on Economics in which students participated actively and secured attractive prizes.

In addition to the above, the Department encourages students to undertake projects to experience team work. Students are supported in organizing an annual departmental festival, which includes organizing academic events and co-curricular activities. Students are also motivated to participate in extra-curricular activities such as dramatics, dance etc.

32. Teaching methods adopted to improve student learning

Interactive discussions, project based teaching, case studies, collaborative exercises, and presentations form an integral part of class room teaching. In addition to the classroom teaching, the college also facilitates students to gain on sight knowledge through industrial tours. All these not only enhance the academic value of the students but also contribute significantly to the overall personality skills of students.

33. Participation in Institutional Social Responsibility (ISR) and Extension activities

One of our students has been working with Eagles Cocoon, an initiative of Piyush Sehgal, former magpie CEO which organized many street theatre festivals in the city. It has also won awards in December, 2012.

34. SWOC analysis of the department and Future plan

Strengths

- The faculty encourages out of box thinking in students through extra curricular and co-curricular activities.
- A strong focus on quality teaching with a faculty that excels in teaching students at all levels.
- The activities of the Economics Society complement the classroom education.
- Industrial tours by the department help in creating practical training to the students.
- Good placement record. Many students have gone abroad for further studies in good institute like London School of Economics.
- The Inter College annual fest is organized by the Economics Society KIRT is widely participated.

Weaknesses

- Lack of permanent faculty due to non regularisation of the course.
- Limited land restricts the expansion of extra-curricular activities.
- More industry exposer required for students.

Opportunities

- Many faculties have the expertise and ability to secure grant funding and to do higher research projects.
- The course curriculum promotes research opportunities available to students in various industries during the summer internships

Challenges

- The course curriculum is most in demand by the business and demand analyst firms especially the E-commerce industry. The greatest challenge is to synchronise the gap between academia and industry.

Future Plans

- Encouraging faculty to publish research work and attend conferences, Faculty Development Programmes and seminars.
- Introduce smart teaching by way of introduction of Power point presentations and other comprehensive ways of teaching-learning processes.
- Maintaining and updating information of department alumni
- Introduce students to current trends in interdisciplinary research and also to research methodology
- The department plans to set up an Entrepreneurship cell in the college jointly by Economics and Business Economics Department.

EVALUATIVE REPORT OF THE ENGLISH DEPARTMENT

1. **Name of the department** : ENGLISH
2. **Year of Establishment** : 1973
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):** B.A. (Honours) English – Three Year Programme
4. **Names of Interdisciplinary courses and the departments/units involved:**
NIL

5. **Annual/ semester/choice based credit system (programme wise):**
All courses are in Semester System.

6. **Participation of the department in the courses offered by other departments:**
All English subjects of other courses such as B.Com (Honours), B.Com(Prog) offered by Commerce department; B.A.(Prog); B.A.(Honours) History, Political Science etc. are being taught by the faculty members of the department.

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.** NIL

8. **Details of courses/programmes discontinued (if any) with reasons:**
FYUP has been discontinued by University of Delhi.

9. Number of Teaching Posts

	Sanctioned	Filled
Professors		
Associate Professors	Total of 11	5 [Permanent]
Assistant Professors		4 [Permanent] 2 [Ad hoc]

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.):

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D Students guided for the last 4 years
Dr. Kumkum Yadav	Ph.D	Associate Prof.	Subaltern Writings	37 ½ years	-
Dr. Gita Lakhanpal	Ph.D	Associate Prof.	Women Studies	29 Years	-
Dr. Jyoti Bajaj Desai	Ph.D	Associate Prof.	19 th Century Thought	28 Years	-
Ms. Rishibha Agarwal	M.Phil	Associate Prof	Transitional Poetry	26 Years	-

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D Students guided for the last 4 years
Ms. Indra Kaul	M.Phil	Associate Prof	Contemporary literature, Gender Studies, Comparative Literature	24 Years	-
Dr. Abhishek Sharma	Ph.D	Assistant Prof.	Indian and Western Classical Literature	21 Years	-
Dr. Bhagwant Kour	Ph.D	Assistant Prof.	Women Studies	17 Years	-
Ms. Priyanka Srivastava	M.Phil	Assistant Prof.	Marginality Studies	9 Years	-
Ms. Harpreet Kaur Bhari	M.Phil	Assistant Prof.	Modern Drama, Post-Colonial Literature, Contemporary Literature	14 Years	-
Ms. Priya Jain	M.Phil	Ad.hoc	Modern fiction	16 Years	-
Ms. Nidhi Sharma	M. Phil	Ad.hoc	American literature	3 Years	
Mr. Satadru Chaterji	Pursuing Ph.D	Ad.hoc	Popular Fiction	2 1/2 Years	

11. List of senior visiting faculty Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

Ad-hoc teachers have taken 27% of the classes.

13. Student –Teacher Ratio (programme wise): B.A. Honours English:

29:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

Nil

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ M.Phil /PG:

Qualification	No. Of Faculty Members
Post Doctoral	-
Ph. D	5
Pursuing Ph.D	1
M.Phil	6

16. Number of faculty with ongoing projects from

a) National b) International funding agencies and grants received:

Nil

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received:

Nil

18. Research Centre /facility recognized by the University:

Nil

19. Publications:

a) **Publication per faculty: 24/11 = 2.2

b) List of Research Publications in refereed Journals:

S.No	Title of Paper	Author	Journal	Vol. Pg. Year	ISBN/IS SN No.
1	Look Back in Anger: A Feminist Approach	Dr. Bhagwant Kaur	Punjab University Research Bulletin	XXI No. 1/1990	
2	Hamlet and Justice	Dr. Jyoti Bajaj Desai	Hamlet Studies An International Journal of Research on The Tragedy of Hamlet, Prince of Denmark	14/Nos.1&2/ 1992	0256-2480
3	Reviewed 'Frailty Thy name is Woman'	Dr. Jyoti Bajaj Desai	The Commonwealth Review	VI 1994-1995 No.1	
4	Rape and Epistolary Form in Samuel Richardson's Clarissa and Alice Walker's Color Purple	Ms. Harpreet Kaur Bhari	Creative Forum	2003	ISSN 0975-6396
5	John Stuart Mill's Response to Shakespeare	Dr. Jyoti Bajaj Desai	Journal of Drama Studies An International Journal of Research on World Drama in English	II No. 2/ 2008	ISSN09 75-1696
6	"Dalit Auto biographies: The Artists' Representation of Self and Community."	Ms. PriyankaSrivastava	Creative Forum : 189-215.	2010	ISSN 0975-6396
7	Lohia's Feminist Reading of Mythology	Dr. KumKum Yadav	Economic and Political Weekly	2010; Vol.XIV(14)	
8	"Higher Education and Research in India: Whither It's Future?"	Ms. PriyankaSrivastava	www.probinglens.com/higher education-and-research-in-India-wither-its-future	2011	
9	John Stuart Mills's Views on the Teaching of English in India: A Reassessment from a Postcolonial Perspective	Dr. Jyoti Bajaj Desai	The Critical Endeavour	2012	ISSN09 76-0199
10	Woman's Search for Security in a Violence Ridden World	Dr. BhagwantKour and Dr. Abhishek Sharma	4 th International Conference on Women, Peace and Security.	2013	978-81-302-240-2
11	Anita Desai's In Custody	Dr. Gita Lakhanpal	https://docs.google.com/file/d/0B0Izh6GcIA_DNIVxeHRZT2h1THc/edit?pli=1	2013	ISSN: 2349-154X
12	Rabindranath Tagore's The Exercise Book	Dr. Gita Lakhanpal	http://vle.du.ac.in/file.php/570/Rabindranath_Tagore_-_The_Exercise_Book/Rabindranath_Tagore_-_The_Exercise_Book.pdf	2014	ISSN: 2349-154X

S.No	Title of Paper	Author	Journal	Vol. Pg. Year	ISBN/ISSN No.
13	Virginia Woolf's Shakespeare's Sister	Bhagwant Kaur	ILLL	2014	SSN: 2349-154X
14	Jamaica Kincaid's Girl	Bhagwant Kaur	http://vle.du.ac.in/file.php/570/Jamaica_Kincaid/Jamaica_Kincaid.pdf	2014	SSN: 2349-154X
15	Ambai's Squirrel	Dr. Gita Lakhanpal	ILLL	2014	ISSN: 2349-154X
16	Ambai's The Yellow Fish	Dr. Gita Lakhanpal	http://vle.du.ac.in/file.php/570/Ambai_The_Yellow_Fish/AMBAI_The_Yellow_Fish.pdf	2014	ISSN: 2349-154X

List of Books, chapters and reading material:

S.No.	Books, chapters in books, other than refereed journal articles *	Authors	Book	Volume No. year , Page No., issue	Publisher /ISSN No. / Int. Database
1	Importance of Being Billy Biswas	Dr. KumKumYadav	Victim Consciousness in Indian English Novels	ABS Publications 1997	
2	The Therigatha: A Study in Tradition and Modernity	Indrakaul	Feminism, Tradition and Modernity	IAS Shimla, 2000	I
3	Tribals in Indian Narratives	Dr. KumKumYadav	Monograph	IAS Shimla, 2003	
4	Mountaineer, Writer, Woman	Dr. KumKumYadav	New Concerns	Arya and Sikka Macmillan, 2006	
5	Mills's Milton	Dr. Jyoti Bajaj Desai	Milton's Paradise Lost Book 1&9 Commentary and Notes	2010	Doaba Publication
6	So KyoMandaAakheea	Dr. BhagwantKour	Guru Granth sahib: Social Concerns	ManpreetPrakashan/ 2012	81-87654-03-1
7	Martyrdom of Sri Guru ArjanDevji	Dr. BhagwantKour	Sikh Sahadatdt Sankalapat te Parampara	ManpreetPrakashan/ 2013	ISBN-81-87654-10-4
8	"Classical Realism, Dalit Ontology and the Autobiographical Self in Joothanand The Outcaste."	Ms.Priyanka Srivavastava	TOWARDS SOCIAL CHANGE: Essays on Dalit Literature	Orient Blackswan, Kolkata 2014	

20. Areas of consultancy and income generated – Nil

21. Faculty as members in

a) National committees – Nil

b) International Committees – Nil

c) Editorial Boards – Nil

22. Student projects

- a) **Percentage of students who have done in-house projects including inter departmental/programme-** Nil
- b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies** – 10 English Hons. Students were involved in two Innovation Projects.

23. Awards / Recognitions received by faculty and students - Nil**24. List of eminent academicians and scientists / visitors to the department –**

1. Prof. Mythali Kaul, Department of English, Delhi University.
2. Prof. Shromistha Panja, Department of English, Delhi University.
3. Prof. R.W. Desai, Department of English, Delhi University.
4. Prof. G.K. Das, Department of English, Delhi University.
5. Prof. Uday Kumar, Department of English, Delhi University.
6. Prof. S. Sen, Department of English, Delhi University.
7. Dr. C.D. Sidhu, Hansraj College, Delhi University.
8. Dr. Sukrita Paul Kumar, Zakir Hussain College, University of Delhi.
9. Dr. Sandeep Yadav,
10. Prof. V.S. Dhaiya, ex VC Kurukshetra University.
11. Prof. Saugata Bhaduri, Centre for English, Jawahar Lal Nehru University.
12. Dr. Badari Narayan,
13. Prof. Manjeet Inder Singh, Department of Diaspora Studies, Punjabi University.
14. Mr. Rajendra Sirinivasan , National School of Drama
15. Mr. Dilip Basu, Rajdhani College.
16. Prof Javed Malik, SGTB Khalsa College.

25. Seminars/ Conferences/Workshops organized & the source of funding:

1. UGC Sponsored Two Day Seminar on Writing and Reading Literature in a Globalised World in 2013
2. UGC Sponsored Two Day Seminar on India, Modernity, Marginality: Liminal Utterances

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 3)	Applications Received	Passed/Appeared Final Year	Enrolled		Pass Percentage
			M*	F*	
2012	-	32/36	2	34	90%
2013	-	40/41	5	36	98%
2014	-	73/74	8	66	99%

*M = Male *F = Female

27. Diversity of Students

Name of the Course: B.A. English. Honours.	% of students from the same state	% of students from other States	% of students from abroad
2012	96%	4%	–
2013	85%	15%	–
2014	83%	17%	–

28. How many students have cleared national and state competitive Examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Two students have cleared NET

29. Student progression: -

Ours is an undergraduate college. Students join post graduation in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join post graduation.

30. Details of Infrastructural facilities:

a) Library

College does not have a separate Department Library but the college library is well equipped with journals, reference books, photocopy facility and issue, return of books is automated with OPAC search facility.

SAF Books = 484

General Books = 4359

b) Internet facilities for Staff & Students:

Wi-Fi facility is available in College Premises.

c) Class rooms with ICT- ALL

d) Laboratories: - NA

31. Number of students receiving financial assistance from college, university, government or other agencies:

Year	Fee concession	Scholarship	Total
2014 -15	32		32
2013-14	27		27
2012-13	25		26
2011-12	20		20

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:

- Remedial Courses are organized from time to time.

- IT workshop was organized for VH students.
- Encore is the English Department Society which organizes a series of lectures was organized on literary theory.
- Theatre Workshop was organized. Students performed excerpts from plays under study. Students are taken for plays during the theatre festival.
- Poetry recitation competitions are organized.
- Literary Fest was organized.
- Movies based on texts in the course are screened.

33. Teaching methods adopted to improve student learning:

IT tools are used in class rooms

PPTs, Video Recordings are played.

Lectures are interactive in nature.

Reading material is provided, followed by discussions.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

- Faculty members of the department are actively engaged in EOC, NSS and Divinity. Society functioning. In the past years three workshops have been organized under EOC
- Workshop on Financial Literacy
- Workshop on Developing Interpersonal Skills
- IT Workshop for the VH Students.

The NSS wing of the college is active and students are involved in Swachta Abhian, visit orphanages and senior citizen homes.

Divinity Society participates in Nagar Kirtans, students perform KarSeva in Gurudwaras they visit during Divinity society trip. Staff and students organize langar on founder's day.

35. SWOC analysis of the department and Future plans

Strengths

- The department has very active and supportive faculty that maintains a strong bond and a high level of interaction with the students as well as with each other.

- The department has a strong focus on quality teaching with a faculty that excels in teaching students at all levels.
- The faculty of the department has adopted varied teaching methodologies to make the classroom environment receptive and non-threatening for its students. To address the needs of weak students the department also holds special remedial classes.
- The students are encouraged to explore beyond their prescribed curriculum by exposing them to various seminars and talks that are a regular feature of the department.
- Students' interest in department programs is very strong and 'Encore', the English Literary Society has students on board. Under the guidance of teachers the society remains active throughout the year.
- The department is strongly student centered and focused. Field and outstation trips are organized to expose them to the larger world of literature (eg. visit to Jaipur literary Fest).
- Also to help them relate their course work with experiential knowledge regular visits to screening of the plays are undertaken.

Weaknesses

- At times high student numbers makes it difficult to connect with students and retain student centered focus.

Opportunities

- The strategic position of the college can be utilized to undertake more professional English Language Courses to equip students better.

Challenges

- Students from diverse backgrounds come with different expectations from an honors course. Sometimes it becomes difficult to veer their interest from language to a purely literature course.

Future Plans

- Department has reinitiated the process of introducing Post Graduation in English
- Department proposes to organize Language Proficiency Workshop during mid semester breaks in the months of October, 2015 and March, 2016.
- Department has made plans to revive the Dramatics Society.

