Self Study Report

of

Sri Guru Tegh Bahadur Khalsa College

(A Constituent College of University of Delhi)

Submitted to

National Assessment and Accreditation Council (NAAC)

An Autonomous Institution of the University Grants Commission

P.O. Box No. 1075, Nagarbhavi, Bangalore -560072 (Karnataka)

2016

Foreword by the Principal

04 February 2016

First Self Study Report (SSR) as third step of the process of Accreditation by National Assessment and Accreditation Council (NAAC) is presented here. The following was the Steering Committee constituted for the purpose:

1. Dr. R.P. Singh, Associate Professor, Department of Commerce, Coordinator
2. Mr. P.D. Sharma, Associate Professor, Department of Computer Science, Member
3. Dr. P. Arun, Associate Professor, Department of Electronics, Member
4. Dr. Nachiketa Singh, Associate Professor, Department of Political Science, Member

The Steering Committee has done a phenomenal job in collecting and collating the information and facts pertaining to the diverse aspects and operations of the College, and presenting the same in concise and lucid manner. Their efforts are indeed praiseworthy.

Since the data about College keeps changing continuously in a small manner, a snapshot of up to November 30th, 2015 has been taken into account for reporting. Any subsequent changes shall be presented before PTR upon their visit.

I acknowledge the cooperation and support given by all teaching and non-teaching staff in completing this work. Especially, I must express appreciation for Mr. P.D. Sharma for creating and managing the framework of operation required to efficiently compile this report.

This Report was uploaded and available on the College web-site from 04-Jan-2016, for one month, and all suggestions and other inputs received have been duly incorporated by the Steering Committee in this final version.

(Jaswinder Singh)
Principal

Executive Summary of the Report

Sri Guru Tegh Bahadur Khalsa College, a constituent college of University of Delhi, was established in 1951 and is maintained by Delhi Sikh Gurudwara Management Committee (DSGMC), a statutory body established under an act of the Parliament of India. The focus of the College at the time of inception was to ensure a comprehensive social transformation through access to quality education, in particular to young Punjabi Refugees of Partition in 1947, and to conserve and promote Punjabi language, culture, and heritage. The College is named after Ninth Guru - Sri Guru Tegh Bahadur, who sacrificed his life to uphold secular values, and is an institution with cosmopolitan environment and progressive outlook.

Over the years, the College has carved a niche for itself and is known to be one of the leading colleges of University. At present there are 18 undergraduate programmes, 2 B.Tech. programmes, 12 postgraduate programmes, one postgraduate diploma, 2 undergraduate diplomas, and 9 certificate courses, making a total of 44 programmes. During the current session 2015-16 there are 3,768 students in these programmes, and 140 full-time teachers, out of which 101 are permanent with 7 on leave/lien. During last four years, 57 teachers participated in various staff-development programmes.

The College has 59 classrooms, 19 well-equipped labs, 6 research labs, excellent indoor and outdoor sports facilities, gymnasium, cafeteria, bank, and medical facilities in very close proximity, besides other utility services such as post-office and market. The College is well connected by road and Delhi Metro link, and majority students are day-scholars. A Hostel for Girls can accommodate 147 inmates, and a Hostel for Boys is planned to come up soon.

College has been growing at a rapid pace since last few years. In the next session, five new courses will be started, consequent to the official communication by the University, regarding grant of the approval for the same. Keeping this in view, and the future expansion, the College has prepared a new Masterplan for expansion which shall include state-of-the-art new academic building, residences, parking, utility and common areas housed in multi-storied complex. As and when the necessary approvals are obtained, and the funds are available, this new project shall commence immediately.

The College follows University of Delhi curricula and its faculty members contribute to curricula framing both at University and UGC levels. The norms of University for admission to various courses are followed and

the student-profile of the College is diverse, with most sections of the society well-represented. The teaching-learning process is enriched and made productive by rich experience of teachers and availability of up-to-date resources to students. The process is monitored by Departmental Monitoring as well as by Academic Affairs Committee of the College and the Principal, to make it achieve the learning objectives of the programmes and provide best motivation and experience to learners. The College follows University norms for Semester-end examination and evaluation as well as for internal assessment/continued evaluation, but also enriches these for local adaptations as required, by the effort and participation of teachers and students.

The present College faculty is very active in research and knowledge creation, with a gross publication count of **1,353** out of which 834 are in indexed journals, 734 listed in various databases; 4 monographs, 60 books edited, 224 chapters contributed to books, with 264 of these books having ISBN numbers and published by leading publishers, and an aggregate known citation count of 3,987. Per-capita publication for faculty members comes to **9.66.**

Faculty has undertaken a total of **61** individual/group research projects, and another **39** with participation of students, funded by agencies like NSF, IAEA, CSIR, DST, DBT, UGC, ICSSR, University of Delhi, and so on, with an aggregate funding of well over **Rs.18 Crore**. These contributions in research and innovation have been recognized and awarded multiple times.

There were a total of **16** major community outreach programmes and several others in service under NSS/NCC in last four years with partnership/collaborations of various governmental and non-governmental agencies in diverse areas, with a large student participation in each. Overall **146** eminent personalities visited the College in last four years for various programmes like Seminars/Workshops/Special-lectures and so on.

The infrastructure of the College is one of the best in the University with air-conditioned classrooms with projection facilities and Internet, campus-wide wired as well as wireless network having Internet connectivity, a rich ICT enabled library with air-conditioned reading-room and access to online resources of IUC as well as INFLIBNET, two cafeterias, indoor and outdoor sports facilities for 19 sports, state of the art gymnasium, career-counseling and placement cells, excellent computational facilities with 24x7 Internet in campus and an over-all computer-student ratio of 1 : 2.95.

Student-teacher interaction is supportive to students in every way, and College makes special efforts to facilitate and enable students with special requirements. Fee-concessions, merit-cum-means scholarships, free textbooks are provided to students from weak socio-economic background as well as awards/prizes to achievers and performers. Differently-abled students are helped by College by providing additional gadgets and access facilitation. Students' Societies in diverse areas such as dramatics, music, photography, music, and so on, provide an opportunity to cultivate, nurture, and showcase talent. There is also an elected Students Union which operates as per the relevant University/College rules and budget.

The governance of the College is defined and carried out as per the University Statutes by the Governing Body, Staff Council, and Principal. All decisions and expenditure are open to audit by the competent agencies. Also, the College has procured additional funding from UGC under XI and XII Plans that has been utilized for expansion and renovation.

College has in principle instituted Internal Quality Assurance Cell (IQAC) on 05 Oct 2015, though the matter is yet to be placed before the Governing Body of the College, and accordingly the Official IQAC Committee is to be notified. Meanwhile, Mr. P.D. Sharma, Associate Professor, Department of Computer Science, (also a member of the Steering Committee) is working as in-charge of the IQAC, which has started the skeletal operation from the same date, with a proper space for office and one assistant (contractual). The matter shall be taken up in the next Governing Body meeting and settled accordingly.

The College is making efforts in making the campus greener in diverse ways, and contributing to environment improvement directly and through its staff and students. The Best Practices of the past few years are described at the end of the Report.

The College is proud of its alumni, who have excelled in their respective fields – be it academics, bureaucracy, judiciary, business, industry, or sports. Our alumni include several distinguished personalities in these fields, and five **Arjuna Awardees** for excellent performance in Sports. A formally registered Alumni Association shall soon be functional in the College.