EVALUATIVE REPORT OF THE DEPARTMENT OF HINDI & HINDI JOURNALISM

1. **Name of the department** : Hindi & Hindi Journalism
2. **Year of Establishment** : 1973
3. **Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**
 - B.A. (Honours) Hindi Three-Year UG Programme
 - Hindi Journalism (Honours) Three-Year UG Programme
4. **Names of Interdisciplinary courses and the departments/units involved:**
 - Disciplined Centered Course
 - Qualifying Language Course
5. **Annual/semester/choice based credit system (programme wise):**

All programs are in Semester Mode.
6. **Participation of the department in the courses offered by other departments:**

NA
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NA
8. **Details of courses/programmes discontinued (if any) with reasons:**
 - Annual Mode has been discontinued w.e.f. 2013-14
 - FYUP has been discontinued and three-year semester-based Under-Graduate programme has been reintroduced.
9. **Number of teaching posts:**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	5	5
Assistant Professors	3	2

S.NO.	Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students Guided for the Last 4 years
1	Dr. H. S Gill	M.A., Ph.D.	Associate Professor	Adhunik Kavita & Media Lekhan	38 Years	N/A
2	Dr. Renu Duggal	M.A.,M.Phil,Ph.D	Associate Professor	Modern Poetry	21 Years	N/A
3	Dr. Amarjeet Kaur	M.A, M.Phil, Ph.D.	Associate Professor	Katha Sahitya	21 Years	N/A
4	Dr. Balbir Kundra	M.A., M.Phil, Ph.D.	Associate Professor	Bhasha Vigyaan & Mass Communication	25 years	N/A
5	Dr. Deep Mala	M.A., M.Phil, Ph.D.	Assistant professor	Katha Sahitya	8 Years	N/A
6	Dr. Anju Bala	M.A., M.Phil, Ph.D.	Assistant Professor	Gadyasahitya	4 Years	N/A
7	Dr. Bhupinder Kaur	M.A. Ph.D.	Assistant Professor	Madhya Kaal	14 Years	N/A
8	Dr. Shailja	M.A. Ph.D.	Assistant Professor	Katha Sahitya	8 Years	N/A
9	Dr. Hardeep Kaur	M.A. Ph.D.	Assistant Professor	Mass Communication	01 Year	N/A

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil. etc

11. List of senior visiting faculty: NA

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NA

13. Student-Teacher Ratio (programme wise): B.A. (Honours) Hindi – 35:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled – NA

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.

Highest Qualifications	Professor		Associate Professor		Assistant Professor	
	Male	Female	Male	Female	Male	Female
Ph.D			1	3		5

16. Number of faculty with ongoing projects from

a) National Funding Agencies: Nil.

b) **International funding agencies and grants received** - None

17. **Departmental projects funded by DST-FIST;UGC, DBT, ICSSR, etc.and total grants received** – None

18. **Research Centre/facility recognized by the University** - None

19. **Publications:**

* **Publication per faculty:** 4.7

* **Number of papers published in peer reviewed journals (national/international) by faculty and students**

List of Publications in Referred Journals

S. No.	Title of Paper	Authors	Journal	Volume No. Year/ Page No	Publisher/ ISSN No.
1	Tumhari Kathorata (Kavita)	Dr. H.S. Gill	BASANT international Magazine Mauritius	August 2014	Mahatma Gandhi Institute Mauritius
2	Pyaar Ki Paribhasha (Kavita)	Dr. H.S. Gill	Indrprastha Bharti Magazine	Jan-March 2013	Hindi Academy Govt. of N.C.T. of Delhi
3	Article In Book	Dr. H.S. Gill	Haavi Hota Baazar Aur Television Patrakarita ka Sankat	2010	
4	Bhumandalikrit Vishv ke bich Bharat Aur Bhartiya Bhashayen	Dr. Renu Duggal	Ekkisavi Sadi Aupniveshik Mansikta Aur Bhasha	2011	AntikaPrakashan ISBN: 978-93-80044-81-1
5	Patrakarita Ka Sankat	Dr. Renu Duggal	Havi Hota Bazaar Aur Television	2010	
6	Atmakatha: Istri asmita ki sakshhi hai, istrivimarsh kal aj aur kal	Dr. Renu Duggal	Patrkarita ka sankat: Dr. Harish Arora	2011	Antika Prakashan ISBN: 978-93-80044-81-1
7	Television Vigyapano me Baal Chhavi	Dr. Amarjeet Kaur	Communication Today	Vol. 11 October-December 2008	Dr. Sanjeev Bhanawal

S. No.	Title of Paper	Authors	Journal	Volume No. Year/ Page No	Publisher/ ISSN No.
8	Ek Lubhavani Magar Kalpanik duniyan dikhate vigyapan	Dr. Amarjeet Kaur	The Gaur Sons Times	Vol. 11 Issue. 6 1-15 March 2008	A Gaursons India Limited Publication
9	Dharm Aur Media Dharm	Dr. Amarjeet Kaur	The Gaur Sons Times	Voll. 11 Issue. 24 16-31 march 2009	A Gaursons India Limited Publication
10	Vigyapan Aur Bazarvad	Dr. Balbir Kundra	Haavi Hota Baazar Aur Television Patrakarita ka Sankat	2010	Yuva Sahitya Chetna Mandal
11	Vigyapano me Hindi Bhasha	Dr. Balbir Kundra	Jansanchar Madhyam Aur Hindi Bhasha	28-29 june 2010	Hansraj College
12	Television Ke liye Kahani Ka Natya Rupantaran	Dr. Balbir Kundra	Early Academy Journal	Vol. 9 2009-2010	Yearly Academic Journal, Kalindi College
13	Sachchi Manavta Ke prateek Sri Guru Nanak Dev Ji	Dr. Deep Mala	Surlok Patrika	2008-09	
14	Book Samiksha	Dr. Anju Bala	Harigandha Journals Panchkula	August 2008	
15	NavenDashak ki Hindi Kahani me Vatavaran-Sristhi	Dr. Shailja	Prasthan Patrika, GorakhPur	Vol.15, January-June 2013	ISSN:22229-3876
16	Naven Dashak ki Hindi Kahani me Vichar-Sristhi	Dr. Shailja	Abhinav Meemansa Patrika, Lucknow	Vol.1 October 2013	ISSN : 2277-2863
17	Naven Dashak ki Hindi Kahani me AbhivyaktSamajikVisangati	Dr. Shailja	Sampreshan Patrika, Jaipur	Vol.152, October-December 2013	ISSN:2347-2979
18	Television ki Vartman Samaj ki Chunotiya	Dr. Hardeep Kaur	International Research Journal Vidyawarta	Vol. July to September 2014	ISSN:2319-9318

S. No.	Title of Paper	Authors	Journal	Volume No. Year/ Page No	Publisher/ ISSN No.
19	Guru Gobind Singh Ke Chandi Charitra Me Yugh Boudh	Dr.Hardeep Kaur	Shoudh Disha	Vol. April to June 2014	ISSN:0975-735X
20	Vigayapan, Manovigyan, Naari Aur Samaj	Dr. Hardeep Kaur	International Research Journal Vidyawarta	Vol. October to December 2014	ISSN:2319-9318
21	Tulsi ke Sahitya main Manav Mulya	Dr. Hardeep Kaur	K.E.S Shraf kala and vanijya Mahavidyalaya, Mumbai	2014	ISBN No. 978-81-927102-11
22	Kundali banane wale to jeb katane pe lage rahate hai	Dr. Bhupinder kaur	Nav Bharat Tiams, New Delhi	(10-11-2014)	
23	Jako Rakhe Saiayn Mar Sake na Koi	Dr. Bhupinder kaur	SGND KHALSA Co. Magazine.		
24	Sri Guru Arjun Dev Ji,	Dr. Bhupinder kaur	THE GAURSONS TIMES, New Delhi		
25	Sri Guru Nanak Dev Ji	Dr. Bhupinder kaur	THE GAURSONS TIMES, New Delhi		
26	kabhi khatam nahoi hogi Hindi	Dr. Bhupinder kaur	Hamari Patrika, New Delhi.		
27	Oskar ki Dhoud me kyon pichhadi "LAGAN"	Dr. Bhupinder kaur	Nav Bharat Times, New Delhi.		
28	NMD par Bharat ka Rukh kya ho?	Dr. Bhupinder kaur	Nav Bharat Times, New Delhi.		
29	Himat - E- Marada, Madad - E - Khuda	Dr. Bhupinder kaur	Nav Bharat Times, New Delhi.		
30	Patranjali	Dr. Bhupinder kaur	Stah se uthakar		
31	"Pravara Tarang"	Dr.	PVP College		

S. No.	Title of Paper	Authors	Journal	Volume No. Year/ Page No	Publisher/ ISSN No.
		Bhupinder kaur	Magazine, Loni, Maharashtra		
32	Akhon ka roop rang or vayakti ka aacharan	Dr. Bhupinder kaur	"Poorti" RBNB College Magazine, Shrirampur.		

List of Books, Chapters and reading materials

S. No.	Title of Paper	Authors	Journal	Volume No. Year/ Page No	Publisher/ ISSN No.
1	Samsher Ka Kavya Samvedna Aur Shilp	Dr. Renu Duggal		2012	Shivalik Prakashan ISBN: 81-888808-84-9
2	Panjab Ke lok Shadhak Sant Kavi	Dr. Balbir Kundra		2010	Satish Book Depot New Delhi ISBN- 978-93-81479-34-6
3	Jansanchar:- Badalate Paripekshya me	Dr. Balbir Kundra		2009	Takshsheela Prakashan New Delhi ISBN-978-81-7965-166-7
4	Sahitya Lochan	Dr. Balbir Kundra		2008	Satish Book Depot New Delhi ISBN- 8188-932-43-4
5	Guru Gobind Singh: Ram avatar or Smarth Ramdass : Ramayana Tulanatmak adhyayan.	Dr. Bhupinder Kaur		2011	Satish Book Depot, New Delhi. ISBN : 81-88932-59-0
6	Samkaleen Hindi Kahani :- BadalteJeevan-Sandarbh	Dr. Shailja		1st Edition	Vani Publication, New Delhi-2014/, ISBN : 978-93-5072-365-4
7.	Guru Gobind Singh Kirit Chandi Charitra Me Yug Boudh	Dr. Hardeep Kaur		1st Edition	Sahitya Sanchaya New Delhi ISBN No. 978-93-82597-30-8

20. **Areas of consultancy and income generated:** None

21. **Faculty as members in**

a) **National committees:** None

b) **International Committees:** None

c) **Editorial Board:** None

22. **Student projects**

a) Percentage of students who have done in-house projects including interdepartmental/programme : **90%**

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: **None**

23. Awards/Recognitions received by faculty and students: None

24. List of eminent academicians and scientists/visitors to the department: None

25. Seminars/Conferences/Workshops organized & the source of funding

a) National:

S. No.	Year	Topic of the Seminar	Source of funding agency
1.	2011- 2012	Bhumandali-karan ke Daur me Bhasha ke Badalte Ayaam	UGC
2.	2011-2012	Aadhunik Sahitya me Bhasha ke Badalate Sarokar	Kendriya Hindi Sansthan
3.	2010-2011	Woman Empowerment	Human Vision Society- NGO
4.	2010-2011	In the field of Media	Jain Television
5.	2010-2011	Media: New Dimension	UGC, Aircel, Dainik Jagran
6.	2009-2010	Stri Vimarsh: Dalit Vimarsh	UGC
7.	2006-2007	Child Labour	Bachapan bachao aandolan-NGO
8.	2006-2007	Media Expo cum Workshop	Hutch Essar Ltd.

b) International: NIL

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Year	Selected	Enrolled		Pass percentage
			*M	*F	
Hindi Hons	2012	10/12	08	04	83%
Hindi Journalism Hons	2012	23/23	19	04	100%
Hindi Hons	2013	15/15	08	07	100%
Hindi Journalism Hons	2013	23/25	15	10	92%
Hindi Hons	2014	47/47	21	26	100%
Hindi Journalism Hons	2014	26/26	23	03	100%

*M=Male *F=Female

27. Diversity of Students

Name of the Course	Year	% of students from the same state	% of students from other States	% of students from abroad
B.A. Hindi Hons	2012	94.5%	5.5%	Nil
Hindi Journalism Hons.	2012	92%	8%	Nil
B.A. Hindi Hons	2013	71%	29%	Nil
Hindi Journalism Hons.	2013	66%	44%	Nil
B.A. Hindi Hons	2014	81%	19%	Nil
Hindi Journalism Hons.	2014	83%	17%	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? No Documentation

29. Student progression:

Ours is an undergraduate college. Students join post graduation in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join post graduation.

30. Details of Infrastructural facilities

- a) **Library:** The department does not possess its independent library but the college library is very well equipped to cater to the needs of our students. The library is fully computerized and is in possession of handsome number of text books and reference books related to literature, religion, comparative study, folklore, grammar. The library also has a collection of encyclopedias and the top two Punjabi newspapers are being prescribed at the library. The library also has a fully AC reading hall for facilitating the students to utilize their free time.
- b) **Internet facility for staff & students-** The College has 5 computer labs consisting of more than 100 computers and all have internet facility on them. The staff and students are free to use them for teaching as well as research purposes. They also have excess to study material available on net and journals for which access has been provided by the Delhi University.
- c) **Class rooms with ICT-** Many class rooms have been equipped with projectors, and laptops are provided to teachers on demand with wi-fi internet facility. Technical support is also available for smooth conduct of classes.
- d) **Laboratories:** NA

31. Number of students receiving financial assistance from college, university, government or other agencies:

Year	Fee concession	Scholarship	Total
2014 -15	54	11	65
2013-14	28	23	51
2012-13	19	11	30
2011-12	13	3	16

32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:

The Society of Hindi department organizes various talks and lectures from time to time in the college for the development of the students. In the current academic year, the department has organized the following events:

- A workshop on ‘Media ka Lok Tantrik Swaroop avam Community Radio’ by Shubhranshu Chaudhri, ex-journalist BBC on 23rd August 2014.
- A talk by Rishabh Sharma, sports journalist, Zee News on 16th September 2014.
- A special short film-making lecture was delivered for students by young film directors, Saurabh Himthani & Nishant Bhatia on 16th October 2014.

33. Teaching methods adopted to improve student learning: Creative, innovative and objective teaching methods are used to impart better learning to students modern technology such as audio video aids are views.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: The faculty members of the Department are actively involved in conducting and facilitating various colleges’ academic and extension activities and other ISR activities.

35. SWOC analysis of the department and Future plans:

Strengths

- Coordination and good understanding between students and teachers
- Well qualified faculty
- Faculty member follow an intern disciplinary to approach to impart effective education.

Weaknesses

- It becomes difficult for the teacher to generate interest in students from north east region regarding the language and course work.

Opportunities

- Hindi is taught in various international universities and faculty member get regular opportunities to take part in faculty exchange programs.
- Hindi language is also taught to other disciplines in the college.

Challenges

- Competition with others departments in performance.
- Change old course to new course.
- With a declined interest of young generation towards our mother tongue it is a continuous challenge interest among them.
- It is a difficult to persuade student from other disciplines to take Hindi subject in the applied language course.

Future Plans

- To provide training to staff members for updated knowledge of computer applications in Hindi and media software. We also intend to increase the circulation of Surlok newspaper which is published by our department. There are also plans to provide media lab to the students.
- Workshops will be organized to train the students for news anchoring, advertisement making, editorial writing and feature writing.

EVALUATIVE REPORT OF THE HISTORY DEPARTMENT

1. **Name of the department** : Department of History
2. **Year of Establishment** : 1975
3. **Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D.,etc.):**
 - B.A. (Honours) History Three-Year Programme
 - History to B.A. (Programme) Three-Year Programme
4. **Names of Interdisciplinary courses and the departments/units involved:**

Interdisciplinary courses	Departments Involved
All concurrent courses	English
	Hindi
	Political Science
	Sanskrit
	History

5. **Annual/semester/choice based credit system (programme wise):**

All programs are in Semester Mode.

6. **Participation of the department in the courses offered by other departments:**

The Department teaches the following courses offered by other departments:

- ‘Environmental Science’, compulsory paper for first year students
- ‘Culture of Modern India’ to second year students of the Allied Course as per FYUP Programme.
- ‘History of India up to 300 BC’ second year students of the Allied Course as per FYUP Programme.
- ‘Twentieth Century World’ to B.A.(Prog) students.