SWOC Analysis of the College:

Strengths:
1. A good mix of experienced and young faculty
2. Rich legacy and practice of research and innovation

3. Use of ICT in improving College processes and operations
4. A dynamic Staff Council
5. Good leadership and support by the Management in providing and facilitating expansion and progression
6. Excellent and well-maintained infrastructure
7. Planned growth and expansion
8. Good teaching-learning environment supported by rich library, ICT, OERs, and well equipped labs
9. Good representation and participation of faculty in various Committees of University and UGC.
10. Cosmopolitan environment and fair representation of all sections of society

Weaknesses
1. Proximity to Najafgarh drain which causes corrosion to College equipment, and causes water seepage in basement or lower floors, as well as recurrent pest infestation.
2. Proximity to All India Radio Antenna, which has potential to interfere with wired and wireless communication in the College, resulting in cost-escalation in installation and maintenance.
3. Inability to recruit permanent faculty and other staff due to matters *subjudice* in High Court of Delhi, which causes some anxiety to temporary and ad-hoc faculty, and affects their morale.
4. Frequent re-configuration of curricula and scheme of programmes in past few years by the authorities, which have impacted the smooth planning and administration of the College.
5. Since decisions are made centrally by the University, which often takes some time resulting in some wait or void at the College-level, or simply rework.

Opportunities
1. Five new courses will start from the forthcoming session 2016-17.
2. Proposed new master-plan of the College which is going to give a new improved infrastructure and working environment to staff and better facilities and environment for students.
3. Skill-based courses under CBCS, which will provide an opportunity to faculty to utilize some of their research and expertise for the benefit of students and their prospective employers.
4. Possibility of introducing yet more add-on courses for the benefit of students.
5. Recent award of Pandit Madan Mohan Malviya National Mission on Teachers and Training (PMMMNMTT) to College as a Teaching and Learning Center for digital content and ICT use in Chemistry, Economics, and Commerce.

6. A good rapport and credibility of the institution with external agencies which can help in forging useful collaborations and mutual growth.
7. Further deployment of technology to make operations smoother and better.

Challenges
1. To operate within the existing infrastructure even as the College is expanding, till new master-plan comes around.
2. To shift away the operations from the part of the College under renovation/repair and maintain continuity.
3. To avoid burn-out of faculty members who have been doing extra to run the operations under tight time-schedules, and have second line of command and operation in-place for any eventuality.
4. To keep maintenance costs in check, as the equipment ages, and to maneuver and manage steady source of funds for new procurements and replacements.
5. To find more infrastructural and systemic mechanisms to support for research and knowledge creation, within current operating conditions.

Overall, this report presents the complex organic entity of the College with demonstrated good performance and track record, which has been improving consistently in diverse ways, with a strong ability and will to transcend and out-do itself even further.

Steering Committee

Contents

Profile of the Affiliated / Constituent College

1. Name and Address of the College:

Name :	**Sri Guru Tegh Bahadur Khalsa College**	
Address :	North Campus. University of Delhi	
City :	Pin : 110007	State : Delhi
Website :	www.sgtbkhalsadu.ac.in	

2. For Communication:

Designation	Name	Telephone	Mobile	Fax	Email
Principal	Dr. Jaswinder Singh	O: 91-11-27667469 91-11-64668585 R: 91-11-27667186	9999797188	91-11-2766-6220	jaswindi @yahoo. co.uk
Vice Principal	-	O: R:			
Steering Committee Coordinator	Dr. R.P. Singh	O: 91-11-27667469 R: -91-130-660-1965	9818330230	91-11-2766-6220	rajinderpal.singh4 @gmail.com

3. Status of the Institution: A Constituent College of University of Delhi

4. Type of Institution:
    a. By Gender   **Co-education**
    b. By Shift
        i.   Regular   **Regular**
        ii. Day
        iii. Evening

5. It is a recognized minority institution?   Yes / No
    The National Commission for Minority Educational Institutions (NCMEI) has granted a minority status to the College on 19th July,

2011, but the matter is *subjudice* in the High Court of Delhi in W.P. (C) No. 6581/2012 - N.S. Kapoor & Ors. vs. SGTB Khalsa College & Ors.

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

6. Sources of funding: **Government Grant-in-aid**/ ~~Self-financing/ Any other~~

7. a. Date of establishment of the college: **1951** (dd/mm/yyyy)

   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)	vide page no.129, item no.53 in the UGC's Directory of Colleges, w.e.f. 1951.	As per UGC's Directory of Colleges published with data updated up to March 31, 2004
ii. 12 (B)	vide page no.129, item no.53 in the UGC's Directory of Colleges, w.e.f. 1951.	As per UGC's Directory of Colleges published with data updated up to March 31, 2004

(Copy of relevant pages of Directory of Colleges recognized u/s 2 (f) and 12 (B) of the UGC Act 1956 (updated till 31st March 2004 reproduced on **Page No. E & F**)

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

Under Section/ clause	Recognition/Approval details Institution/Department Programme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i. AICTE	• B.Tech. in Computer Science • B.Tech in Electronic Science File No. AICTE/NWRO/DU Colleges/SGTBKC/1-	29-04-2015	For current batch (2013-17)	One-time post-facto

	2557931991/2013-14			
ii.				
iii.				
iv.				

(Enclose the recognition/approval letter): **Refer to Page No. G & H.**

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?   **Yes** / No

   If yes, has the College applied for availing the autonomous status?
   Yes / **No**

9. Is the college recognized

   a. by UGC as a College with Potential for Excellence (CPE)? Yes / **No**

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

   b. for its performance by any other governmental agency?   Yes / **No**

   If yes, Name of the agency …………………… and Date of recognition: …………………… (dd/mm/yyyy)

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

Location *	Urban
Campus area in sq. mts.	60702.84
Built up area in sq. mts.	20451.04

(* 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
    - Sports facilities
      o play ground
      o swimming pool

- o   gymnasium
- Hostel
    - o   Boys' hostel
        - i.   Number of hostels…………………………..**Nil**
        - ii.   Number of inmates
        - iii.   Facilities (mention available facilities)

    - o   Girls' hostel
        - i.   Number of hostels…………………………..**1**
        - ii.   Number of inmates…………………………**144**
        - iii.   Facilities (mention available facilities)
                 Air-conditioned 3 seater rooms with attached
                 toilet, common room, DTH TV, Dining,
                 Laundry, CCTV security, free Wi-fi internet
                 across hostel

    - o   Working women's hostel   **Nil**
        - i.   Number of inmates
        - ii.   Facilities (mention available facilities)

- Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise)
    - 16 staff flats for non-teaching staff members
    - 1 Principal's Residence
    - 1 Warden's Residence in Girls Hostel

- Cafeteria
    - Indian cuisine Canteen operated on contract by a private party, under monitoring of Canteen Committee
    - Coffee Day Express outlet managed and operated by Café Coffee Day chain

- Health centre
  First aid, Inpatient, Outpatient, Emergency care facility, Ambulance……. Health centre staff etc.

  First Aid is available in the College Campus at two places. Detailed health care facilities available in University Campus a few hundred meters away, as described in 4.1.8

- Facilities like banking, post office, book shops
  Branch of Punjab and Sind Bank is located in the College Building, post office and book shops are close by.

- Transport facilities to cater to the needs of students and staff
Well connected by Delhi Metro, City Transport Services under DTC, and private carriers

- Animal house   **No**

- Biological waste disposal   **No**

- Generator or other facility for management/regulation of electricity and voltage   **Yes**

- Solid waste management facility   Garden Waste used for composting
Waste paper recycling

- Waste water management   **No**

- Water harvesting   **Rainwater harvesting**

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

S. No.	Programme Level	Name of the Programme / Course	Duration (Years)	Entry Qualification	Medium of instruction	Sanctioned /approved Student strength	No. of students admitted (2015-16)
1.	Under-Graduate	1. BA (Hons) English	3	+2 (XII) or equivalent for all	English for all except Indian Language Programmes	40	
		2. BA (Hons) Hindi	3			40	
		3. BA (Hons) Punjabi	3			40	
		4. BA (Hons) History	3			40	
		5. BA (Hons) Political Science	3			40	
			3				
		6. BA (Hons) Economics	3			40	
		7. BA (Hons) Business Economics	3			40	
		8. BA Programme	3			60	
		9. BCom (Hons)	3			60	
		10. BCom Programme	3			120	
		11. BSc (Hons) Botany	3			40	

S. No.	Programme Level	Name of the Programme / Course	Duration (Years)	Entry Qualification	Medium of instruction	Sanctioned /approved Student strength	No. of students admitted (2015-16)
		12. BSc (Hons) Zoology	3			40	
		13. BSc (Hons) Physics	3			40	
		14. BSc (Hons) Chemistry	3			20	
		15. BSc (Hons) Electronics	3			20	
		16. BSc (Hons) Mathematics	3			40	
		17. BSc Programme Life Sciences	3			40	
		18. BSc Programme Physical Sciences	3			60	
		19. B.Tech Computer Science	4			30	
		20. B.Tech Electronic Science	4			20	
	Post-Graduate	1. MA Hindi	2	B.A./ B.Sc./ B.Com.	English for all except Indian Language Programmes	5	
		2. MA English	2			5	
		3. MA Punjabi	2			10	
		4. MA History	2			5	
		5. MA Political Science	2			5	
		6. MA Economics	2			5	
		7. M.Com.	2			10	
		8. MSc Botany	2			5	
		9. MSc Zoology	2			5	
		10. MSc Physics	2			5	
		11. MSc Chemistry	2			5	
		12. MSc Mathematics	2			5	
	Integrated Programmes PG	-nil-					
	Ph.D.	-nil-					
	M.Phil.	-nil-					
	Ph.D	-nil-					
	Certificate courses	1. German	1	+2 (XII) or equivale		40	
		2. Spanish	1			40	
		3. Russian	1			40	

S. No.	Programme Level	Name of the Programme / Course	Duration (Years)	Entry Qualification	Medium of instruction	Sanctioned /approved Student strength	No. of students admitted (2015-16)
		4. French 5. Chinese 6. Korean 7. Japanese	1 1 1 1	nt for all		40 40 40 40	
	UG Diploma	1. German 2. Spanish	1 1 1	+2 (XII) or equivalent for all		40 40	
	PG Diploma	1. Forensic Science	1	B.Sc.		25	
	Any Other (specify and provide details)	1. Certificate in Sports Economics and Marketing – Short Term, Self-Financed 2. Certificate in Web-journalism – Short Term, Self-Financed	3 months 3 months	+2 (XII) or equivalent for all		30 30	

13. Does the college offer self-financed Programmes?   **Yes** / ~~No~~

    If yes, how many?   **2**

14. New programmes introduced in the college during the last five years if any?   **Yes** / No

       i. Diploma in German (2014-15)
       ii. Diploma in Spanish (2014-15)
      iii. B.Tech. Computer Science (2013-14)
       iv. B.Tech Electronic Science (2013-14)
       v. Certificate in French (2013-14)
       vi. Certificate in Russian (2011-12)

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

programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science	Physics	Yes	Yes	No
	Chemistry	Yes	Yes	No
	Botany	Yes	Yes	No
	Zoology	Yes	Yes	No
	Electronics	Yes	No	No
	Computer Science	Yes	No	No
	Mathematics	Yes	Yes	No
Arts	Hindi	Yes	Yes	No
	Punjabi	Yes	Yes	No
	English	Yes	Yes	No
	History	Yes	Yes	No
	Political Science	Yes	Yes	No
	Economics	Yes	Yes	No
Commerce	Commerce	Yes	Yes	No
Any Other (Specify)	Physical Education	No	No	No

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

    a. annual system   Nil

    b. semester system   42

    c. trimester system   Nil

17. Number of Programmes with

    a. Choice Based Credit System   18

    b. Inter/Multidisciplinary Approach   5

    c. Any other (specify and provide details) 12
                                                Certificate Courses: 9
                                                Diploma Courses: 3

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) and number of batches that completed the programme
b. NCTE recognition details (if applicable)
   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
b. NCTE recognition details (if applicable)
   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						Non-teaching staff		Technical staff	
	Professor		Associate Professor		Assistant Professor					
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government *Recruited*	-	-	26	44	8	22	35	4	49	2
Yet to recruit	-		-		50		24		32	
Sanctioned by the Management/ society or other authorized bodies *Recruited*	-	-	-	-	-	-	-	-	-	-
Yet to recruit	-	-	-	-	-	-	-	-	-	-

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.	-	-					
Ph.D.	-	-	22	35	6	10	73
M.Phil.	-	-	2	8	2	1	13
PG	-	-	2	1	0	11	14
Temporary teachers							
Ph.D.	-	-	-	-	7	12	19
M.Phil.	-	-	-	-	2	1	3
PG	-	-	-	-	0	11	11
Part-time teachers							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-

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

29 + 12* = 41

(* for certificate courses in foreign languages)

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

Categories	Year 1 (2012-13)		Year 2 (2013-14)		Year 3 (2014-15)		Year 4 (2015-16)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	101	39	95	28	132	51	110	46
ST	47	10	20	8	36	27	27	11
OBC	OBC data not maintained							
General	619	507	580	537	715	550	742	584
Others	13	2	16	4	39	5	34	5

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	897	72	-	-	969
Students from other states of India	514	68	-	-	582
NRI students	-	-	-	-	-
Foreign students	9	2	-	-	11
Total	1420	142	-	-	1562

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

UG:		**PG:**	
2012-15	9.96%	2013-15	45.94%
2011-14	19.95%	2012-14	44.00%
Average	14.95%	Average	44.97%

(Calculated as: left in-between without withdrawal / total admitted)

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.94721.84**

    (b) excluding the salary component　　　　**Rs.11685.43**

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　　　　　　　　　　　　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.　　　　　　　　　　　　　　　　　　Yes / No

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

---

Computed on actuals, with approximate engagement

Programme	Teacher-Student Ratio
BA (Hons) English	1 : 23
BA (Hons) Hindi	1 : 20
BA (Hons) Punjabi	1 : 18
BA (Hons) History	1 : 20
BA (Hons) Political Science	1 : 22
BA (Hons) Economics	1 : 25
BA (Hons) Business Economics	1 : 23
BA Programme	1 : 8
BCom (Hons)	1 : 22
Bcom Programme	1 : 18
BSc (Hons) Botany	1 : 13
BSc (Hons) Zoology	1 : 11
BSc (Hons) Physics	1 : 14
BSc (Hons) Chemistry	1 : 12
BSc (Hons) Electronics	1 : 10
BSc (Hons) Mathematics	1 : 13
BSc Programme Life Sciences	1 : 14
BSc Programme Physical Sciences	1 : 19
B.Tech. Computer Science	1 : 10
B.Tech. Electronic Science	1 : 2
MA Hindi	1 : 2
MA English	1 : 3
MA Punjabi	1 : 2
MA History	1 : 1
MA Political Science	1 : 2
MA Economics	-
M.Com.	1 : 2
MSc Botany	1 : 0.25
MSc Zoology	1 : 0.5
MSc Physics	1 : 1.5
MSc Chemistry	1 : 1.3
MSc Mathematics	1 : 3
PG Diploma in Forensic Science	TGF*
Certificate in German	TGF
Certificate in Spanish	TGF
Certificate in Russian	TGF
Certificate in French	TGF
Certificate in Chinese	TGF

Certificate in Korean	TGF
Certificate in Japanese	TGF
Diploma in German	TGF
Diploma in Spanish	TGF
Diploma in French	TGF
Certificate in Sports Economics and Marketing	TGF
Certificate in Web Journalism	TGF

*TGF: All/most Teaching by Guest Faculty, number variable

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)
   Not Applicable since this is First Cycle

   *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: **235**

32. Number of teaching days during the last academic year: **181**
   (Teaching days means days on which lectures were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC):
   05-10-2015

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC.
   AQAR (i) ……………… (dd/mm/yyyy)
   AQAR (ii) ……………… (dd/mm/yyyy)   **Not Applicable**
   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.

Vision: To provide leading A-grade educational opportunities and social skills to students at undergraduate and postgraduate levels and thus share and contribute to the national development.

Mission: Initially, when College was started in 1951, the focus was on the educational needs of the young population of refugees displaced due to partition of India, and College also endeavored to give all possible logistic and financial assistance to young learners besides education to help them become self-reliant and integrate them well in the society.