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NA

8. **Details of courses/programmes discontinued (if any) with reasons:**

- Annual Mode has been discontinued w.e.f. 2011-12
- FYUP has been discontinued and three-year semester-based Under-Graduate programme has been reintroduced.

9. Number of teaching posts:

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	3	3
Assistant Professors	3	3 [including 2 Adhocs]

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./ D.Litt./Ph.D./M.Phil.etc.,)

S.No.	Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students Guided for the
1	Dr.Ragbir Singh	Ph.D	Associate Professor	Modern India	33	01
2	Mr.Baljeet Singh	M.A.	Associate Professor	Modern India	23	NA
3	Ms.Shobhika Mukul	M. Phil	Associate Professor	Ancient India	22	NA
4	Mr.Raj Kishore Sharma	M. Phil	Assistant Professor	Medieval India	18	NA
5	Dr. Ajay Kumar Sharma	Ph. D	Assistant Professor	Modern India	1.6	NA
6	Mr. Vijay Kumar	M. Phil	Assistant Professor	Modern India	1.6	NA

11. List of senior visiting faculty: NA**12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:**

About 40% of the total lectures are delivered by the temporary faculty in the department.

13. Student-Teacher Ratio (programme wise):

B.A. (Honours) History – 19:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled – NA

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/M.Phil/PG.

Qualification	No. Of Faculty Members
Ph. D	2
M.Phil	3
PG	1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received - None**17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received - None****18. Research Centre/facility recognized by the University - None****19. Publications**

* Publication per faculty: 2.5

* Number of papers published in peer reviewed journals (national/international) by faculty and students

- List of Publications in Referred Journals**

S. No.	Title of Paper	Authors	Journal	Volume No. Year/Page No	Publisher/ISSN No.
1	Akali Struggle for Separate Representation for Sikhs	Raghubir Singh	Studies in Sikhism and Comparative Religion	XII, No. 2, 1993	Guru Nanak Foundation
2	Akalis and the Indian National Movement	Raghubir Singh	Studies in Sikhism and Comparative Religion	XIII, No. 2, 1994	Guru Nanak Foundation
3	Akalis ,Congress and the Communal Award	Raghubir Singh	Studies in Sikhism and Comparative Religion	XIV, No. 1, 1995	Guru Nanak Foundation
4	Akalis and the Congress (1926- 1947	Raghubir Singh	Studies in Sikhism and Comparative Religion	XV, No. 1, 1996	Guru Nanak Foundation
5	Akalis and the World War II	Raghubir Singh	Studies in Sikhism and Comparative Religion	XVI, No. 1, 1997	Guru Nanak Foundation
6	Akalis and the World War II	Raghubir Singh	Studies in Sikhism and Comparative Religion	XVI, No. 11, 1997	Guru Nanak Foundation
7	Civil Disobedience Movement of the Congress in Punjab	Raghubir Singh	Studies in Sikhism and Comparative Religion		Guru Nanak Foundation
8	Baba Ram Singh and the Namdhari Movement	Raghubir Singh	Studies in Sikhism and Comparative Religion		Guru Nanak Foundation
9	Akali Movement (1926-47)	Raghubir Singh	Ajit (Punjabi daily) April	2006	

S. No.	Title of Paper	Authors	Journal	Volume No. Year/Page No	Publisher/ISSN No.
10	Role of Women in India's Freedom Struggle- A Case Study of Punjab (1919- 1947)	Baljeet Singh	Punjab History Conference, March	2010	Punjabi University, Patiala
11	Dalit Assertion in North India	Baljeet Singh	Punjab History Conference March	2011	Punjabi University, Patiala
12	Religion and Social Rebellion and Deras	Baljeet Singh	Proceedings of Indian History Congress 2010	2010	IHC Publication
13	Indian Women Struggle for Vote	Baljeet Singh	International Journal of Women Study Centre, Punjabi University Patiala	2010	Punjabi University, Patiala
14	Role of Women in Pakistan Movement	Baljeet Singh	International Journal of Women Study Centre, Punjabi University Patiala	2011	Punjabi University, Patiala
15	Understanding Domestic Violence	Baljeet Singh	International Journal of Women Study Centre, Punjabi University Patiala	2011	Punjabi University, Patiala

List of Books, Chapters and reading materials

S. No.	Books, Chapters in Books	Authors	Editor	Volume No. Year/ Page No	Publisher/ISSN No.
1	Akali Movement (1926-47)	Dr. Raghbir Singh		1997	Om Sons [81-7117-163-x]
2	Modern History of China and Japan	Baljeet Singh		2011	S.K. Publishers [978-81-909397-5-1]
3	Adhunik Bharat ka Itihas	Baljeet Singh		2012	Excellent Books 81-89728-62-5
4	Bhartiya Sanskriti Aur Kala	Baljeet Singh		2012	Excellent Books 81-89728-61-8
5	Modern India	Baljeet Singh		2014	Excellent Books 978-93-81978-29-0
6	A History of Educational Institutions in Delhi 1911-1961	Ajay Kumar		2011	Sanbun Publishers 978-93-80213-14-9

20. Areas of consultancy and income generated: None

21. Faculty as members in

- a) National committees: None
- b) International Committees: None
- c) Editorial Board: None

22. Student projects

- Percentage of students who have done in-house projects including interdepartmental/programme : None
- Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: None

23. Awards/Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists/visitors to the department

Name	University
B. P. Sahu	Professor, Dept. of History, University of Delhi
R.C. Thakran	Professor, Dept. of History University of Delhi
Farhat Hasan	Professor, Dept. of History University of Delhi
Arvind Sinha	Professor, JNU
Amar Farooqi	Professor, Dept. of History University of Delhi
Irfan Habib	Professor, Aligarh Muslim University
J. S. Garewal	Professor, GNDU
Indu Banga	Professor, Punjab University, Chandigarh
SZH Zafri	Professor, Dept. of History University of Delhi
R P. Rana	Professor, Dept. of History University of Delhi
Prabhu Mahapatra	Professor, Dept. of History University of Delhi
Inayat Ali Zaidi	Professor, Jamia Millia Islamia
Champak Laxmi	Professor, JNU

25. Seminars/Conferences/Workshops organized & the source of funding

- a) National: The department has organized the following seminars:
 - National Seminar on “Life, Times & Achievements of Baba Banda Singh Bahadur” on 25-26th Feb.2011
 - National Seminar on “Social Concerns in Guru Granth Sahib” on 24th-25th Feb,2012

- National Seminar on ‘Martyrdom in Sikhism: Concepts & Traditions’ on 23rd-24th Jan., 2013, funded by UGC.

b) International: NIL

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.A. (Honours) History					
2012		7/7	6	1	100%
2013		31/31	25	6	100%
2014		40/40	31	9	100%

*M=Male *F=Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BA(H) Hist. 2012	88.5%	11.5%	Nil
BA(H) Hist. 2013	55%	45%	Nil
BA(H) Hist. 2014	76%	24%	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? No Documentation

29. Student progression:

Ours is an undergraduate college. Students join post graduation in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join post graduation.

30. Details of Infrastructural facilities

- Library:** The college library is well equipped with reputed journals and latest technology in order to impart education to all the students via open access to library books, issue and return of books using bar-coded identity cards, well managed reading hall etc.
- Internet facilities for Staff & Students:** The University of Delhi has provided computers with Internet facility in the department to use for teaching as well as research purposes. The college has central facility for students and teachers all the time for easy access of Internet and for all the computational work.

c) **Class rooms with ICT facility:** The Class rooms have been equipped with the facility of LCD projectors.

d) **Laboratories:** NA

31. Number of students receiving financial assistance from college, university, government or other agencies:

Year	Fee concession	Scholarship	Total
2014 -15	39	2	41
2013-14	32	4	36
2012-13	18	-	18
2011-12	15	1	16

32. Details on student enrichment programmes (special lectures/workshops /seminar) with external experts: None

33. Teaching methods adopted to improve student learning: The department combines the traditional chalk and talk approach along with collaborative form of learning. The classrooms and labs have LCD projectors with high-end configured laptops for power point presentations required for teaching. The well connected Wi-Fi system of the college ensures the success to worldwide information in a matter of minutes. For practical exposure, the department organizes:

- Field visits to sites in and around Delhi and outside;
- Field visit to National Archives and National Museum and using audio-visual presentation to connect students with heritage of India in class rooms;
- Inter-departmental quiz competition on Indian History and Culture;
- Inter-College student competition.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: The Students and teachers of the department have been extensively participating in Institutional Social Responsibility (ISR) and Extension activities. The department has organized Sensitization Programmes for Natural and man-made disasters. The students regularly visit Orphanages and Old age Homes.

35. SWOC analysis of the department and Future plans:

Strengths

- The Department comprises experienced, learned, young and enthusiastic faculties.
- A healthy and sound interaction between students and teachers of the department

is maintained.

- The department always strives to work towards an overall development of the students.

Weaknesses

- Non-sanction of university funds for academic field excursion for students and teachers.
- Inadequate infrastructure for holding bilingual classes.

Opportunities

- The subject ensures that students get an edge over other disciplines in various sectors such as media, journalism, heritage management and bureaucracy.
- History as a discipline develops sensitivity among students towards the past and also inculcates a feeling of ownership towards their future.

Challenges

- More classrooms are required.
- History as a discipline makes constant efforts to sustain itself and flourish in a fast-changing, consumerist world.

Future Plans

- To enhance teaching skills regularly updating faculty.
- Departmental activities like Quiz, Heritage walk and Historical trips for students.
- Interdisciplinary activities with commerce and economics department in hospitality and tourism sector .
- Equipping students with special language skills for holistic and communicative personality.
- Arranging seminars which are student centric which help them to make professional choices.

EVALUATIVE REPORT OF THE DEPARTMENT OF MATHEMATICS

1. **Name of the department** : MATHEMATICS
2. **Year of Establishment** : 1974
3. **Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**
 - B.A. (Honours) Mathematics Three-Year UG Programme
 - Maths to B.A. (Programme) Three-Year UG Programme
4. **Names of Interdisciplinary courses and the departments/units involved:**

Interdisciplinary courses	Department Involved
Allied course paper in second semester	English, Hindi, Economics, Political Science

5. **Annual/semester/choice based credit system (programmewise):**

All programs are in Semester Mode.

6. **Participation of the department in the courses offered by other departments:**

- a) Mathematics subject taught to BCOM.(HONS).
- b) Mathematics subject taught to BCOM.(Programme).
- c) Mathematics subject taught to BBE.
- d) Mathematics subject taught to BA.(Programme).

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.:** NA

8. **Details of courses/programmes discontinued (if any) with reasons:**

- Annual Mode has been discontinued w.e.f. 2011-12
- Maths (Hons) has been discontinued with the closure of FYUP.

9. **Number of teaching posts:**

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	4	3
Assistant Professors		1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil. etc.,)

S.NO.	Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students Guided for the Last 4 years
1	Dr. Man Mohan Kaur	Ph. D.	Principal	Information Theory- The Shannon Entropy	34 years	-
2	Dr. R.S Soni	Ph.D	Associate professor	Information theory through functional equation	39 years	-
3	Dr. Jagjeet Kaur	Ph.D	Associate professor	Analysis	36 years	-
4	R.K Gupta	MPHIL	Associate professor	Fuzzy Algebra	35 years	-
5	Deepinder Kaur (Adhoc)	M.Sc(Maths)	Assistant professor	Algebra, Differential Equations	3 years 3 months	-

11. List of senior visiting faculty: NA

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

- 25% of MATHS (HONS) lectures and 70% of practicals are taken by adhoc teachers.
- 75% of MATHS lectures in other courses like B.COM, BBE etc. and 70% of practicals are taken by adhoc teachers.

13. Student-Teacher Ratio (programme wise): 19:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled – NA

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.

Qualification	No. of Faculty Members
Ph. D	3
M.Phil	1
Post Graduate	1

16. Number of faculty with ongoing projects from

- National Funding Agencies:** None
- International funding agencies and grants received -** None

17. Departmental projects funded by DST-FIST;UGC, DBT, ICSSR,etc. and total grants received – Nil

18. Research Centre/facility recognized by the University - Nil

19. Publications:

* Publication per faculty: $24/4 = 5.4$

* Number of papers published in peer reviewed journals (national/international) by faculty and students

• List of Publications in Referred Journals

S. No.	Title of Paper	Authors	Journal	Volume No. Year/Page No	Publisher/IS SN No.
1	'On Characterizing The Shannon Entropy without Assuming Symmetry'	Dr. Man Mohan Kaur and P. Nath	Information and Control	Vol. 47, No. 3, 213 – 219 1980	0890-5401
2	On some Characterizations of The Shannon Entropy Using Extreme Symmetry and Block Symmetry	Dr. Man Mohan Kaur and P. Nath	Information and control	1983	0890-5401
3	Symmetry and the Shannon Entropy'	Dr. Man Mohan Kaur and P. Nath	Information Sciences	215, 217 – 234 (1981)	0020-0255
4	Cyclic Symmetry and The Shannon Entropy'	Dr. Man Mohan Kaur and P. Nath	Information Sciences	24 (111-120) (1980)	0020-0255
5	Quasi Cyclic Symmation and The Shannon Entropy'	Dr. Man Mohan Kaur and P. Nath	Journal of Information and Optimization Sciences,	Vol. No. 13, No. 1 , 165 – 172(1992)	0252-2667
6	Some Derivations of The Shannon Entropy'	Dr. Man Mohan Kaur, P. Nath and Ranjeet Singh	Journal of Information and Optimization Sciences	Vol. 1, No. 1, April 98, 85-100	0252-2667
7	Maximum Modulus of Polynomials	K.K Dewan and Dr. Jagjeet Kaur	Journal of Mathematical Analysis and Application,	Vol 81(2), 1994, USA.	
8	Inequalities for the derivative of a Polynomial	Dr. Jagjeet Kaur	Journal of Pure and applied mathematical sciences,	Vol 16, 1995,P-44-51.	
9	Inequalities of Polynomials satisfying $p(z)=z^{1/n}$	K.K Dewan and Jagjeet Kaur	Journal of Interdisciplinary Mathematics	Vol.296, 2002, USA.	
10	Theorem on Ankeney and Rivlin	K.K Dewan , Jagjeet Kaur and Sunil Hans	Journal of Interdisciplinary Mathematics	Vol 13(2) 2010	
11	Some Integral Inequalities for	K.K Dewan , Jagjeet Kaur , Mr Abdullah and	South east Asian Bulletin		

S. No.	Title of Paper	Authors	Journal	Volume No. Year/Page No	Publisher/IS SN No.
	Polynomials with restricted zero.”	Naresh Singh	of Mathematics.		
12	Theorem of Ankeney and Rivlin	K.K Dewan , Jagjeet Kaur and Arti Ahuja	Journal of Interdisciplinary Mathematics	Vol 15(6) 2012	
13	A New Generalized Functional Equation for Inaccuracy and Entropy of Kind Beta	Dr. R.S. Soni	Funkcialaj Ekvacioj.17.	No.I, 1-11 (1974) JAPAN	
14	Additive & Non-Additive Measures of Information of Comparison and Information Improvement	Dr. R.S. Soni	Elektronische Information Sverarbeitung und Kybernetid	11,7/8,489,504(1975) West Germany	
15	Inaccuracy and Coding Theorem	Dr. R.S. Soni	Journal Appl. Prob.	12(1975), ENGLAND	
16	On a Functional Equation in Two and Three Variables with Measures of Kind Beta in Information Theory	Dr. R.S. Soni	Defence science Journal	25.No,2, 45-54(1975) INDIA	
17	On information Improvement	Dr. R.S. Soni	Indian Journal of Mechanics and Mathematics	25.No 8,914-954(1977)	
18	Characterization of information improvement by Generating Function	Dr. R.S. Soni	The Proceeding of the Indian Academy Science	Vol 13Nos.1-2 pp.,69-76(INDIA)	
19	Generalized Inaccuracy and a Coding Theorem	Dr. R.S. Soni	Indian Journal of Pure and Applied Mathematics	Vol LXXXIV, SCC A, No. 5(1976) pp.204-209(INDIA)	
20	On a Functional Equation Connected with Information and Information Improvement	Dr. R.S. Soni	Indian Journal of Pure and Applied Mathematics	No. 7, pp.787-798(1976) (INDIA)	
21	Entropy and Information of comparison under Generalized Additivity and Non Additivity	Dr. R.S. Soni	Presented in second Conference of Forum for Inter Disiplinary Mathematics	1979(INDIA)	
22	Generalized Entropy and a Coding Theorem	Dr. R.S. Soni	Forum Inter Disiplinary for Mathematics	1978	