    With time, as generations passed and migrant population integrated well into society, the College sought to preserve and promote Punjabi Language and culture besides cultivating excellence in education, sports, and socio-cultural development of the young.

    Presently, the mission of the College is to become, to be known, and remain a top institution which provides the young of the society best opportunities of all-round development simultaneously promoting innovation and self-actualization for its staff, and in this way contribute to enrichment of society and national progress.

Objectives:
1. To put forward best efforts to provide top-level opportunities and facilities to the young learners in the field of education, innovation, sports and culture, and prepare them for making positive and meaningful contributions to the society.
2. To make best efforts to provide a healthy environment to the faculty and staff for their professional growth and self-actualization.

    Above stated vision, mission and objectives, either directly or in some paraphrased form are always presented in the College publications such as Annual Information Brochure and Magazine. The same are also repeated with due explanation and detail in diverse ceremonies, functions and meetings, in un-equivocal terms,

and used as a reference point for decision-making and course-correction at various levels of management, executive and day-to-day operations.

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 has a Staff-Council which elects and assigns various responsibilities to the teaching staff members as per the University Statues. Timetable and Workload Committee, and Academic Affairs Committee constituted by the Staff-Council plan and oversee the implementation of curriculum designed by the University and mediate between University and College-teachers to seek clarifications and raise issues through the Principal. The implementation of the academic calendar and timetable is monitored through these committees directly as well as though the conveners of the respective departments. These committees also take feedback from the process itself for course-correction and improving the planning and resources. These committees maintain their records for scrutiny and discussion about their operation by the Staff-Council or any other competent authority.

       It is through these and other relevant committees (viz. Attendance Committee, Library Committee, Examination Committee, and so on) of the Staff-Council that the efficient and effect implementation of curriculum is achieved by the College.

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?

       University Departments through participation of teachers from Departments and Colleges prepare teaching guidelines and material where-ever required so as to maintain uniformity across various institutions. Refresher-Courses, or short-term trainings/ seminars/ lectures/ workshops/ lab-sessions are organized where needed to orient the teachers, and provide a forum where their concerns can be addressed. The College contributes its part by making the resources and material available as needed, and nominates teachers to participate in the said meetings, through respective Department in the College.

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.

There is a multi-pronged approach:
1. College recruits qualified faculty as per the recommendations in the curriculum, wherever there is scope for recruiting new faculty.
2. College provides resources and materials as required in the updated curriculum and delivery mechanisms, by allocating requisite funds and infrastructure through its internal planning.
3. College, in-fact, takes initiative to maintain close coordination with the University through taking the leadership and/or active participation in organizing University-level plans for updated and enriched curriculum. Various teachers of the College have been always involved in University-level decision-making and planning in the past years, as listed in 1.1.6 below.

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?

College Operates entirely as per the University statutes in Governance of College, and directions from UGC. There are defined channels for bi-directional communication and operationalization is open to audit by the same agencies.

College through its accomplished faculty and some alumni keeps getting opportunity to interact with industry, commercial entities and other sections of the society, and remains in dialog with them. The suggestions of these stakeholders can often be incorporated only with the concurrence of the governing agencies of University and UGC, and therefore College communicates these in-turn to the said agencies either formally or informally as the opportunity arises. Many a time, there is a lee-way for a small provision that can make the curriculum and or administration more interesting to these stakeholders, which the College never hesitates to take.

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

Almost all departments in the College at different points of time had their one or more members in various University or even

UGC-level committees overseeing the design and updation of academic curriculum and/or administration. At times this participation is not even formally recorded, given the close proximity and trust with which University Departments and College teachers have been collaborating and operating.

Following is the select list of some of these as described above (with reference to UGC or University of Delhi in recent past):

1. Dr. Jaswinder Singh, Principal, Member of Committee for CBCS courses at UGC, 2015.
2. Dr. Jaswinder Singh, Principal, Member, Executive Council, University of Delhi, 2015-2017.
3. Dr. Jaswinder Singh, Member, Academic Council, University of Delhi, 1994-98, 2014-2016
4. Dr. Nachiketa Singh, Dept. of Political Science, Member of UGC Expert Committee on curriculum development of CBCS for undergraduate courses of Political Science, 2015.
5. Dr. Harbans Singh, Dept. of Punjabi, Member of UGC Expert Committee on curriculum development of CBCS for undergraduate courses of Punjabi, 2015.
6. Dr. G.S. Sodhi, Dept. of Chemistry, Member of UGC Expert Committee on curriculum development of CBCS for undergraduate courses of Forensic Science, 2015.
7. Dr. Nachiketa Singh, Dept. of Political Science, Member of Academic Council, University of Delhi 2015-17.
8. Dr. Nachiketa Singh, Dept. of Political Science, Member of Standing Committee of Vice-Chancellor on New Courses in Colleges 2015-17.
9. Dr. Jaswinder Singh, Member University of Delhi Committee to Design course for Bachelor in Management Studies 2013.
10. Dr. Nachiketa Singh, Member of the Departmental Committee (University of Delhi) on FYUP for curriculum development in International Relations and allied papers 2013.
11. Mr. P.D. Sharma, Dept. of Computer Science, Member Faculty of Mathematical Sciences, University of Delhi, 2013-16.
12. Dr. Sneh Lata Anand, Member, Faculty of Social Sciences, University of Delhi, 2013-16.
13. Dr Vanita, Dept. of Punjabi, Member Committee of Courses for UG and PG courses, Dept. of Punjabi, University of Delhi, 2012-13, 2014-15.
14. Dr. G.S. Sodhi, Dept. of Chemistry, Member of Committee of Courses for Forensic Science, Dept. of Anthropology, University of Delhi, 2015-16.
15. Dr. Gurmeet Kaur, Dept. of Chemistry, Member Curriculum Development Committee for CBCS, Dept. of Chemistry,

university of Delhi, 2015.

16. Dr. Gurvinder Kaur, Dept. of Chemistry, Member Curriculum Development Committee for CBCS, Dept. of Chemistry, university of Delhi, 2015.

17. Mr. J.S. Arora, Dept. of Commerce, Member of Committee of Courses, Dept. of Commerce, University of Delhi, 2013-15.

18. Dr. Anuradha Gupta, Dept. of Physics, Member, Committee of Courses, Dept. of Physics, University of Delhi, 2015-16.

19. Dr. Sukanta Dutta, Special Invitee, Committee of Courses, Dept. of Physics, University of Delhi, 2012-14.

20. Dr. Srividya Subramaniam, Member Committee of Courses UG, Dept. of Economics, University of Delhi, 2009-10.

21. Dr. Sneh Lata Anand, Member, Committee of Courses UG, Dept. of History, University of Delhi, 2011-12.

22. Dr. Jaswinder Kaur, Dept. of Punjabi, Member of Apex Committee, Undergraduate Programme, Faculty of Arts, University of Delhi, 2009.

23. Dr. Jaswinder Kaur, Dept. of Punjabi, Member of Board of Research Studies, Faculty of Arts, University of Delhi, 2014-15.

24. Dr. Jaswinder Kaur, Dept. of Punjabi, Member of Committee of Courses for UG and PG Courses, of Dept, of Punjabi, University of Delhi 2005-08, 2010-13.

25. Dr. Jaswinder Kaur, Dept. of Punjabi, Member of Department Research Council, Dept. of Punjabi, University of Delhi, 2012.

26. Dr. Jaswinder Kaur, Dept. of Punjabi, Member of Committee of courses for M.Phil, Dept. of Punjabi, University of Delhi, 2009-11.

27. Dr. Kuldeep Kaur Pahwa, Dept. of Punjabi, Member Committee of Courses for UG and PG courses, Dept. of Punjabi, University of Delhi, 2003, 2011.

28. Dr. Kuldeep Kaur Pahwa, Dept. of Punjabi, Member Department Research Council, Dept. of Punjabi, University of Delhi, 2006, 2010.

29. Dr. Harbans Singh, Dept. of Punjabi, Member Committee of Courses, Dept. of Punjabi, 2009-11.

30. Mr. Novy Kapadia, Dept. of English, Member of Special Committee for introduction of CBCS, Dept. of English, University of Delhi.

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

College teachers have actively participated in University-Level, or UGC-Level course and curriculum design, as listed in 1.1.6. In particular, Forensic Science Courses in the University are mainly designed and constructed by the College, and adopted by the University through the requisite statutory processes. The contribution of College teachers in several other departments similarly has been significant in the past several years.

The two self-financed short-term courses offered by the College, namely, Certificate in Web Journalism and Certificate in Sports-economics and Marketing are primarily created by the College. The description and objectives of these courses are in 1.2.1.

Besides the above two courses that are offered in the College, several faculty members have contributed to curriculum design and development of other Universities in India, School Boards, and other educational institutions from time to time in various capacities. A listing of these is included in the respective item 21 of Evaluative Report of Departments.

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

The following are the metrics/indicators followed:
1. Whether the students are performing satisfactorily in the University Examinations? Whether the performance trends show increase or at least non-decrease.
2. Whether the teaching staff members are satisfied with the outcome of the teaching-learning process and have a positive outlook on accomplishment of the learners in the context of University curricula?
3. Whether the Students (and their parents), staff, and University authorities have brought forth any issue which highlights any omission in College's discharge of its duties.
4. Whether the students who pass-out are getting further opportunities as they envisaged for themselves, or are feeling inadequate in some way.
5. Whether the faculty members, Staff Council, Management in their critical evaluation of the entire process are satisfied and have an overall positive outlook.
6. Whether the society or students' preference shows any marked variation vis-à-vis the peer Colleges in terms of admission and migration-in or out.

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.

Certificate in Sports Economics and Marketing:
Background: Sports in India are commonly looked upon as just leisure, with the only career in sport perceived as a sports person converting into a coach in his later days. Sports person are still supposed to find an alternative source of living, but 'The Common Wealth games 2010' brought an Emerging Scenario of Sports World and created need of Sports business professionals. New careers in the field of sports are emerging which were earlier performed by generalists, like Sports Event Management, Sports Agencies, Sports Marketing, Sports Lawyers, Sports business, Sports Sponsorship, Sports media, and so on.

Keeping in the above mentioned demand in focus, the College launched the course called 'Sports Economics and Marketing'on 15 September 2009. This course was inaugurated by Sh. Uday Sahai (A.D.G. of Commonwealth games 2010) .The Course is designed considering all the fields that sports offers and equal emphasis is given to both classroom and field experience.

In this course the classroom lectures are more an experience sharing platforms for eminent professional experts from field of sports in different work areas of media (production, presenting, broadcasting and marketing), marketing, event management, sports management, sports manufacturing, sports lawyers and sports persons themselves.

Certificate in Web Journalism:
The course aims to provide skills to students in using web and Internet as a main medium for journalism, including blogging, journalistic writing for internet, online articles, packaging, designing, interactive and cross media options for websites.

This course is a blend of theory and practical training, to equip students with the skills to produce online articles, audio, video, pictures, using various multimedia packages. The course seeks to impart information technology skills for media, by exposing students to the vast spectrum opened of options available to them through Internet, as a convergence of technologies and media.

Apart from classroom, field experience is an important ingredient of this course. Students are taken to various events/places for reporting such as Annual Sports Athletic Meet, Annual Conference of Newspaper Association of India, National Seminar on

Knowledge Commission, 1ˢᵗ Pravasi Film Festival, and so on, to provide opportunities to the students to apply and polish what they learn in the classroom.

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

University has no structured dual-degree programmes offered in the Colleges. However, Cluster-Innovation-Center (CIC) of the University offers a few courses in which College Students can enroll post their admission in the College through the process specified by the CIC. These students take courses across different disciplines in various institutions as per the recommendations by their mentor in CIC. Some such students from CIC have attended the Courses going on in then the College as below:

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

- Range of Core / Elective options offered by the University and those opted by the college:
  Where-ever options exist College provides for a reasonable choice to the students, within the restrictions of existing departments in the College. At times, upon popular demand, guest faculty is also arranged to cater to the course requirements beyond the departments existing in the College.

- Choice Based Credit System and range of subject options:
  CBCS has been introduced by the University from 2015-16, and the first batch exists in the College. The Ability Enhancement Compulsory course on language communication is offered by all three language departments in the College, namely, English, Hindi, and Punjabi. Every department in the College offers Generic Electives to the students. Electives from Economics, Political Science, English and Commerce are opted by students in large numbers, but science based electives are generally less-enrolled due to obvious reasons of learners' familiarity and capacity. Similar facilitation will be provided for Skill-Based courses that shall be offered in 2016-17 for the first time. Every department is preparing to offer a reasonable choice for Discipline-Specific Electives that will be offered in 2017-18 for the first time.

- Courses offered in modular form:

    No such courses are made available by the University. However, where required, the College arranges for specific training programmes for the students, at times with resources from outside the College. During 2014-15, Department of Electronics, Physics, and Computer Science have arranged such programmes.

- Credit transfer and accumulation facility:

    Available within the rules and statutes of the University. Besides, the College had MOUs with Avans Business School, Netherlands (2011-14), and Fraser-Valley University, Canada (2010-13) for undergraduate and postgraduate studies from, in which students could carry the credits earned at the College in three years to complete a four year programme at these Universities and get a dual degree of graduation which could be continued for post-graduation there further. Similarly, students from these Universities could come to our College to earn credits within the semester framework. A few students did avail this facility.

- Lateral and vertical mobility within and across programmes and courses:

    As per the rules and statutes of the University of Delhi, that are in force.

- Enrichment courses:

    Add-on certificate/diploma courses in 7 foreign languages, and 2 short term certificate courses

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

College currently offers two short-term Certificate Courses in
1. Web Journalism
2. Sports Economics and Marketing

The focus of these courses is to acquaint the learners with these potential fields where they may find their career opportunities. The classes for these are engaged in the afternoons and eminent personalities from relevant profession field as well as academicians from Universities and College elaborate on various topics as selected by the College Coordinator. Dr. Smita Mishra of Department of Hindi has been coordinating these courses for last six years. She and her team has a good network with the relevant

professional agencies such as Press Club of India, Doordarshan, prominent media houses, News-Channels, Sports Authorities, Organizers, and Providers and always brings about the best opportunities for the participating students.

Students who are currently studying in some programme in the College, or old-students, as well as persons from other walks of society have been enrolling in the said courses. The speakers are paid honorarium from the fund collected by way of fees, and other expenses of the course, or funding of any visits is also met from the same account.

The Course fee paid by the students enrolled in these courses is used to fund the logistics and honorarium to guest speackers as applicable.

Besides the above, College has also explored further avenues for similar other courses in the some other areas such as Mountaineering, Adventure Sports, and so on. Concept pilots have been tried especially in Mountaineering and Adventure Sports in collaboration with Indian Mountaineering Association during 2015, and a detailed programme-design is underway.

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

In the existing restructured-FYUP and Semester-based programmes, the curricula do not have provisions for such programmes. Therefore, only value-added courses such as Certificate/Diploma in Foreign Languages are available, as described in College Profile. Besides these, Departments/Societies offer short-exposure such as seminars, workshops, lectures, or excursions to address some of these aspects.

In the CBCS scheme, the Skill-Based Courses will be offered as a part of curricula in various programmes. The College, besides offering the Skill-Based Courses listed in the University Syllabus, would also be offering some more such courses, subject to the approval by the University Authorities.

College has proposed a few courses in under National Skill Development initiative of the Government. As and when these are approved by the authorities, they will be made operational, and offered to not only the students enrolled in the College, but others as well.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for

students to choose the courses/combination of their choice" If 'yes', how does the institution take advantage of such provision for the benefit of students?