List of Books, Chapters and reading materials

S. No.	Books, Chapters in Books	Authors	Volume No. Year/Page No	Publisher/ISSN No.
1	A Complete Course in Business Mathematics for CA Students	Dr. R.S. Soni	1979, 1988	Pitambar Publishing Co. Ltd
2	Elements of Business Mathematics	Dr. R.S. Soni	1980, 1982, 1984, 1986, 1988	Pitambar Publishing Co. Ltd
3	Fundamentals of Algebra	Dr. R.S. Soni	1988	Khosla Publishig House
4	Coordinate Geometry	Dr. R.S. Soni	1983	Sultan Chand and Co. Ltd
5	Applications of Mathematics in Business and Economics	Dr. R.S. Soni	1984, 1985	Unique Publication
6	A Text Book of Mathematics	Dr. R.S. Soni	Vol. I-XI 1987	Pitambar Publishing Co. Ltd
7	A Text Book of Mathematics	Dr. R.S. Soni	Vol. II-XII, 1988	Pitambar Publishing Co. Ltd
8	Elementary Business Mathematics	Dr. R.S. Soni	1986	Pitambar Publishing Co. Ltd
9	Business Mathematics with Applications in Business and Economics	Dr. R.S. Soni	1989, 1991, 1993, 1996, 1997, 1998, 1999, 2001, 2002, 2003, 2004	Pitambar Publishing Co. Ltd 81 – 209 – 0172 – X
10	Algebra Made Simple	Dr. R.S. Soni	1993	Khosla Publishig House
11	Mathematics for Subsidiary Paper	Dr. R.S. Soni	2001, 2002, 2003, 2004	ISBN 81 – 209 -1175 – X Pitambar Publishing Co. Ltd
12	U-Like Mathematics	Dr. R.S. Soni	2006	Best Book Publishing House
13	Mathematics for Business, Economics & Finance	Dr. R.S. Soni	2011	ISBN 978-938-061-846-3 Ane Book Pvt Ltd
14	Essentials of Business Mathematics and Business Statistics	Dr. R.S. Soni	2012	ISBN 978-81-8052-157-7, Ane Book Pvt Ltd
15	Business Mathematics	Dr. R.S. Soni	2013	ISBN 978-93-8212-724-6 Ane Book Pvt Ltd
16	Business Mathematics & Statistics	Dr. R.S. Soni	2013	ISBN 978-93-8212-717-8 Ane Book Pvt Ltd

20. Areas of consultancy and income generated: None

21. Faculty as members in

a) **National committees:** None

b) **International Committees:** None

c) **Editorial Board:** None

22. Student projects

- **Percentage of students who have done in-house projects including**

interdepartmental/programme

All first year students have undertaken projects in the foundation courses. They form nearly 50% of the first year students enrolled in the department.

- **Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies:** None

23. Awards/Recognitions received by faculty and students:

Ms. Deepinder Kaur got Teacher excellence award from Vice chancellor Dinesh Singh for teaching foundation course of Mathematics in college.

24. List of eminent academicians and scientists/visitors to the department

- Prof. Jaspal Singh: Vice Chancellor, Patiala University, Punjab.
- Prof. S.C. Arora , University of Delhi.
- Prof. B.K. Dass, University of Delhi.
- Prof. Ajay kumar, University of Delhi.

25. Seminars/Conferences/Workshops organized & the source of funding

- National:** Nil
- International:** NIL

26. Student profile programme/coursewise:

Name of the Course/programme (Mathematics)	Applications received	Passed/ Appeared Final	Enrolled		Pass percentage
			*M	*F	
DC-1 Maths 2013-2014 (Erst While FYUP)	-	32/33	23	10	97%

*M=Male *F=Female

27. Diversity of Students: No Documentation

Name of the Course	%of students from the same state	% of students from other States	%of students from abroad
B.A(Hons) Maths (2013)	55%	45%	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? No Documentation

29. Student progression

Ours is an undergraduate college. Students join post graduation in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join post graduation.

30. Details of Infrastructural facilities

- **Library:** The department does not possess its independent library but the college library is very well equipped to cater to the needs of our students. The library is fully computerized and is in possession of handsome number of text books and reference books and has a collection of encyclopedias. The library also has a fully AC reading hall for facilitating the students to utilize their free time.
- **Internet facility for staff & students-** The college has Six computer labs consisting of more than 100 computers and all have internet facility on them. The staff and students are free to use them for teaching as well as research purposes. They also have access to study material available on net and journals for which access has been provided by the Delhi University.
- **Class rooms with ICT-** Many class rooms have been equipped with projectors, and laptops are provided to teachers on demand with wi fi internet facility. Technical support is also available for smooth conduct of classes.
- **Laboratories:** Yes. (Computer Labs) with softwares like STRATA, MATLAB etc

31. Number of students receiving financial assistance from college, university, government or other agencies:

Year	Fee concession	Scholarship	Total
2014 -15	6	-	6
2013-14	8	-	8

32. Details on student enrichment programmes (special lectures/workshops/ seminar) with external experts: None

33. Teaching methods adopted to improve student learning: A mix of teaching methods such as chalk & board, talk, discussion, audio-visual, creative & innovative methods are utilized as and when required with an aim to render better in-depth and understandable knowledge to the students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: The faculty members of the Department are actively involved in conducting and facilitating various colleges' academic and extension activities and other ISR activities.

35. SWOC analysis of the department and Future plans:

Strengths

- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and specially-abled sections of the society.

Weaknesses

- Infrastructural limitations are affecting the best possible outcome.
- Research related activities with financial assistance should be promoted.

Opportunities

- Inspection for the possible introduction of B.Sc Hons. Mathematics has taken place and we are hopeful that next year we will be teaching Maths (H) Students. With better analytical thinking these students will get better Placements and admission in Post Graduate Courses.
- There are many opportunities for faculty members to update their knowledge. Teaching through E-Resources is a big advantage.

Challenges

- Limiting teaching hours in semester mode hampers the growth of thinking process.

Future plans

- Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies.

EVALUATIVE REPORT OF PHYSICAL EDUCATION DEPARTMENT

1. **Name of the department** : Physical Education
2. **Year of Establishment** : 1975
3. **Name of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**

Application courses offered in physical education for B.A. (Prog.) students of (Wellness, Fitness and aerobics) and VI semester (Weight and stress management and gym operations)

4. **Name of Interdisciplinary courses and the departments / units involved.**

None

5. **Annual / semester / choice based credit system (programme wise):**

All the courses are taught in semester mode.

6. **Participation of the department in the courses offered by other departments.**

Nil

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.**

Not Applicable

8. **Details of courses / programmes discontinued (if any) with reasons:**

NIL

9. **Number of Teaching Posts**

	Sanctioned	Filled
Professors		
Associates Professors		
Asst. Professors	1	1 Adhoc

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil. etc.):**

Name	Qualification	Designation	Specialization	No. of years of Experience	No. of Ph.D. Students guided for the last 4 years
Dr. Rajwant Singh	M.P.Ed., M.A. (Psychology) Ph.D.	Assistant Professor	Hockey, Table Tennis, Basket Ball	2 years 7 months	

11. List of senior visiting faculty

Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty.

100% lectures and practical lectures are delivered by the temporary/ adhoc faculty.

13. Student – Teacher Ratio (programme wise)

Student Teacher Ratio	
Academics	24:1
To organize tournaments & handle sport students (along with coaches)	20:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled.

Not Applicable

15. Qualifications of teaching faculty with Dsc/D.Litt/PhD/M.Phil/P.G.:

Nil

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received.

Not Applicable

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received.

Not Applicable

18. Research Centre / facility recognized by the University.

Not Applicable

19. Publications**a) Publication per faculty: 6**

- Number of papers published in peer reviewed journals (national / international by faculty and students.

S. No.	Name	Title	Journal / Conference Proceedings	ISSN/ ISBN No.
1.	Dr. Rajwant Singh (Asst Professor)	Effects of resistance training programme on selected physical fitness variable of University level medium pace bowlers in cricket.	Journal	ISSN 0973-3914

S. No.	Name	Title	Journal / Conference Proceedings	ISSN/ ISBN No.
2.	Dr. Rajwant Singh	Development and validation of the skill test for the selection of Indian swing bowlers in cricket.	Proceeding	ISBN 978-93-80144-63-4
3.	Dr. Rajwant Singh	A comparative study of Sports Aggression between male Kabaddi & Kho-Kho Player.	International Journal	ISSN No. 2347-7067
4.	Dr. Rajwant Singh	An analysis among physiological & physical fitness of middle distance & long distance runner.	International Journal	ISSN (Print) 2249-7277 ISSN (Online) 2277-7970
5.	Dr. Rajwant Singh	Mensuration Cycle and Aerobic capacity of female athlete – An analysis	International Journal	ISSN 2231-1394
6.	Dr. Rajwant Singh	Effect of Sub maximal & maximal load of bicycle training on selected Hematological variable, senior men handball player.	Proceeding	

- **Number of publications listed in International Database (for eg: Web of science, Scopus, humanities International Complete, Dare Database –**

International Social Sciences Directory, EBSCO host, etc.

20. Areas of consultancy and income generated:

Not Applicable

21. Faculty as members in

- a) **National committees b) International Committees c) Editorial Boards....**

Not Applicable

22. Students Projects

- a) **Percentage of students who have done in-house projects including inter departmental / programme.**

NA

- b) **Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories / Industry / other agencies.**

NA

23. Awards / Recognitions received by faculty and students: Nil

24. List of eminent academicians and scientists / visitors to the department

NA

25. Seminars / Conferences / Workshops organized & the source of funding.

- a) **National**

b) International

NA

26. Student Profile Programme / Course wise.

Name of the Course / programme (Refer question No. 3)	Applications received	Selected	Enrolled		Pass percentage
			M	F	
2012	-	7	4	3	100%
2013	-	18	17	1	100%
2014	-	68	54	14	100%

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A. (Prog.) Final year Allied Course	83%	17%	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defense services, etc.

No Documentation

29. Students Progression:

Ours is an undergraduate college. Students join post graduation in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join post graduation.

30. Details of Infrastructural facilities:**a) Library**

The college library is well equipped with latest technology to make the education comfortable for all students.

b) Internet facilities for Staff & Students

The college has provided computer with internet facilities, for teaching and research purposes.

c) Class rooms with ICT facility

Many class rooms have been equipped with projectors, and laptops are provided to teachers on demand with wi fi internet facility. Technical support is also available for smooth conduct of classes.

d) Laboratories.

NA

31. Number of students receiving financial assistance from college, university, government or other agencies.

More than 30 students (outstanding sports men/women) students are receiving full fee concession (University dues only).

32. Details on student enrichment programmes (special lectures / workshops seminar) with external experts

Nil

33. Teaching methods adopted to improve student learning

Teaching methods adopted by college to improve student learning are following:

- Special fitness training programme for college team.
- Fitness camp organized to improve fitness level.
- Yoga and meditation programmes for overall development of students.
- Gymnasium for body strengthening.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities.

Nil

35. SWOC analysis of the department and future plans

Strength

- Financial assistance to outstanding sports students and economically weaker sections.
- Teachers make extra efforts in identifying students who need special attention & take remedial actions.
- Incentive & awards motivate the students.
- Good support and motivation from the principal mam and the college staff.
- Positive environment for student & staff.

Weakness

- No hostel facilities.
- Lack of ground.

- No swimming pool.

Opportunities

- The college intends to introduce new games and sports which are under the University Sports Council/ Affiliated to Federation/ State/ National/ International Bodies/ Ministry of sports, Government of India.

Challenges

- Placement for sports students
- Latest equipment is needed.
- Maintain good balance between the academic and sports.

Future plans

We are enthusiastic towards searching such talented sportsmen and giving them a platform to perform to their best. We also plan to motivate our staff members to join a programme “Sponsor a “Sportsmen/Women” wherein they can sponsor the fee of one sportsmen and can also sponsor his/her diet and other educational expenses. They can even render their services in form of free coaching and other career counselling facilities to the sports person. This scheme will create awareness among general public and students towards the hard work and motivation of the sportsmen. This will also motivate sportsmen to give their best in return of the help rendered by the college. The department also plans

- To provide special sports scholarships,
- Playing equipment of high quality to match the international standards
- To send outstanding players for special camps.

**EVALUATIVE REPORT OF THE POLITICAL SCIENCE
DEPARTMENT**

1. **Name of the Department** : Political Science
2. **Year of establishment** : 1975
3. **Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., D.Sc., D.Litt., etc.)**

Under graduate - Political Science (Hons)

4. **Name of the Interdisciplinary Courses and the Departments involved**

Interdisciplinary Courses	Departments involved
Democracy and Governance in India	Commerce
Reading Gandhi, Understanding Ambedkar	English, Hindi, Punjabi and History
Gandhi and The Contemporary World	
Human Rights, Gender and Environment	

5. **Courses in collaboration with other universities, industries, foreign institutions, etc:**

N.A

6. **Details of programmes discontinued, if any, with reasons:**

FYUP has been discontinued by the University of Delhi

7. **Examination System: Annual/Semester/Trimester/Choice Based Credit System**

All courses are in semester mode.

8. **Participation of the department in the courses offered by other departments.**

Citizenship in Globalizing World, 6thSem, B.A (Hons)

Democracy and governance in India 3rdSem B.Com (Hons)

9. **Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/ Asst. Professors/others)**

	Sanctioned	Filled
Professor	7	
Associate Professors		5
Asst. Professors		2 (adhoc)
Others		

10. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance.