The University has no provision for a mix of Distance Learning for the students enrolled in regular programmes in the College. However, the University has a School of Open Learning (SOL), which is one of the oldest distance learning institutions in India, and caters to a huge number of students in several undergraduate and postgraduate programmes in commerce, humanities, and mathematics. SOL besides sending lessons by correspondence also organizes contact programme for students across the city in various centers, since the number of students runs in lakhs.

The College is one such center in the Commerce courses. Some of the College teachers and some other eminent scholars from outside the College meet the students on Sundays/holidays as per the schedule for the contact programme. The College provides infrastructure for this making use of its off-time for the benefit of students.

1.3   Curriculum Enrichment

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

The following are the recurring efforts that the College makes so as to supplement the University Curriculum:
1.   Procurement of related reference books in the Library
2.   Procurement of best and futuristic equipment and material in science labs for core and optional practical/experiments
3.   Procurement of advanced equipment for science courses under DBT STAR College scheme 2009-14.
4.   Formulation of project and assignment work that extends and enriches the classroom experience, especially for advanced learners.
5.   Engaging and inviting prominent persons for addressing students on topics of common and special interests from time to time.
6.   Making documentation about previous examinations, selected practical-records and written assignments available as models to follow.

7.   Suggesting improvements and extensions to the parts of curriculum in frame of teaching-guidelines in respective University departments' committees.

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

Employment aspects of curriculum design per se are beyond the College's control in the sense that the curriculum designed by the University cannot be altered or adjusted by the College at its own. However, wherever possible, the individual teachers bring in their experience and employment related attributes within the course-work, and also in selection of optional papers for the interested learners. Similarly, industrial trainings and experience for the interested learners are facilitated by the individual faculty members by making appropriate recommendations.

Besides this, the College invites people from industry, society, and prospective employers' representatives to come and share their expectations with the learners in common or special interest groups, from time to time.

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?

College as an institution, its various units, and individual faculty members cultivate an environment wherein due focus comes on the cross-cutting issues about society. Various programmes, interest groups, and events are organized from time to time for the purpose. Following is a sample list of these:

- Creation of Environmental Club and Society,
- Organization of events and programmes on themes
  o   I am the Tiger
  o   Pink Chain Campaign
  o   Epicon: on Epilepsy awareness and help
- Mobile app on Spinal Health
- Lecture cum Demonstration in disaster management with the support of various specialized agencies such as Delhi Fire Service

- The Model United Nations Society Confero
- and so on …

These programmes sensitize learners to take notice, inform themselves, and act in a positive ways to contribute in these.

Besides, integration of ICT into coursework at various levels, providing notebook computers, 24x7 internet connectivity to students in campus, inclusion of online educational resources, and so on contributes to enriching the said environment.

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

- moral and ethical values
  College has a rich legacy in Sikh Religion and Punjabi Culture of service and sacrifice. Every function or important event in the College opens with Shabad-Kirtan and there is a strong undercurrent of the very same spirituality and ethics in the environs of the College. Divinity Society of the College further organizes several events to enculture and bring-forth these finer higher qualities and virtues among the students. The presence of a Gurudwara in campus, celebration of important religious festivals and langar add to the students opportunity of imbibing those lofty ideas of sacrifice and service to the entire humanity, and pristine glory and peace of being humble and living a life of honesty and dignity.

- employable and life skills
  - o Inclusion of relevant projects/assignments that are on concurrent issues and aid in the attributes prospective employers look for
  - o Workshop on resume writing
  - o Group discussions wherever there is opportunity
  - o Emphasis on communication skills in the classroom as well as opportunities of debates, discussions, and presentations

- better career options
  - o Suggestion and advice on tapping the optimal potential to individual students by respective teachers
  - o Inviting industry for placement, to actually provide a better negotiated opportunity and to motivate others to aim and achieve higher

- community orientation
  - o Social service under NSS and NCC

o Wide array of College/Department level community programmes organized from time to time

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

College has to follow the curricula designed by the University. However, the feedback obtained from various stakeholders is duly communicated to the respective committees in formal or informal manner by the faculty members of the College as part of those committees or otherwise, whenever opportunity comes.

1.3.6   How does the institution monitor and evaluate the quality of its enrichment programmes?
• Extent of student participation and willingness
• Degree of match between expectation of the faculty, stakeholders, students and society at large
• Formal feedback

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?

College faculty has always actively participated in design and Development of curriculum at the University Level and/or UGC level in various capacities such as members of Expert Committee, Apex Committee, Academic Council, Standing Committees of Vice-Chancellor, Faculty, Committee of Courses, or other such fora. A select list is given in item 1.1.6 above. Complete listing is included in the respective item 21 of the Evaluative Report of Departments.

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

Besides the informal and semi-structured feedback mechanism between teachers and students, which also includes execution of the Feedback Form by pupils about every teacher and course, the College has a detailed Feedback system which is multi-

level as under:
1. Departmental Mentors/Coordinators:
2. Departmental Monitoring Committee:
3. Academic Affairs Committee of the Staff-Council of the College:
4. IQAC of the College
5. Principal of the College

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

2014-15:
- Diploma in German
- Diploma in Spanish

      College had been offering add-on courses of certificate in several foreign languages including German and Spanish. Both German and Spanish had been rather popular among students. An advanced level course was introduced to help the interested students advance their learning of German and Spanish.

2013-14:
- B.Tech in Computer Science and B.Tech in Electronic Science
University switched from Three-Year Undergraduate Degree Programme in Semester mode to Four-Year Undergraduate Programme (FYUP), and consequently four Programmes offered by the College, namely, B.Sc. Physical Sciences Programme (With three streams of Chemistry, Electronics, and Computer Science), B.Sc. Life Sciences Programme, B.Com Programme, and B.A. Programme were discontinued by the University. The same year University started B.Tech. Programmes in several disciplines including Computer Science and Electronic Science, which were requested by the College and awarded by the University on the basis of availability of requisite infrastructure and faculty in the College. (The College had earlier offered very successfully Bachelor of Computer Applications (3-year) / Bachelor of Information Technology (4-year) i.e., BCA/BIT integrated programme from 1997-2001, (last batch passed out in 2004) before University eventually closed these programmes in 2001.

      The University switched back to 3-Year Undergraduate Programme in Semester System in 2014, and existing FYUP batches had their programmes restructured

accordingly to be completed in 3 years. However, B.Tech. programmes were allowed to complete for the then existing batch. These were later approved by AICTE in April-2015 post-facto, as a one-time special approval.

- <u>Certificate in French</u>
  Another foreign language certificate course was introduced as an add-on course for the students who were interested in French language. The College was already offering similar certificate courses in German, Spanish, Russian, Chinese, Korean, and Japanese since several years.

Courses that will be introduced from 2016-17:

- <u>B.Sc. (Hons.) Computer Science:</u>
  Post the above-mentioned closure of BCA/BIT the College applied for B.Sc. (Hons.) Computer Science Programme, keeping in view the availability of infrastructure and faculty in the College in 2009. The application was favorably processed, but got delayed in the last stages and remained pending. Finally, the matter was revoked in 2015, and the College shall start admission to B.Sc. (Hons.) Computer Science in 2016-17, as per the approval communicated by the University in Dec-2015.

- <u>B.Sc. (Hons.) Forensic Science</u>
  College has been offering PG Diploma in Forensic Science since 2009-10 and has unique expertise and experience in the area. Consequent to the communication of the University cited above, B.Sc. (Hons.) Forensic Science shall be offered with effect from 2016-17.

- <u>Bachelor of Business Studies</u>
  College has also been given Bachelor of Business Studies Programme by the University, in view of the College offering Bachelor of Business Economics and B.Com. (hons.) for past several years. The admissions shall commence from 2016-17, in view of the above-mentioned communication by the University.

- <u>BA Programme with Music as discipline</u>
  Music as a discipline shall be offered in the existing BA Programme with effect from 2016-17, in view of the above-mentioned communication by the University.

- <u>Certificate Course in Punjabi</u>
  For 10+2 students who wish to learn Punjabi language, which has a rich heritage of culture and literature and is one of the official languages of Delhi.