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D./M.Phil. students guided for the last 4 years
Dr.Davinder Kaur Chawla	M.A, M.Phil, Ph.D	Vice-Principal	Indian Politics	40	NA
Dr. Gopinath Pillai	M.A, M.Phil, Ph.D	Associate Professor	Indian Politics, Public Administration, Human Rights.	28	NA
Dr. Gurdeep Kaur	M.A, M.Phil, Ph.D	Associate Professor	Religion and Politics, Welfare State, Environment	27	NA
Dr. Deepak Sharma	M.A, M.Phil, Ph.D	Associate Professor	Public Administration	22	NA
Dr. Indrajeet Singh	M.A, M.Phil, Ph.D	Associate Professor	Political Theory, Indian Politics	12	NA
Dr. Maneesha Roy	M.A, M.Phil, Ph.D	Assistant Professor	Indian Politics and Indian Political Thought	11	NA
Mr.Parmeet Singh	M.A, M.Phil	Assistant Professor	Political thought, Indian Politics.	1	NA

11. List of senior Visiting Fellows, adjunct faculty, emeritus professors:

N.A

12. Percentage of classes taken by temporary faculty – programme-wise information: 30%

13. Programme-wise Student Teacher Ratio –

43:1

14. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual:

N.A

15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ M.Phil / PG

Qualification	No. Of Faculty Members
Ph. D	6
M.Phil	1
UGC NET	6

- 16. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.**

Name of the faculty	Nature of the project	Title of the Project	Duration	Name of the funding agency	Total Grant (Sanctioned and Received)
Dr.Davinder Kaur Chawla and Dr. Deepak Sharma (Joint Project)	Students' research projects	Understanding the attitude of college –going students towards Religion and Politics	2013-14	University of Delhi	3 Lacs

- 17. Departmental projects funded by DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.**

N.A

- 18. Research facility / centre with: N.A**

- state recognition
- national recognition
- international recognition

- 19. Publications**

- Number of papers published in peer reviewed journals (national / international)
- Monographs
- Chapters in Books
- Edited Books
- Books with ISBN with details of publishers
- Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Citation Index – range / average
- SNIP
- SJR
- Impact Factor – range / average
- h-index

Author	Title of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other reference details
Dr. Davinder Kaur Chawla	Canadian federalism: features, phases and issues	Canadian political system in 1990s (Edited by Dr. Ram Ratan)	Kalinga Publications, 1992	ISBN 13: 9788185163390
	Empowering women – The Way Forward	International Conference on Women and Development: Issues and Initiatives	Publication Bureau, Punjabi University. Patiala. 2011	ISBN – 978-81-302-0069-9
	The era of Amity Between Congress and Muslim League	The Congress Century. (Edited by Prof. M.P Singh)	National Book Organization, Delhi. 1988	
	Place of President' Rule in a Federal Setup: The Indian Dilemma and the Case for its Reform	Indian Constitution: A review (edited by Prof. M.P Singh and Prof. S.K Choubey)	Haranand Publication, Delhi. 1996	ISBN - 812410557X
Dr. Gopinath Pillai		Judicial Intervention in Human Rights & Environment	Paragon International Publishers, New Delhi. 2008	ISBN - 8189253980 LC (Library of Congress Washington) Control No. 2008330082
Dr. Gurdeep Kaur	'Khalsa, political Implications' (with Sunita Puri)	Encyclopaedia of Hinduism	Univ. of South Carolina. 1999	
	'State in Sikhism'	Pol. Sci. Annual (India) (1998-99), pp. 137-165		
	Environment and Sikhism'	Global Society for Protection of Human Rights, Health and Environment (Regd.), (India')	(2002- 2003)pp.43-45	
	'Contribution of Sanskrit to Sikh Scriptures'	World Sanskrit Conference Publications, Shri Lal Bahadur Shastri Rashtriya Sanskrit Academy,	Under Ministry of HRD, Government of India, 2008	
	Spirituality and Politics in Sikhism	Politics in India	DEEP & DEEP PUBLICATIONS. 2005	ISBN 81-7629-655-4
		Politics in India (Co-Authored Author: M.M.Sankhdher & Gurdeep Kaur)	DEEP & DEEP PUBLICATIONS PVT.LTD. 2005	ISBN - 81-7629-655-4

Author	Title of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other reference details
		Political Ethics of Guru Granth Sahib	DEEP & DEEP PUBLICATIONS. 2000	ISBN 81-7629-256-7
Dr. Deepak Sharma	Cyber Terrorism: An emerging Challenge	Military Rule and Democratization: Changing Perspectives (ed. By Asha Gupta)	Deep and Deep, New Delhi. 2003	ISBN-10: 8176294217
	Restructuring Command Economy to Market Economy: A Study of Poland	Restructuring Command Economy to market Economy: Experiences of Eastern European Countries.	Deep and Deep, New Delhi. 2001	ISBN-10: 817629277X
Dr. Indrajeet Singh		The Rise of Akali Dal in National Coalition Politics	Anmol Publications, 2014	ISBN - 8126160063, 9788126160068
		The Governor in a Multi Party Democracy	Shivalik Prakashan, 2013	ISBN - 9383838264, 9789383838264
	State, Justice and Peace, Mainstream 44(22) 20 May 2006 pp33-35	Mainstream Weekly	20 May 2006 pp33-35	ISSN – 0542-1462
	Reservation : A transitional phase	Mainstream Weekly	1 Jul 2006 pp26-28	ISSN – 0542-1462
	Multiculturalism and Coalition Politics: The Indian Experience	Mainstream Weekly	Vol XLVII No 24, May 30, 2009	ISSN – 0542-1462
	Coalition Politics and Good Governance	Mainstream Weekly	Vol. XLIX, No 14, March 26, 2011	ISSN – 0542-1462
	Nature and Process of History in Indian Democracy Conflict Trajectories and Reconciliation	Mainstream Weekly	VOL LI, No 29, July 6, 2013	ISSN – 0542-1462
	Caste And Social Transformation In Indian Democratic Society: A Transitional Phase	Mainstream Weekly	VOL LI, No 34, August 10, 2013	ISSN – 0542-1462
Dr. Maneesha Roy	Saffron Deluge Inundates Masters of Mandal Politics in Bihar	India's 2014 Elections: Modi-led Sweep Replaces Coalition System (edited by Paul Wallace)	Sage Publications, New Delhi	ISBN - 978-93-515-0187-9

Author	Title of Paper / Chapter	Title of Book / Journal	Publisher and Publishing Year	ISBN/ISSN or other reference details
	Towards a Casteless Society: The Gandhi Ambedkar Debate	Gandhi Marg, New Delhi	October-December 2001	ISSN 0016-4437
	Fighting Corruption in Bihar Agenda for Action in Perspective Asia Pacific	Proceedings of the Indian Association for Asian and Pacific Studies, Sixth Biennial International Conference, Kolkatta, December 2012	Published by Maha Bodhi Book Agency, Kolkatta, 2014 pp 163-177	ISBN: 978-93-80336-95-4
	Bhartiya Nyaya Palika: Nyayik Samiksha Aur Nyayik Sakriyata	Bhartiya Shasan Evam Rajniti (Edited by B. N Chaudhary)	Orient Blackswan, New Delhi, 2011	ISBN - 978-81-250-4184-9
	Paradoxes of Development and the Gandhian Alternative	Gandhian Studies Programme	Indira Gandhi National Open University (IGNOU) , New Delhi 2011	ISBN-978-81-226-4944-0
	The Sikh Statecraft: Accomplishments of Banda Singh Bahadur	Life, times and Achievements of Banda Singh Bahadur (Edited by H K Sagoo)	Manpreet Prakashan New Delhi 2012	ISBN - 81-87654-212-0
	Federalism, Party System and Structural Changes in India	India's 2009 Elections: Coalition & Congress Continuity (edited by Paul Wallace & Ramashray Roy	Sage Publications, New Delhi. 2011	ISBN - 978-81-321-0583-1
	Vikas ke virodhabhas aur Gandhian Vikalp	Gandhian Studies Programme	Indira Gandhi National Open University (IGNOU) , N Delhi 2011	ISBN- 978-81-266-5932
	"Federalism, Party System and Coalition Government in India"	Gopa Kumar Ed. Inclusive India: Role of Parliament in Social change,'	Manak publications, Delhi 2011	ISBN No 9788178312552 8178312557
Parmeet Singh	Challenges of Heterogeneity: Positioning Democracy in India	Asian Journal of Research in Social Sciences and Humanities	Asian Research Consortium. Vol. 4, No. 4, April 2014	ISSN - 2249-7315

20. Areas of consultancy and income generated: Nil**21. Faculty serving in****(ii) National committees: NA****(iii) International committees: NA****(iv) Editorial Boards: NA****22. Student projects**

- percentage of students who have done in-house projects including inter-departmental projects: 50 per cent
- percentage of students doing projects in collaboration with other universities/ industry/institute: N.A

23. Awards /recognitions received at the national and international level by Faculty, Students:

Name of Faculty Member	Award/recognitions
Dr. Gurdeep Kaur	1. ERASMUS Fellowship Holder, Faculty of Theology, Catholic University, Leuven, Belgium, 2009 2. IRO Fellowship Recipient, Faculty of Theology ,Catholic University , Leuven, Belgium,2010 3. EU Scholarship Holder (Selected by European Commission amongst five Developing Nations Candidates) to join University of Milan, Milan,Italy,2011 4. Visiting Fellow for Uppsala University, Uppsala,Sweden,2013 5. Recipient of Ambassador of Peace Award, Universal Peace Federation, 2009

24. List of eminent academicians and scientists / visitors to the department:

Prof. Jaspal Singh: Vice Chancellor, Punjabi University, Patiala.

Prof. Sanjay Kumar: Director, CSDS, Delhi.

Prof. Achin Vinayak, Former head of department of political science, University of Delhi.

Prof. M.P Singh, Former head of department of political science, University of Delhi.

Prof. Manju Verma, Director of Women Studies, Punjabi University,Patiala

25. Seminars/Conferences/Workshops organized and the source of funding (national/ international) with details of outstanding participants, if any.

National - 1

UGC Sponsored National Seminar organized by Dr Davinder Kaur Chawla was held on 22nd March 2013 on the topic 'Human Rights in India: Emerging Challenges'.

International – N.A

26. Student profile programme-wise:

Name of the Programme	Applications received By University	Passed/Appeared in Final year	Enrolled		Pass percentage
			Male	Female	
Pol Sc.(Hons.)	-				
2012	-	33/33	27	6	100%
2013	-	21/24	16	8	88%
2014	-	34/34	25	9	100%

27. Diversity of students.

Name of the Course Political Science Honours.	% of students from the same state	% of students from other States	% of students from abroad
2012	98%	2%	–
2013	75%	25%	–
2014	81%	19%	–

28. How many students have cleared Civil Services and Defence Services examinations, NET, SET, GATE and other competitive examinations? Give details category-wise.No Documentation

29. Student progression.

Many of our students pursue post graduation in different Universities/ Institutes directly. As of now the college has no mechanism of keeping track of outgoing students who join post graduation.

30. Present details of departmental infrastructural facilities with regard to

(i) **Library:**College Library has a separate section devoted to Political Science and is well equipped.

(ii) **Internet facilities for staff and students.**Yes

(iii) Class rooms with ICT facility. Yes.

(iv) Students' laboratories. Yes. (Computer Labs)

31. Number of students getting financial assistance from the college, university, government or any other agency.

Year	Fee concession	Scholarship	Total
2014 -15	38	8	46
2013-14	27	10	37
2012-13	25	3	28
2011-12	16	1	17

32. Details on student enrichment programmes (Special Lectures / workshops / seminars) with external experts.

The political science department society 'Civil Society' had organised several academic activities including debates and discussions over the current topics. The experts from outside had been called to talk over the prevailing political issues.

33. Teaching methods adopted to improve student learning.

By making the use of PPTs and providing wifi internet facility to students.

34. Participation In Institutional Social Responsibility (ISR) and Extension activities.

NSS, Divinity, NCC, Sports, WUS programs

35. SWOC analysis of the department and Future plans.

Strengths

- Apart from the regular schedule of classrooms, teachers are always available for the students outside the classrooms for the discussions over doubts and queries.
- In the classrooms they always try to make the learning environment more productive and fruitful by making the use of PPTs, video clips and so on.
- For the students who need special help, extra classes are arranged by the teachers whenever they are free.
- Teachers also provide the guidance to the students for their further education and career. Special attention always given to the students coming from the weaker and especially abled sections of the society.

Weakness

- Pressure of time bound completion of courses makes the teaching less interactive.

Opportunity

- We shall give our students an opportunity to give back to the society by using their knowledge and experience in resolving social-economic and environmental issues through the mechanism of NGOs and other such forums.

Challenges

- Availability of reading material in the both Hindi and English languages in the equal proportion at the time of course revision is challenging.

Future plans

- Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies.

EVALUATIVE REPORT OF THE DEPARTMENT OF PUNJABI

1. **Name of the department** : Punjabi
2. **Year of Establishment** : 1973
3. **Names of Programmes/Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D.,etc.):**
 - B.A. (Honours) Punjabi [Three-Year UG Programme]
 - M.A. Punjabi [Two-Year Masters Programme]
4. **Names of Interdisciplinary courses and the departments/units involved:**

Interdisciplinary courses	Departments Involved
All concurrent courses	English
	Hindi
	Political Science
	Sanskrit
	History

5. Annual/semester/choice based credit system (programme wise)

All programs are in Semester Mode.

6. Participation of the department in the courses offered by other departments

The subject of Punjabi in other courses such as B.Com (Honours), B.Com(Prog) offered by Commerce department; B.A.(Prog); B.A.(Honours) History, Political Science etc. are being taught by the faculty members of the department.

7. Courses in collaboration with other universities, industries, foreign institutions, etc.: NA

8. Details of courses/programmes discontinued (if any) with reasons

- Annual Mode has been discontinued w.e.f. 2011-12
- FYUP has been discontinued and three-year semester-based Under-Graduate programme has been reintroduced.

9. Number of teaching posts

	Sanctioned	Filled
Professors	Nil	Nil
Associate Professors	7	5
Assistant Professors		2

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil. etc.,)

S.NO.	Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students Guided for the Last 4 years
1	Dr Beant Kaur	MA, Ph. D, Post Ph. D	Associate Professor	Fiction, Feminist Criticism, Gurmat Kaav	28	1
2	Dr Barjinder Singh Chowhan	MA, M. Phil, Ph. D, MA Dramatic Art	Associate Professor	Modern Punjabi Poetry	27	1
3	S. Bupinder Pal Singh Bakshi	MA, M. Phil,	Associate Professor	Literary Criticism	27	1
4	Dr Gurmohinder Singh	MA, M. Phil, Ph. D	Associate Professor	Modern Punjabi Poetry	20	-
5	Dr Vinayneet Kaur	MA, M. Phil, Ph. D	Associate Professor	Literary Criticism & Media study	18	-
6	Dr Paramjeet Kaur	MA, Ph. D	Assistant Professor	Modern Punjabi Poetry	10	1
7	Dr Amardeep Singh Bindra	MA, M. Phil, Ph. D	Assistant Professor	Folk Lore, Semiotics	9	1

11. List of senior visiting faculty: NA

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: NA

13. Student-Teacher Ratio (programme wise): B.A. (Honours) Punjabi – 16:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled – NA

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.

Qualification	No. Of Faculty Members
Post Doctoral	1
Ph. D	5
M.Phil	2

16. Number of faculty with ongoing projects from

a) National Funding Agencies:

- Dr. Vinayneet Kaur is a member of Innovation Project, funded by University of Delhi.

b) International funding agencies and grants received – None

17. Departmental projects funded by DST-FIST; UGC, DBT, ICSSR, etc. and total grants received –

- Dr. Beant Kaur have completed a major project named ‘Sri Guru Granth Sahib – Sikh Dharam da tatt Saar’ under UGC Xth plan scheme.

Total grant received Rupees 2.5 Lacs from UGC.

18. Research Centre/facility recognized by the University - None

19. Publications

* **Publication per faculty: 4.7**

* **Number of papers published in peer reviewed journals (national/international) by faculty and students**

- List of Publications in Referred Journals

S. No.	Title of Paper	Authors	Journal	Volume No. Year/Page No	Publisher/ISSN No.
1	Sri Guru Granth Sahib, Nari Mukta Britant	Dr Beant Kaur	Samdarshi	Ank 102 Feb-March 2008	RNI No.-55533/92 Punjabi Academy
2	Vihvi Sadi Di Punjabi Kahani Ate Nari Chetna	Dr Beant Kaur	Samdarshi	Ank 66, Feb-March, 2002	RNI No.-55533/92 Punjabi Academy
3	Simratian Di Lalten:Nari Chetna De Rubru	Dr Beant Kaur	Samdarshi	Ank 69, Aug - Sept, 2002	RNI No.-55533/92 Punjabi Academy
4	Pakistani Punjabi Galap De Sarokaar	Dr Beant Kaur	Samdarshi	Ank 92, June-July 2006	RNI No.-55533/92 Punjabi Academy
5	Soch Di Dehleez Te Pustak Vich Antar Rashtri Parvasi Nari Di Soch	Dr Paramjeet Kaur	Samdarshi	Page No. 131-140, 2008	RNI No.-55533/92 Punjabi Academy
6	Myth Rupantran Ate Nari Chetna	Dr Beant Kaur	Samkali Sahit	Oct, 2006	RNI No.-1694895 Punjabi Sahit Sabha
7	Davinder Satyarthi Dian Kahanian Vichla Nari Kirdaar	Dr Beant Kaur	Samkali Sahit	Oct-Dec, 2008	RNI No.-1694895 Punjabi Sahit Sabha
8	Punjabi Naari Kahaani De Sarokaar	Dr Beant Kaur	Chhewan Darya	June -2007 Pg 21-23	RNI No.-2005/173337

S. No.	Title of Paper	Authors	Journal	Volume No. Year/Page No	Publisher/ISSN No.
9	Guru Arjun Sahib Di Shahadat	Dr Beant Kaur	Chhewan Darya	June2007 Pg 7-10	RNI No.- 2005/173337
10	Guru Nanak Baani Da Sandesh	Dr Beant Kaur	Chhewan Darya	Nov-2008 Pg 3-6	RNI No.- 2005/173337
11	Aag Diyan Lika Te Aakar : Ek Pathgat Adhiyan	Dr Paramjeet Kaur	Adbi Mehak	2008 Pg 19-21	-
12	Ek Safar Hindustan Toh Hindustan Tak	Dr Paramjeet Kaur	Chhewan Darya	2011 PG 34-35	RNI No.- 2005/173337
13	Manmohan De Kaav Sangreh Ath Da Sukham Tatt	Dr Beant Kaur	Akkhar	2005 Pg 23-25	RNI No.-266449/75

List of Books, Chapters and reading materials

S. No.	Books, Chapters in Books	Authors	Editor	Volume No. Year/ Page No	Publisher/ISSN No.
1	Narivadi Chintan Paripekh Te Vihar	Dr Beant Kaur	-	2001	Nav Chintan Punlisher,New Delhi
2	Ajeet Kaur Da Galab Bodh	Dr Beant Kaur	-	2009	ISBN 978-81-7883-612-6 Chetna Prakashan,Ludhiana
3	Sikh Dharam Shaster Da Tat Saar: Uttar Adhunik Paripekh	Dr Beant Kaur	-	2010	ISBN 978-81-7883-652-2 Chetna Prakashan,Ludhiana
4	Nari Kaav Samvedna : A Text Book For B.A Hons 1 ST Year Students.	-	Dr Beant Kaur	2011	Shilalekh Prakashan,Delhi
5	Katha Jagat : A Text Book For 11 TH - 12 th Students.	-	Dr Beant Kaur	2010	C.B.S.E.Board
6	Jaswant Singh Neki Kaav Sansaar	Dr Paramjeet Kaur	-	1990	RC Publishers
7	Aadhunik Punjabi Sahit Punar Vichaar		Dr Paramjeet Kaur	1992	
8	Title-Sikh Shaheed Parampara: Shaheed Sighniyaan,Book-Sikh Shahadat Da Sankalp Te Parampara	Dr Beant Kaur	Dr Harbans Kaur Saggo	2013	Isbn No.-81-87654-10-4 Manpreet Prakashan

S. No.	Books, Chapters in Books	Authors	Editor	Volume No. Year/ Page No	Publisher/ISSN No.
9	Title-Sikh Sanakhat De Pehredaar, Bhai Bota Singh Ate Bhai Garja Singh, Book-Sikh Shahadat Da Sankalp Te Parampara	Dr Paramjeet Kaur	Dr Harbans Kaur Saggo	2013	Isbn No.-81-87654-10-4 Manpreet Prakashan
10	Sri Guru Granth Sahib Naari Haund Sambandhi Vivek, Book: Guru Granth Sahib Samajik Sarokaa.	Dr Beant Kaur	Dr Harbans Kaur Saggo	2013	Isbn No.-81-87654-182-7 Manpreet Prakashan
11	Title-Sri Guru Granth Sahibsamaj Ate Vatavarnik Chaugirda, Book:	Dr Paramjeet Kaur	Dr Harbans Kaur Saggo	2013	Isbn No.-81-87654-182-7 Manpreet Prakashan
12	Title-Electronic Media De Punjabi Bhasha Sahit Te Sabhyachaar Upar Asar. Book : Samkali Punjabi Sahit Samikhiya Te Mulyankan	Dr Paramjeet Kaur	Dr Ravinder Singh	2013	Isbn No.-81-87654-216-3 Manpreet Prakashan
13	Title-Sardaar Bhagat Singh Di Manvi Inkalabi Vichaardhara. Book: Punjabi Sahit Te Sarokaar.	Dr Paramjeet Kaur	Dr Prithviraj Thapar	2010	Isbn No.-81-87654-138-4 Manpreet Prakashan
14	Title-Bhai Veer Singh Diyaan Ithasak Rachnavan Ate Ithaasak Drishtikon	Dr Paramjeet Kaur	Dr Harmeet Singh	2002	Punjabi Academy
15	Title-Sikhaan Di Bhagat Malaa Punar Vichar. Book: Punjabi Vartak Punar Vichar	Dr Paramjeet Kaur	Dr Prithviraj Thapar	2012	Isbn No.-81-87654-0000-0 Manpreet Prakashan
16	Title-Mata Ganga Ji Book- Punjabi Vartak Punar Vichar	Dr Beant Kaur	Dr Prithviraj Thapar	2012	Isbn No-81-87654-000-0 Manpreet Prakashan
17	Title-Kavita Turdi Hai. Paath Gat Adhyan. Book : Niranjan Singh Noor Smriti Granth	Dr Paramjeet Kaur	Bhupinder Singh Sagoo (UK)	2009	National Book Shop, Chandni Chowk. Isbn No-97881-7116-521-6
18	Misha Kaav Sanchar Jugta Misha : Ghazal Kaav De Sndarv Vich	Dr Barjinder Singh Chowhan	Dr Manjeet Singh		Punjabi Academy, Delhi

S. No.	Books, Chapters in Books	Authors	Editor	Volume No. Year/ Page No	Publisher/ISSN No.
19	A Ghazal In Gulbarg Anthology	Dr Barjinder Singh Chowhan	Dr Ishar Singh Tangh		Amargiyan Prakashan, Patiala (1996)
20	Pauna Utte Dastkhat (Ghazal Sangreh)	Dr Barjinder Singh Chowhan	-	Delhi – 1995 (Ist Edition)	Arsi Publishers, Delhi
21	Ghazal In Shayari 2000	Dr Barjinder Singh Chowhan	-	Jalandhar-2001	Kuknus Prakashan, Jalandhar.
22	Ghazal In Sochan Te Supne	Dr Barjinder Singh Chowhan	-	Delhi-2003	National Book Shop, Delhi
23	Ghazal In Samkali Punjabi Kavita : A Textbook For B.A Pass, 2 nd Year Students.	Dr Barjinder Singh Chowhan	Jagjeet Singh Anoop Singh Virk		Punjabi Bhasha Vibhag, Punjabi University, Patiala Isbn No.-81-302-0209-3
24	Jaswant Deed Da Kaav Jagat	Dr Gurmohinder Singh		Delhi 1993	Arsi Publishers Pub Code No.2303
25	Adura Waak Collection Of Poems		Dr Gurmohinder Singh	Delhi-1995	Arsi- Isbn No-100528500007
26	Tara Singh De Kavita Da Vikas	Dr Gurmohinder Singh		Delhi-2002	Arsi Publishers Code No-139780528500000
27	Mini Paavae Baat : Mini Kahani Di Pehchaan De Rubaru. Book : Sehat Chintan	Dr Beant Kaur	Dr Prithvi Raj Thappar	Delhi-2014	Isbn No.-81-87654-6 Manpreet Prakashan
28	Mudhe Hoye Nak Waali Machi. Book : Sehat Chintan.	Dr Paramjeet Kaur	Dr Prithvi Raj Thappar	Delhi-2014	Isbn No.-81-87654-6 Manpreet Prakashan
29	Books Bhoomika Kaash-(Poem) Manpreet Mann	Dr Paramjeet Kaur		Delhi-2015	Isbn No.-81-87654-171 Manpreet Prakashan
30	<i>Kalman Di Parwaaz</i>	Dr. Barjinder Singh Chowhan	Ajaib Chittarkaar & Others	1996	Punjabi Ghazal Manch, Phillaur.
31	Pauna Utte Dastkhat (Ghazal Sangreh)	Dr. Barjinder Singh Chowhan		Delhi – 1995 (Ist Edition) 2 nd Ed. 2000	Arsee Publishers, Delhi Manpreet Parkashan, Delhi
32	Punjabi Lok Kahanian: Chihen – Vigyanak Paripekh	Dr. Amardeep Singh		Delhi-2009	Manpreet Prakashan ISBN No.....
33	Pichley Dahakey Da Punjabi Sahit: Stithi Ate Sambhavnavan	Dr. Amardeep Singh		Delhi-2013	Manpreet Prakashan ISBN No.....

20. Areas of consultancy and income generated: None

21. Faculty as members in

a) National committees: The following members are involved in the various committees:

• **Dr Beant Kaur**

1. Member of Punjabi Sahitya Academy, Ludhiana
2. Member of Kendriye Punjabi Lekhak Sabha, Kapoorthala.
3. Member of Advisory Body of Department of Punjabi, DU
4. Member of Departmental Research Committee of Punjabi Department, DU.

• **Dr. Barjinder Singh Chowhan**

1. Member of Moderation Committee, Department Of Punjabi, DU.
2. Member of Punjabi KenDri Lekhak Sabha , Punjab.
3. Chief Adviser, Bhai Kahan Singh Rachna Vichar Manch (Rgtd.), Nabha
4. Member College Governing Body In 1991

• **Dr Paramjeet Kaur**

1. Member of College Governing Body In 2011.
2. Member of Advisory Body, Department of Punjabi, DU.

• **Dr Gurmohinder Singh**

1. Member of Committee to review the functioning of the Regional Language Center of the CIIL Department of Higher Education Ministry of HRD in 2014.
2. Member, Executive Council Delhi University 2006-2008.
3. Member, Academic Council Delhi University 2002-2006.
4. Member, W.U.S. Delhi University 2006-2008
5. Member, Student's welfair Committee 2002-2006
6. Member, Standing Committee Academic 2002-2006
7. Member, Accountability Reforms Committee 2004-2006
8. Member, Inquiry Committee Ramjas College 2006
9. Member Ad-hoc Appointments Reform Committee 2006-2008

- **Dr. Amardeep Singh**

1. Bursar, Sri Guru Nanak Dev Khalsa College, Dev Nagar
2. Member, Advisory Body, Department Of Punjabi, DU.

- b) **International Committees:** None

- c) **Editorial Board:** The following faculty members are involved in the Editorial Board:

- **Dr. Beant Kaur have been engaged as an expert in the following:**

1. Punjabi Hindi Kosh of Central Hindi Directorate, Ministry of Human Resource Development.
 2. Economics of Fundamental Glossary English-Hindi-Punjabi of Commission for Scientific and Technical Terminology, Ministry Of HRD
- Dr Bhupinder Pal Singh Bakshi is an editorial member in "Panth Prakash" Punjabi Weekly Newspaper.
 - Dr Paramjeet Kaur is a member of Editorial Board of Literary Monthly Magazine- "Vatan De Vaaris".

22. Student projects

- a) Percentage of students who have done in-house projects including interdepartmental/programme : None
- b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/ other agencies: None

23. Awards/Recognitions received by faculty and students:

- Dr Barjinder Chowhan received the following Poetry and Literary Awards:-
 1. Baba Farid Purskar, International Punjabi Sahit Sabha, London, U.K (1996)
 2. Kav Purskar, Punjabi Academy, Delhi (1996-97)
 3. Dr. Randhir Singh Chand Yaadgari Purskar, Ghazal Manch,(Pb) (1996)
 4. Hardyal Keshi Yaadgari Purskar, Kalapeeth Firozpur (Pb) 2000
 5. Balwinder Rishi Yaadgiri Ghazal Purskar, Qaumantri Lekhak Manch (Pb.) 2003
 6. Recognised as an Eminent Poet
- **Dr Beant Kaur has been Awarded Vartak Puraskaar on her Book titled 'Narivadi Chintan Paripekh Te Vihar' by Delhi Govt.**
- She was further recognized as a Fellow in Institute of Life Long Learning (ILL) during the Year.2010 -2011.
- Dr Paramjeet Kaur has been Awarded Excellence Award for Minority Awareness as a Nodal Officer by Delhi Sikh Gurudwara Management Committee.In Nov 2014.
- She Has Been Awarded As Eminent Punjabi Writer By Sache Patshah Magazine.In May 2011.

24. List of eminent academicians and scientists/visitors to the department

S.No.	Name	Organization
1	Dr. Manjeet Singh	Former Head, Deptt. Of Punjabi, DU
2	Dr. Rawail Singh	Head, Deptt. Of Punjabi, DU
3	Sukhinder	Eminent Poet from Canada
4	Dr. Davinder Kaur	Eminent Poet, Critic from U.K.
5	Dr. Nahar Singh	Punjab University, Chandigarh
6	Dr. Jaspal Singh	Vice Chancellor, Patiala University
7	Dr. Jaswant Singh Nekhi	Chairman, Bhai Vir Singh Sahit Sadan
8	Dr. Harbans Singh Chawla	Eminent Sikh Historian
9	Dr. Amarjeet Singh Grewal	Member, Guru Granth Sahib Study Circle, Patiala
10	Dr. Sukhdayal Singh	Eminent Sikh Historian
11	Dr. Jaspal Kaur Kang	Director, Guru Nanak Chair, Punjab University, Chandigarh

25. Seminars/Conferences/Workshops organized & the source of funding

a) **National:** The department has organized the following seminars:

- National Seminar on “Guru Granth Sahib in 21st Century: Traditions and Modernity” 2014 at Sri Guru Nanak Dev Khalsa College, Dev nagar
- National Seminar on “Pichley Dahake Da Punjabi Sahit: Sthiti Ate Sambhavnavan”
- National Kavi Darbar in 2012
- **National Seminar on “Punjabi Lokdhara sahit ate Sabyachar: Punar vichar” in 2011.**

c) **International:** NIL

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 3)	Applications received	Passed/ Appeared Final Year	Enrolled		Pass percentage
			*M	*F	
BA(H) Punjabi					
2012		06/06	X	06	100%
2013		08/08	04	04	100%
2014		06/06	02	04	100%

*M=Male *F=Female

27. Diversity of Students

Name of the Course Punjabi Hons	% of students from the same state	% of students from other States	% of students from abroad
2012	100%	0%	-
2013	84%	16%	-
2014	96%	4%	-

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.? No Documentation

29. Student progression

Student progression	Against % enrolled
UG to PG	35 to 40%
PG to M.Phil	14 to 20%
PG to Ph.D.	30%
Ph.D. to Post-Doctoral	-
Employed •Campus selection •Other than campus recruitment	No Documentation
Entrepreneurship/Self-employment	No Documentation

30. Details of Infrastructural facilities

- **Library:** The college library is very well equipped to cater to the needs of our students. The library is fully computerized and is in possession of handsome number of text books and reference books related to literature, religion, comparative study, folklore, grammar. The library also has a collection of encyclopedias and the top two Punjabi newspapers are being prescribed at the library. The library has a fully AC reading hall for facilitating the students to utilize their free time.
- **Internet facility for staff & students-** The college has six computer labs consisting of more than 100 computers and all have internet facility on them. The staff and students are free to use them for teaching as well as research purposes. They also have access to study material available on net and journals for which access has been provided by the Delhi University.

- **Class rooms with ICT-** Many class rooms have been equipped with projectors, and laptops are provided to teachers on demand with wi fi internet facility. Technical support is also available for smooth conduct of classes.