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

Criterion II: Teaching - Learning and Evaluation

2.1   Student Enrollment and Profile

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

All admissions are as per the rules and regulations of the University of Delhi. The College complies with the guidelines issued by the University regarding admissions and other modalities in a manner that is recommended by the University, and the entire process is always under direct scrutiny of the University. The admission process is centrally conducted by the University and University ensures the publicity in print and on electronic media and publishes a combined information brochure. The College also augments it by often publishing a prospectus for the session and inserts a link on its website.

As per the Statutes, the Staff-Council elects and appoints a faculty member as Convener of the Admission Committee. All Departmental Conveners are part of this Committee besides some other senior members who have experience and expertise in handling the entire process. The Admissions are as per the schedule provided by the University. College publishes the cut-off lists as per the schedule based on criterion specified by the University for various programmes. The admissions under sports and extra-curricular category are on the basis of trials collectively organized by the University and the College, as per the sport/team requirement of the College.

The legacy is to give a pre-defined small relaxation in cut-off for various courses to the students who would be studying Punjabi Language as one of their subjects at least once during their respective programmes. Such relaxation is always published explicitly in the cut-off lists communicated to the University.

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

The University of Delhi, through a Centralized Application Form/Web-Form collects applications from the candidates for all

courses/programmes offered by the University, wherever these are available across the Colleges of the University. The University then provides the categorized data to the respective Colleges. Each College draws its own cut-off list according to the criterion specified by the Central Admission Committee of the University, as per the seats available/likely to be available in the College using its own past experiences. The students who qualify the cut-off are entitled to be admitted as per the list-schedule specified by the University. Generally, there are some 7-10 such lists, though most admissions in our College are often complete by third or so. Certain categories such as foreign nationals, wards of martyrs etc. are centrally registered by the University and forwarded to a specific College, which must admit them as directed by the University.

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

The minimum-eligibility-criterion for each course/programme are specified by the University statutes. However, most admissions close much above the minimum.

Data from the Cut-Off Lists of the College for year 2015-16 is reproduced below showing maximum and minimum cut-off values.

Table 2.1.3.1: Maximum and Minimum Cut-offs for Admission 2015-16

Course/ Programme	General		SC		ST		PWD	
	Max	**Min**	**Max**	**Min**	**Max**	**Min**	**Max**	**Min**
BA (Hons) English	96.5%	93%	92.5%	82%	91%	82%	85%	82%
BA (Hons) Hindi	85%	81.5%	84%	75.5%	70%	62%	83%	81%
BA (Hons) Punjabi	85%	72%	55%	38%	40%	36%	45%	40%
BA (Hons) History	95%	89.5%	90%	83%	90%	83%	84%	75%
BA (Hons) Political Science	95.5%	93%	91%	87%	91%	84.5%	85%	85%
BA (Hons) Economics	97.5%	95.75%	93%	82%	88%	77%	88%	79.5%

Course/ Programme	General		SC		ST		PWD	
	Max	**Min**	**Max**	**Min**	**Max**	**Min**	**Max**	**Min**
BA Programme	94%	88%	89%	77%	87%	75%	85%	83%
BCom (Hons)	96.75%	95.75%	92%	83%	85%	76%	88%	75%
BCom Programme	96.5%	95.5%	92%	84%	85%	78%	85%	83%
BSc (Hons) Botany	92.66%	87.33%	86%	76%	80%	71%	71%	48%
BSc (Hons) Zoology	94%	89.33%	86%	81%	80%	72%	71%	56%
BSc (Hons) Physics	96%	94%	91%	84.33%	91%	74.33%	80%	66%
BSc (Hons) Chemistry	96%	93%	93%	80%	89%	71%	80%	70%
BSc (Hons) Electronics	96.33%	91%	93%	82%	89%	75%	87%	63%
BSc (Hons) Mathematics	96%	94%	88%	88%	84%	73.5%	85%	68%
BSc Programme Life Sciences	90%	85%	82%	72%	78%	66%	60%	40%
BSc Programme Physical Sciences: • C.S. option • Electronics • Chemistry	93% 92% 92.33%	85.66% 84.66% 87%	86% for all	70.66% for all	80% for all	58% for all	75% for all	54.33% for all

Comparing the cut-offs of the College with other Colleges in city involves voluminous data since there are over 70 Colleges in the City affiliated to University of Delhi, and also that there are several cut-off lists every year. Further not all colleges offer all courses/programmes. Still, as a representative example, Table 2.1.3.2 shows a comparison of our First Cut-offs to other Colleges' First Cut-offs using the grid published by the University at that time, for <u>General Category</u> candidates. The detailed data (including special provisions if any) is available with the College and can be perused by anyone interested.

Table 2.1.3.2: Comparison of First Cut-offs

Course/Programme	First Cut-off of the College	Number of Colleges which **offer** this Course/Programme	Number of colleges with First Cut-off **lower** than ours (includes equal, if any)	Number of colleges with First Cut-off **higher** than ours
BA (Hons) English	96.5%	44	34	9
BA (Hons) Hindi	85%	45	37	7
BA (Hons) Punjabi	85%	3	2	Nil
BA (Hons) History	95%	39	32	6
BA (Hons) Political Science	95.5%	44	37	6
BA (Hons) Economics	97.5%	34	27	6
BA (Hons) Business Economics	Admission is on the basis of Entrance Test and Counselling centrally conducted by the University			
BA Programme	94%	52	46	5
BCom (Hons)	96.75%	54	34	19
BCom Programme	96.5%	43	40	2
BSc (Hons) Botany	92.66%	17	12	4
BSc (Hons) Zoology	94%	17	12	4
BSc (Hons) Physics	96%	21	14	6
BSc (Hons) Chemistry	96%	19	13	5
BSc (Hons) Electronics	96.33%	13	11	1
BSc (Hons) Mathematics	96%	33	23	9
BSc Programme Life Sciences	90%	16	12	3
BSc Programme Physical Sciences				
• Computer Science Option	93%	14	10	3
• Electronics Option	92%	6	2	3
• Chemistry Option	92.33%	10	7	2
MA Hindi	Admission is through centralized selection of the University department-wise. Selected students can enroll in any College offering the programme.			
MA English				
MA Punjabi				
MA History				
MA Political Science				
MA Economics				
M.Com.				
MSc Botany				
MSc Zoology				
MSc Physics				

Course/Programme	First Cut-off of the College	Number of Colleges which **offer** this Course/Programme	Number of colleges with First Cut-off **lower** than ours (includes equal, if any)	Number of colleges with First Cut-off **higher** than ours
MSc Chemistry				
MSc Mathematics				
PG Diploma in Forensic Science	Offered only in the College, so no comparison			
Certificate in German	Add on courses, normally all who apply get admission, only that they may not all get their first choice.			
Certificate in Spanish				
Certificate in Russian				
Certificate in French				
Certificate in Chinese				
Certificate in Korean				
Certificate in Japanese				
Diploma in German				
Diploma in Spanish				
Certificate in Sports Economics and Marketing				
Certificate in Web Journalism				

In addition to the above, the Post-graduate admissions are done directly by the University, and the selected/shortlisted candidates seek admission in the College on the basis of admission-slip provided by the University. Similar procedure is followed for students of special categories such as CW (Children of War Widows) or KM (Kashmiri Migrants).

Also, for the Certificate and Diploma Courses Offered by the College, by and large, all students who apply get the admission, if not in the foreign language of their first choice, then that of second or third choice.

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?

Staff Council, which appoints the Admission Committee, also has the authority to discuss and review the admission process

within the rules and framework provided by the University. Any specific concerns are also presented in the Governing Body if required. The student profile is considered extensively by the Admission Committee while deciding the cut-offs for various lists including the aspects of attrition, competitiveness with peer colleges and recent past experiences with the output from Board examinations.

As a consequence of the above, the College has always been successfully completing the admission process as per rules, without over/under admission, even though demand ratio is extreme, as evident from the table given in 2.1.6.