- **Laboratories: NA**

31. Number of students receiving financial assistance from college, university, government or other agencies:

Year	Fee concession	Scholarship	Total
2014 -15	9	0	9
2013-14	7	0	7
2012-13	1	0	1
2011-12	2	1	3

32. Details on student enrichment programmes (special lectures/workshops/ seminar) with external experts: None

33. Teaching methods adopted to improve student learning: A mix of Teaching methods such as chalk & board, talk, discussion, audio-visual, creative & innovative methods are utilized as and when required with an aim to render better in-depth and understandable knowledge to the students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities: The faculty members of the Department are actively involved in conducting and facilitating various colleges' academic and extension activities and other ISR activities.

35. SWOC analysis of the department and Future plans:

Strengths

- Highly Qualified Faculty members
- Muti-skilled and Muti-talented faculty members
- Motivated and Team-work believers
- Good people skills and healthy teacher- student understanding and coordination
- Better Scope of Moral and Ethical teachings

Weaknesses

- Students who are more interested in vocational subjects, it becomes difficult to generate their interest in language and literature.

Opportunities

- Many new opportunities are on a rise in the field of Punjabi Translations, Editing and Anchoring
- Punjabi subject is also taught to students studying other course streams in the college.

Challenges

- With less students opting for Punjabi at school level, we get raw students who are to be groomed with the language first and then with Literature.
- The department is always at a competitive edge with other departments at performance level.
- With students being more interested in main vocational subject it's a continuous challenge to maintain their interest and motivation in the subject and the performance.

Future Plans

- We are in direct touch with Department of Punjabi of University of Delhi and have plans to educate teachers and students at school level to motivate students to opt for Punjabi language and literature at school level. This will help us to have students admitted at college level with prior knowledge of language and will further increase the number of students opting for language.

EVALUATIVE REPORT OF THE SANSKRIT DEPARTMENT

1. **Name of the department** : SANSKRIT
2. **Year of Establishment** : 1975
3. **Names of Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):**
Under Graduate- B.A. Programme (Three Year Degree)
4. **Names of Interdisciplinary courses and the departments/units involved:**

Interdisciplinary courses	Departments Involved
All concurrent courses	English
	Hindi
	Political Science
	Punjabi
	History

5. **Annual/ semester/choice based credit system (programme wise):**
Semester System
6. **Participation of the department in the courses offered by other departments:**
The Department gives lectures in allied courses to the student's of other departments.
7. **Courses in collaboration with other universities, industries, foreign institutions, etc. NIL**
8. **Details of courses/programmes discontinued (if any) with reasons: NIL**
9. **Number of teaching posts**

	Sanctioned	Filled
Professors		
Associate Professors	1 (on leave)	
Assistant Professors		1(Ad hoc)

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.):**

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D Students guided for the last 4 years
Dr. Dharmendra Kumar	Ph. D	Associate Professor	Sanskrit Grammer and Vedic Literature	24	12
Dr. VedMitra Arya	M. A Ph. D	Assistant Professor (Ad-hoc)	Sanskrit Grammar	2 Years, 7 months	-

11. List of senior visiting faculty: Nil
12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty: 100%
13. Student –Teacher Ratio (programme wise): 4:1
14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: Nil
15. Qualifications of teaching faculty with DSc/ D.Litt/ Ph.D/ MPhil / PG:

Qualification	No. Of Faculty Members
Ph.D	2

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received: Nil
17. Departmental projects funded by DST-FIST; GC, DBT, ICSSR, etc. and total grants received: Nil
18. Research Centre /facility recognized by the University: Nil
19. Publications
- **Publication per faculty: 16
 - List of Research Publications in refereed Journals:

S.No.	Title of Paper	Author	Journal	Vol. Pg. Year	ISBN/ISSN No.
1	Sanskrit vyakaranaparampara men Acharya Ramashamakataaddhit vishayakAvadan	Dr. VedMitra Arya	Shodhkalptaru	2012	2249-6114
2	PaniniVyakarana men PrayuktaKritrimTathaAkritrimangyayonka Vishleshan	Dr. VedMitra Arya	BBSSES	2013	2321-9726
3	VaidicVagnmaya men paryavaranaSamrakshan	Dr. VedMitra Arya	IRJMSH	2013	2277- 9809

List of Books , chapters and Reading materials

S.No	Books	Author	Name of Publisher	ISBN
1	Kasikavarttika Vyakhya	Dr. Dharmendra Kumar	Vidyanidhi Prakashan	81-86700-36-6
2	Vedic Nibandha Mala	Dr. Dharmendra Kumar	Vidyanidhi Prakashan	81-86700-45-5
3	Isavasyopanishad— Ek Vivecnatmaka Adhyayana	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	ISBN No. 978-93-83636-07-5
4	Isavasyopanisad: A Study (in Eng.)	Dr. Dharmendra Kumar	Hero-Honda Motors Limited	81-86700-03-05

S.No	Books	Author	Name of Publisher	ISBN
5	The Ramayana (Its Impacts of Human Life)	Dr. Dharmendra Kumar	Vidyanidhi Prakashan	978-93-80651-25-5
6	Agnihotra-Prakasa	Dr. Dharmendra Kumar	Srimaddayanand Vedarsa Sanskrit Vidyapitha	81-88808-95-4
7	Ramayana (Ek Vivechanatmak Adhyayan) in Hindi	Dr. Dharmendra Kumar	Prakarsh	978-93-80277-11-0
8	Vadatu Sanskrutam	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	ISBN No. 978-93-83636-03-7
9	Sanskrtvagyvyavaharah	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	ISBN No.978-93-83636-08-2
10	Nyayakusumanjalih	Dr. Dharmendra Kumar	Vidyanidhi Prakashan	978-93-80651-19-4
11	Nirukta-Vimarsha	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	978-81-925829-0-0
12	Vyakaran Manjari	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	978-81-925829-2-4
13	Sanskrit Manajari An International Referred Quaterly Research Journal	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	ISSN No. 2278-8360
14	Sanskrit Chandrika monthly magazine	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	ISSN No. 2347-1565
15	Katha-Nirjhari	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	ISBN No. 978-81-925829-3-1
16	Natya-Nirjhari	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	ISBN No. 978-81-925829-4-8
17	Shrimad Bhagvad Geeta	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	ISBN No. 978-81-925829-5-5
18	Rigved Sanhita	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	ISBN No. 978-81-925829-6-2
19	Atharveda Sanhita	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	ISBN No. 978-81-925829-7-9
20	Samveda Sanhita	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	ISBN No. 978-81-925829-8-6
21	Yajurveda Sanhita	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	ISBN No. 978-81-925829-09-3
22	Sahitya-Manjari	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	ISBN No. 978-81-83636-1-3
23	Katha-Manjari	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	978-81-925829-5-5
24	Ved Manjari	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	978-81-925829-1-7
25	Panini Panchakam	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	ISBN No. 078-93-83636-06-8
26	Ishadarshanam	Dr. Dharmendra Kumar	Delhi Sanskrit Academy	ISBN No. 978-93-83636-04-4
27	Chapter- Saraswat vyakarne prakriyasaryam : Subant sandarbhe	Dr. Vedmitra Arya	RSS New Delhi	ISBN NO. 978-81-246-0658-2
28	Book- Acharya Ramasharamaka Sanskrit VyakaranakoAvadan	Dr. Vedmitra Arya	Vidyanidhi Prakashan, New Delhi	ISBN NO. 978-93-80651-49-1
29	Kâçikâvârttika 1996 Vyâkhyâ Prakashan	Dr. Vedmitra Arya	Vidyanidhi Prakashan, New Delhi	36-6 81-86700

20. Areas of consultancy and income generated –Nil**21. Faculty as members in**

- a) National committees – Nil
- b) International Committees –Nil
- c) Editorial Boards – Nil

22. Student projects

- a) **Percentage of students who have done in-house projects including inter departmental/programme -Nil**
- b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies – Nil**

23. Awards / Recognitions received by faculty and students –

- Awarded by Arya Pradeshik Pratinidhi Sabha Affiliated to D.A.V. College Managing Cometeetee, Chitragupta Road, Pahargunj, New Delhi - 110005 on dated 18 Feb. 2013 of Rs. 25000.
- Awarded by Arya Pratinidhi Sabha, Mumbai on dated 11.04.2013 of Rs. 21000.
- Awarded as SANSKRIT SEVA SAMMANAH by Hariyana Sanskrit Academy on dated 21th Aug. 2013.
- Awarded as SANSKRIT SEVA SAMMANAH by Hariyana Sanskrit Academy on dated 21th Aug. 2013.
- Awarded as SANSKRIT VIDY•M•RTANDAH by Akhil Bharatiya Vidwat Parishad (Varanasi) on dated 27th Oct. 2013.
- Awarded as VISHISHTA VEDANG PURASKAR by Aryasamaj Santakruj, Mumbai on 26th Jan. 2014.

24. List of eminent academicians and scientists / visitors to the department –

- Dr. Ved Pratap Vedic, Senior Journalist
- Dr. Dharmendar Kumar, Secretary, Delhi Sanskrit Academy

25. Seminars/ Conferences/Workshops organized & the source of funding:

Nil

26. Student profile programme/course wise:

Name of the Course/ programme (refer question no. 3)	Applications Received	Selected	Enrolled		Pass Percentage
			M*	F*	
B.A. Prog. 2012-13	-	7	5	2	100%
(FYUP) Foundation Course - 2013-14	-	11	7	4	91%
B.A. Prog. 2014-15	-	4	3	1	100%

*M = Male *F = Female

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A. Prog. 2012-13	86%	14%	–
(FYUP) Foundation Course - 2013-14	45%	55%	-
B.A. Prog. 2014-15	75%	25%	-

28. How many students have cleared national and state competitive Examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

No Documentation

29. Student progression: -

No Documentation

30. Details of Infrastructural facilities:

- a) **Library:** College does not have a separate Department Library but the college library is well equipped with latest technology to make education comfortable for all the students.
- b) **Internet facilities for Staff & Students:** Wi-Fi facility is available in College Premises. The college has provided computers with internet facility in the department for the use of teaching and research purposes.
- c) **Class rooms with ICT-** The department has been allocated classrooms equipped with projectors for classrooms presentations
- d) **Laboratories:** -NA

31. Number of students receiving financial assistance from college, university, government or other agencies: 2 Students**32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts:**

Nil

33. Teaching methods adopted to improve student learning:

- Group discussion and presentation on Sanskrit literature and history.
- Reading materials are provided to the students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:-

- Students of the department participated in Swach Bharat Abhiyaan.
- Students of the department are the active members of NSS.

35. SWOC analysis of the department and Future plans

Strengths

- The department has very active and supportive faculty that maintains a strong bond and a high level of interaction with the students as well as with each other.
- The department has a strong focus on quality teaching with a faculty that excels in teaching students at all levels.
- The faculty of the department has adopted varied teaching methodologies to make the classroom environment receptive. To address to the needs of weak students the department also holds special remedial classes.
- The students are encouraged to explore beyond their prescribed curriculum by exposing them to various seminars and talks that are a regular feature of the department.

Weaknesses

- Not seen as an attractive subject by students in the context of their future career

Opportunities

- The strategic position of the college can be utilized to undertake more professional Sanskrit Language Courses to equip students better.
- B.A.Hons.Sanskrit courses can be started.

Challenges

- Students from diverse backgrounds come with different expectations from an honors course. Sometimes it becomes difficult to veer their interest from language to a purely literature course.
- As Sanskrit is an ancient language with very rare usage and limited exposure in day today life, it is difficult to gain student's interest in the subject.

Future Plans

- Department is planning to undertake the sessions on e-learning for the students so that they can make a constructive use of e-resources, provided by the university, in their studies.

ANNEXURE

List of Research work and publication of the faculty (Reference No. 3.4.3)

S No.	Reserch name	Faculty name	Subject	Year	Publication
1	“Business Economics”	Dr. P.K. Mehta	Micro Economics	2013	Taxmann Publications
2	“Exploring Indo-ASEAN Economic Partnership in Globalizing World”	Dr. P.K. Mehta, Prof. Atul Sharma	International trade	July 2002	Bookwell Publications, New Delhi
3	“Meeting the Challenges of the European Union: Prospects for Indian Exports”	Dr. P.K. Mehta, Prof. Atul Sharma & G. Faber	International trade	1997	Sage Publications, New Delhi
4	“South Africa And Bantustans”	Dr. Abnash Kaur	Homelands of South Africa	1995	Kalinga Publications, Delhi. 81-85163-62-6
5	“Importance of Being Billy Biswas”	Dr. KumKumYadav	Victim Consciousness in Indian English Novels	1997	ABS Publications
6	“The Therigatha: A Study in Tradition and Modernity”	Ms. Indra Kaul	Feminism, Tradition and Modernity	2000	IIAS Shimla
7	“Tribals in Indian Narratives”	Dr. KumKum Yadav	Monograph	2003	IIAS Shimla
8	“Mountaineer, Writer, Woman”	Dr. KumKum Yadav	New Concerns	2006	Arya and Sikka Macmillan
9	“Mills’s Milton”	Dr. Jyoti Bajaj Desai	Milton’s Paradise Lost Book 1&9 Commentary and Notes	2010	Doaba Publication
10	“So KyoMandaAakheea”	Dr. Bhagwant Kour	Guru Granth sahib: Social Concerns	2012	Manpreet Prakashan 81-87654-03-1
11	“Martyrdom of Sri Guru ArjanDevji”	Dr. Bhagwant Kour	Sikh SahadatdtSankalaptePar ampara	2013	Manpreet Prakashan ISBN-81-87654-10-4
12	“Classical Realism, Dalit Ontology and the Autobiographical Self in <i>Joothan</i> and <i>The Outcaste</i> ”	Ms. Priyanka Srivavastava	Towards Social Change: Essays on Dalit Literature	2014	Orient Blackswan, Kolkata
13	“Akali Movement (1926-47)”	Dr. Raghbir Singh		1997	Om Sons [81-7117-163-x]
14	“Modern History of China and Japan”	Baljeet Singh		2011	S.K. Publishers [978-81-909397-5-1]
15	“Adhunik Bharat ka Itihas”	Baljeet Singh		2012	Excellent Books 81-89728-62-5
16	“Bhartiya Sanskriti Aur Kala”	Baljeet Singh		2012	Excellent Books 81-89728-61-8
17	“Modern India”	Baljeet Singh		2014	Excellent Books 978-93-81978-29-0
18	“A History of Educational Institutions in Delhi 1911-1961”	Ajay Kumar		2011	Sanbun Publishers 978-93-80213-14-9

S No.	Reserch name	Faculty name	Subject	Year	Publication
19	“NarivadiChintanParipekhTeVihar”	Dr Beant Kaur	-	2001	NavChintan Publisher,New Delhi
20	“Ajeet Kaur Da Galab Bodh”	Dr Beant Kaur	-	2009	Chetna Prakashan, Ludhiana ISBN 978-81-7883-612-6
21	“Sikh Dharam Shaster Da Tat Saar: Uttar Adhunik Paripekh”	Dr Beant Kaur	-	2010	Chetna Prakashan, Ludhiana ISBN 978-81-7883-652-2
22	“Nari Kaav Samvedna : A Text Book For B.A. Hons 1 ST Year Students”	-	Dr Beant Kaur	2011	Shilalekh Prakashan,Delhi
23	“Katha Jagat: A Text Book For 11th– 12th Students”	-	Dr Beant Kaur	2010	C.B.S.E.Board
24	“Jaswant Singh Neki Kaav Sansaar”	Dr Paramjeet Kaur	-	1990	RC Publishers
25	“Aadhunik Punjabi Sahit Punar Vichaar”		Dr Paramjeet Kaur	1992	
26	“Sikh Shaheed Parampara: Shaheed Sighniyaan, In edited Book-Sikh Shahadat Da Sankalp Te Parampara”	Dr Beant Kaur	Dr Harbans Kaur Saggo	2013	Manpreet Prakashan Isbn No.-81-87654-10-4
27	“Sikh Sanakhat De Pehredaar,Bhai Bota Singh Ate Bhai Garja Singh, In edited Book -Sikh Shahadat Da SankalpTeParampara	Dr Paramjeet Kaur	Dr Harbans Kaur Saggo	2013	Manpreet Prakashan Isbn No.-81-87654-10-4
28	“Sri Guru Granth Sahib Naari Haund Sambandhi Vivek, In edited Book:Guru Granth Sahib Samajik Sarokaar”	Dr Beant Kaur	Dr Harbans Kaur Saggo	2013	Manpreet Prakashan Isbn No.-81-87654-182-7
29	“Sri Guru Granth Sahibsamaj Ate Vatavarnik Chaugirda , In edited Book:Guru Granth Sahib Samajik Sarokaar	Dr Paramjeet Kaur	Dr Harbans Kaur Saggo	2013	Manpreet Prakashan Isbn No.-81-87654-182-7
30	“Electronic Media De Punjabi Bhasha Sahit Te Sabhyachaar Upar Asar. In edited Book :Samkali Punjabi Sahit Samikhiya Te Mulyankan”	Dr Paramjeet Kaur	Dr Ravinder Singh	2013	Manpreet Prakashan Isbn No.-81-87654-216-3
31	“Sardaar Bhagat Singh Di Manvi Inkalabi Vichaardhara. In edited Book: Punjabi Sahit Te Sarokaar”	Dr Paramjeet Kaur	Dr Prithviraj Thapar	2010	Manpreet Prakashan Isbn No.-81-87654-138-4
32	“Bhai Veer Singh Diyaan Ithasak Rachnavan Ate IthasakDrishtikon”	Dr Paramjeet Kaur	Dr Harmeeet Singh	2002	Punjabi Academy

S No.	Reserch name	Faculty name	Subject	Year	Publication
33	“Sikhaan Di Bhagat Malaa Punar Vichar. In edited Book: Punjabi Vartak Punar Vichar”	Dr Paramjeet Kaur	Dr Prithviraj Thapar	2012	Manpreet Prakashan Isbn No.-81-87654-0000-0
34	“Mata Ganga Ji In edited Book - Punjabi Vartak Punar Vichar”	Dr Beant Kaur	Dr Prithviraj Thapar	2012	Manpreet Prakashan Isbn No-81-87654-000-0
35	“Kavita Turdi Hai Paath Gat Adhyan. In edited Book : Niranjan Singh Noor SmritiGranth”	Dr Paramjeet Kaur	Bhupinder Singh Sagoo (UK)	2009	National Book Shop,Chandni Chowk. Isbn No-97881-7116-521-6
36	“Misha Kaav Sanchar Jugta Misha : Ghazal Kaav De SndarvVich”	Dr Barjinder Singh Chowhan	Dr Manjeet Singh		Punjabi Academy,Delhi
37	“A Ghazal In Gulbarg Anthology”	Dr Barjinder Singh Chowhan	Dr Ishar Singh Tangh		Amargiyan Prakashan, Patiala (1996)
38	“Pauna Utte Dastkhat (Ghazal Sangreh)”	Dr Barjinder Singh Chowhan	-	1995	Arsi Publishers, Delhi
39	“Ghazal In Shayari2000”	Dr Barjinder Singh Chowhan	-	2001	Kuknus Prakashan,Jalandhar
40	“Ghazal In Sochan Te Supne”	Dr Barjinder Singh Chowhan	-	2003	National Book Shop,Delhi
41	“Ghazal In Samkali Punjabi Kavita: A Textbook For B.A. Pass,2 nd Year Students”	Dr Barjinder Singh Chowhan	Jageet Singh Anoop Singh Virk		Punjabi BhashaVibhag,Punjabi University,Patiala Isbn No.-81-302-0209-3
42	“Jaswant Deed Da KaavJagat”	Dr Gurmohinder Singh		1993	Arsi Publishers Pub Code No.2303
43	“Adura Waak Collection Of Poems”		Dr Gurmohinder Singh	1995	Arsi- Isbn No-100528500007
44	“Tara Singh De Kavita Da Vikas”	Dr Gurmohinder Singh		2002	Arsi Publishers Code No-139780528500000
45	“Mini Paavae Baat: Mini Kahani Di Pehchaan De Rubaru. Book:Sehat Chintan”	Dr Beant Kaur	Dr Prithvi Raj Thappar	2014	Manpreet Prakashan Isbn No.-81-87654-6
46	“Mudhe Hoye Nak Waali Machi. Book : Sehat Chintan”	Dr Paramjeet Kaur	Dr Prithvi Raj Thappar	2014	Manpreet Prakashan Isbn No.-81-87654-6
47	Preface of the book - “Kaash”	Dr Paramjeet Kaur		2015	Manpreet Prakashan Isbn No.-81-87654-

S No.	Reserch name	Faculty name	Subject	Year	Publication
	By Manpreet Mann				171
48	“Kalman Di Parwaaz”	Dr. Barjinder Singh Chowhan	Ajaib Chittarkaar & Others	1996	Punjabi Ghazal Manch, Phillaur
49	“Pauna Utte Dastkhat (Ghazal Sangreh)”	Dr. Barjinder Singh Chowhan		2000	Arsee Publishers, Delhi Manpreet Parkashan, Delhi
50	“Punjabi Lok Kahanian: Chihan –Vigiaanak Paripekh”	Dr. Amardeep Singh		2009	Manpreet Prakashan ISBN – 81–87654-170-8
51	“Pichley Dahakey Da Punjabi Sahit: Stithi te Sambhavnavaan”	Dr. Amardeep Singh		2013	Manpreet Prakashan ISBN No-81-87654-05-08
52	Chapter- Vedmitra Arya Saraswatvyakarnepraktiyasaram : Subantsandarbh BOOK- Vyakarana Across The Ages	Dr. Vedmitra Arya			ISBN NO. 978-81-246-0658-2
53	Sanskrit Vyakaranako Avadan Book- Acharya Ramasharamaka	Dr. Vedmitra Arya	Vidyanidhi Prakashan, New Delhi		ISBN NO. 978-93-80651-49-1
54	“Samsher Ka Kavya Samvedna Aur Shilp”	Dr. Renu Duggal		2012	Shivalik Prakashan ISBN: 81-888808-84-9
55	“Panjab Ke lok Shadhak Sant Kavi”	Dr. BalbirKundra		2010	Satish Book Depot, New Delhi ISBN- 978-93-81479-34-6
56	“Jansanchar: Badalate Paripekshya me”	Dr. Balbir Kundra		2009	Takshsheela Prakashan, New Delhi ISBN-978-81-7965-166-7
57	“Sahitya Lochan”	Dr. Balbir Kundra		2008	Satish Book Depot, New Delhi ISBN- 8188-932-43-4
58	“Guru Gobind Singh: Ram avatar or Smarth Ramdass: Ramayana Tulanatmakadhyayan”	Dr. Bhupinder Kaur		2011	Satish Book Depot, New Delhi ISBN : 81-88932-59-0
59	Samkaleen Hindi Kahani :- Badalte Jeevan-Sandarbh	Dr. Shailja			Vani Publication, New Delhi 2014 ISBN : 978-93-5072-365-4
60	“A Complete Course in Business Mathematics for CA Students”	Dr. R.S. Soni		1979, 1988	Pitambar Publishing Co. Ltd

S No.	Reserch name	Faculty name	Subject	Year	Publication
61	“Elements of Business Mathematics”	Dr. R.S. Soni		1980, 1982, 1984, 1986, 1988	Pitambar Publishing Co. Ltd
62	“Fundamentals of Algebra”	Dr. R.S. Soni		1988	Khosla Publishing House
63	“Coordinate Geometry”	Dr. R.S. Soni		1983	Sultan Chand and Co. Ltd
64	“Applications of Mathematics in Business and Economics”	Dr. R.S. Soni		1984, 1985	Unique Publication
65	“A Text Book of Mathematics”	Dr. R.S. Soni		1987	Vol. I-XI Pitambar Publishing Co. Ltd
66	“A Text Book of Mathematics”	Dr. R.S. Soni		1988	Vol. II-XII, Pitambar Publishing Co. Ltd
67	“Elementary Business Mathematics”	Dr. R.S. Soni		1986	Pitambar Publishing Co. Ltd
68	“Business Mathematics with Applications in Business and Economics”	Dr. R.S. Soni		1989, 1991, 1993, 1996, 1997, 1998, 1999, 2001, 2002, 2003, 2004	Pitambar Publishing Co. Ltd
69	“Algebra Made Simple”	Dr. R.S. Soni		1993	Khosla Publishing House
70	“Mathematics for Subsidiary Paper”	Dr. R.S. Soni		2001, 2002, 2003, 2004	Pitambar Publishing Co. Ltd
71	“U-Like Mathematics”	Dr. R.S. Soni		2006	Best Book Publishing House
72	“Mathematics for Business, Economics & Finance”	Dr. R.S. Soni		2011	Anne Book Pvt Ltd ISSN: 978-938-061-846-3
73	“Essentials of Business Mathematics and Business Statistics”	Dr. R.S. Soni		2012	Anne Book Pvt Ltd ISSN:978-81-8052-157-7
74	“Business Mathematics”	Dr. R.S. Soni		2013	Anne Book Pvt Ltd ISSN: 978-93-8212-724-6
75	“Business Mathematics & Statistics”	Dr. R.S. Soni		2013	Anne Book Pvt Ltd ISSN:978-93-8212-717-8

S. No.	Title of Paper	Authors	Journal	Volume No. Year/Page No	Publisher/ ISSN No.
1	'On Characterizing The Shannon Entropy without Assuming Symmetry'	Dr. Man Mohan Kaur and P. Nath	Information and Control	Vol. 47, No. 3, 213 – 219 1980	
2	On some Characterizations of The Shannon Entropy Using Extreme Symmetry and Block Symmetry	Dr. Man Mohan Kaur and P. Nath	Information and control	1983	
3	Symmetry and the Shannon Entropy', Information Sciences	Dr. Man Mohan Kaur and P. Nath	Information Sciences	215, 217 – 234 (1981)	
4	Cyclic Symmetry and The Shannon Entropy'	Dr. Man Mohan Kaur and P. Nath	Information Sciences	24 (111-120) (1980)	
5	Quasi Cyclic Symmation and The Shannon Entropy'	Dr. Man Mohan Kaur and P. Nath	Journal of Information and Optimization Sciences,	Vol. No. 13, No. 1 , 165 – 172(1992)	
6	Some Derivations of The Shannon Entropy'	Dr. Man Mohan Kaur, P. Nath and Ranjeet Singh	Journal of Information and Optimization Sciences	Vol. 1, No. 1, April 98, 85-100	
7	Maximum Modulus of Polynomials	K.K Dewan and Dr. Jagjeet Kaur	Journal of Mathematical Analysis and Application,	Vol 81(2), 1994, USA.	
8	Inequalities for the derivative of a Polynomial	Dr. Jagjeet Kaur	Journal of Pure and applied mathematical sciences,	Vol 16, 1995,P-44-51.	
9	Inequalities of Polynomials satisfying $p(z)=z^{1/n}$	K.K Dewan and Jagjeet Kaur	Journal of Interdisciplinary Mathematics	Vol.296, 2002, USA.	
10	Theorem on Ankeney and Rivlin	K.K Dewan , Jagjeet Kaur and Sunil Hans	Journal of Interdisciplinary Mathematics	Vol 13(2) 2010	
11	Some Integral Inequalities for Polynomials with restricted zero.”	K.K Dewan , Jagjeet Kaur , Mr Abdullah and Naresh Singh	South east Asian Bulletin of Mathematics.		
12	Theorem of Ankeney and Rivlin	K.K Dewan , Jagjeet Kaur and Arti Ahuja	Journal of Interdisciplinary Mathematics	Vol 15(6) 2012	
13	A New Generalized Functional Equation for Inaccuracy and Entropy of Kind Beta	Dr. R.S. Soni	Funkcialaj Ekvacioj.17.	No.I, 1-11 (1974) JAPAN	
14	Additive & Non-Additive Measures of Information of Comparison and Information Improvement	Dr. R.S. Soni	Elektronische Information Sverarbeitungund Kybernetid	11,7/8,489,504(1975) West Germany	
15	Inaccuracy and Coding Theorem	Dr. R.S. Soni	Appl. Prob.	12(1975), ENGLAND	

S. No.	Title of Paper	Authors	Journal	Volume No. Year/Page No	Publisher/ ISSN No.
16	On a Functional Equation in Two and Three Variables with Measures of Kind Beta in Information Theory	Dr. R.S. Soni	Defence science Journal	25.No.2, 45-54(1975) INDIA	
17	On information Improvement	Dr. R.S. Soni	Indian Journal of Mechanics and Mathematics	25.No 8,914-954(1977)	
18	Characterization of information improvement by Generating Function	Dr. R.S. Soni	The Proceeding of the Indian Academy Science	Vol 13Nos.1-2 pp.,69-76(INDIA)	
19	Generalized Inaccuracy and a Coding Theorem	Dr. R.S. Soni	Indian Journal of Pure and Applied Mathematics	Vol LXXXIV, SCC A, No. 5(1976) pp.204-209(INDIA)	
20	On a Functional Equation Connected with Information and Information Improvement	Dr. R.S. Soni	Indian Journal of Pure and Applied Mathematics	No. 7, pp.787-798(1976) (INDIA)	
21	Entropy and Information of comparison under Generalized Additivity and Non Additivity	Dr. R.S. Soni	Presented in second Conference of Forum for Inter Disiplinary Mathematics	1979(INDIA)	
22	Generalized Entropy and a Coding Theorem	Dr. R.S. Soni		1978 Forum for Inter Disiplinary Mathematics	
23	“Retirement Planning through Reverse Mortgage Option in India: Emerging Trends”	Dr. Mahesh Kumar	CGC Management Review	July-December 2011	2249-5401
24	“Is Reverse Mortgage a significant Financing Option for Retirees?”	Dr. Mahesh Kumar	Journal of Business Studies	2010	0975-0150
25	“Impact of Direct TaxCode on Individual Investment Choices”	Dr. Mahesh Kumar	Business Analyst	October 2011-March 2012	0973-211X
26	Developing an investor sentiment index for India	Dr. G.S. Sood	International Review of business and Finance	Nov. 2010	
27	A survey of Investor Sentiment Index in India	Dr. G.S. Sood	Vision	July 2009	
28	Corporate Takeovers in India: An analysis of Trends in Open offers	Dr. G.S. Sood	IME Journal	June 2007	
29	Tobin’s Q& Asset Returns: implications for Indian Stock Markets	Dr. G.S. Sood	Special issue on Stock Markets, journal of IIPM	March 2006	
30	Post –Takeover Performance of Target Firms in India: empirical evidence	Dr. G.S. Sood	Paradigm	July-Dec. 2004	
31	Emerging Trends of Corporate Social	Daya Shankar Sharma	Journal of Business Studies	Shaheed Bhagat Singh College 2010,	0975-0150

S. No.	Title of Paper	Authors	Journal	Volume No. Year/Page No	Publisher/ ISSN No.
	Responsibility India			Vol-3	
32	Empowerment of Women A CSR Initiative by Indian Companies	Daya Shankar Sharma	Journal of Business Studies	Shaheed Bhagat Singh College 2012-14, Vol-5,6	0975-0150
33	Top executive Remuneration : An Empirical Study of some selected Companies	Dr. Vinit Kapoor	The Chartered Accountant	May, 1983 Volume-XXXI, No-11	
34	Structure and Compositions of Company Boards	Dr. Vinit Kapoor	The Chartered Accountant	May, 1983 Volume-XXXI, No-8	
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192	Role of Women in Pakistan Movement	Baljeet Singh	International Journal of Women Study Centre, Punjabi University Patiala	2011	Punjabi University, Patiala
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Ref. No. _____

Dated:- _____

DECLARATION BY THE HEAD OF THE INSTITUTION

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

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

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

Dr Man Mohan Kaur
Principal

Place: Delhi

Date: 9th June, 2015