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

- SC/ST
  As per University Rules

- OBC
  No OBC admissions quota pending judgement of W.P. (C) No. 6581/2012 - N.S. Kapoor & Ors. vs. SGTB Khalsa College & Ors. in the High Court of Delhi

- Women
  Already a fair share (about half), needs no special strategy

- Differently abled
  As per University Rules

- Economically weaker sections
  No separate category or quota, however, support is provided to students from weaker sections

- Minority community
  Relaxation in admission cut-offs for students who would be studying Punjabi Language as one of their subjects in their programmes, or Sikh minority

- Any other
  Quota for Children of War Widows, Kashmiri Migrants, Tibetan refugees, and Foreign nationals as per University rules

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

Under Graduate Programmes			
Programmes	**Number of applications (Centralized)**	**Number of students admitted**	**Demand Ratio**
2015-16			
BA (Hons) English	125152	100	1 : 1251
BA (Hons) Hindi	59577	42	1 : 1419
BA (Hons) Punjabi	10215	48	1 : 212
BA (Hons) History	71431	42	1 : 1701
BA (Hons) Political Science	84027	59	1 : 1424
BA (Hons) Economics	84380	66	1 : 1278
BA (Hons) Business Economics	Selection by Centralized Entrance	42	-
BA Programme	71644	75	1 : 955
BCom (Hons)	86547	145	1 : 597
BCom Programme	92718	85	1 : 1091
BSc (Hons) Botany	30223	52	1 : 581
BSc (Hons) Zoology	33805	41	1 : 824
BSc (Hons) Physics	70836	58	1 : 1221
BSc (Hons) Chemistry	75993	51	1 : 1389
BSc (Hons) Electronics	42806	25	1 : 1712
BSc (Hons) Mathematics	75100	34	1 : 2208
BSc Programme Life Sciences	27468	43	1 : 639
BSc Programme Physical Sciences	31508	82	1 : 384
2014-15			
BA (Hons) English	158371	53	1 : 2988
BA (Hons) Hindi	75357	60	1 : 1256
BA (Hons) Punjabi	8059	59	1 : 137
BA (Hons) History	80899	56	1 : 1445
BA (Hons) Political Science	95276	63	1 : 1512
BA (Hons) Economics	102085	63	1 : 1620
BA (Hons) Business Economics	-	40	-

BA Programme*	-	83	-
BCom (Hons)	93891	160	1 : 587
BCom Programme*	-	63	-
BSc (Hons) Botany	30251	52	1 : 582
BSc (Hons) Zoology	35656	52	1 : 686
BSc (Hons) Physics	82998	80	1 : 1037
BSc (Hons) Chemistry	87804	45	1 : 1951
BSc (Hons) Electronics	70459	14	1 : 5033
BSc (Hons) Mathematics	99895	46	1 : 2172
BSc Programme Life Sciences*	-	49	-
BSc Programme Physical Sciences*	-	112	-
* Admission without direct Application, due to Roll-Back of FYUP and return of old Semester based courses of 3 year duration*			
2013-14			
BA (Hons) English	DNA*	56	
BA (Hons) Hindi		57	
BA (Hons) Punjabi		65	
BA (Hons) History		58	
BA (Hons) Political Science		69	
BA (Hons) Economics		56	
BCom (Hons)		225	
BSc (Hons) Botany		50	
BSc (Hons) Zoology		44	
BSc (Hons) Physics		48	
BSc (Hons) Chemistry		49	
BSc (Hons) Mathematics		56	
B.Tech Computer Science		33	
B.Tech Electronic Science		13	
2012-13			
BA (Hons) English	DNA*	46	
BA (Hons) Hindi		53	
BA (Hons) Punjabi		55	
BA (Hons) History		71	
BA (Hons) Political Science		47	
BA (Hons) Economics		75	

BA (Hons) Business Economics		44	
BA Programme		65	
BCom (Hons)		182	
BCom Programme		63	
BSc (Hons) Botany		45	
BSc (Hons) Zoology		46	
BSc (Hons) Physics		41	
BSc (Hons) Chemistry		29	
BSc (Hons) Electronics		16	
BSc (Hons) Mathematics		54	
BSc Programme Life Sciences		51	
BSc Programme Physical Sciences		69	

DNA : Data not available

Post Graduate Programmes (MA/MSc/MCom)			
Programmes	**Number of applications**	**Number of students admitted**	**Demand Ratio**
2015-16			
MA Hindi	Admission is	8	-
MA English	through	12	
MA Punjabi	University	12	
MA History	Centrally	6	
MA Political Science		10	
MA Economics		-	
M.Com.		12	
MSc Botany		3	
MSc Zoology		5	
MSc Physics		13	
MSc Chemistry		9	
MSc Mathematics		17	
2014-15			
MA Hindi	Admission is	8	-
MA English	through	7	
MA Punjabi	University	5	
MA History	Centrally	6	
MA Political Science		5	

MA Economics		-	
M.Com.		10	
MSc Botany		1	
MSc Zoology		1	
MSc Physics		8	
MSc Chemistry		11	
MSc Mathematics		16	
2013-14			
MA Hindi	Admission is	9	-
MA English	through	13	
MA Punjabi	University	9	
MA History	Centrally	1	
MA Political Science		8	
MA Economics		-	
M.Com.		12	
MSc Botany		0	
MSc Zoology		0	
MSc Physics		5	
MSc Chemistry		7	
MSc Mathematics		7	
2012-13			
MA Hindi	Admission is	7	-
MA English	through	7	
MA Punjabi	University	10	
MA History	Centrally	5	
MA Political Science		7	
MA Economics		-	
M.Com.		11	
MSc Botany		2	
MSc Zoology		2	
MSc Physics		8	
MSc Chemistry		3	
MSc Mathematics		7	
M.Phil.	Not Applicable		
Ph.D.	Not Applicable		
Integrated PG Ph.D.	Not Applicable		
Value added	Not Applicable		
Certificate Courses			

2015-16 German Spanish Russian French Chinese Korean Japanese		40 37 25 46 33 14 39	
2014-15 German Spanish Russian French Chinese Korean Japanese		48 28 32 42 53 10 26	
2013-14 German Spanish Russian French Chinese Korean Japanese		50 38 14 15 36 14 31	
2012-13 German Spanish Russian French Chinese Korean Japanese		46 27 26 - 47 13 26	
Diploma Courses			
2015-16 German Spanish	Add on Courses	48 19	
2014-15 German Spanish		19 7	

2013-14 German Spanish		- -	
2012-13 German Spanish		- -	
PG Diploma Courses			
2015-16 Forensic Science		35	
2014-15 Forensic Science		38	
2013-14 Forensic Science		40	
2012-13 Forensic Science		31	
Any other (Short Term Certificate –Self Financed)			
2015-16 Certificate in Sports Economics and Marketing Certificate in Web-Journalism	Add on Courses	11 7	
2014-15 Certificate in Sports Economics and Marketing Certificate in Web-Journalism		32 7	
2013-14 Certificate in Sports Economics and Marketing Certificate in Web-Journalism		14 8	
2012-13 Certificate in Sports Economics and Marketing Certificate in Web-Journalism		26 15	

As evident from the above, there is no appreciable change in figures of various years, and the enrollment is by and large in

agreement with sanctioned strength, except for the inaccuracy in predicting exact cut-offs at the time of admission especially where course is much sough-after and students' movement is relatively large.

The College has been a preferred institution for the students, and it has maintained its position and continues to be a top favorite of prospective students.

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?

College has serious concern about the needs of differently-abled students. They are admitted as per the University Policy, and no fees except the University Students Union Fee (Rs.20/-) and Admission Fee (Rs.5/-) is charged from them. The rationale of charging these two is that the former is payable to the Delhi University Students Union per student, and the second is to have a stub of financial transaction that marks the admission event in the Student Management System Software of the College (that is a point where the entity of such student is initiated in the system and would be identified in records).

College has built ramps, allocates classrooms on ground floor for convenience as much as possible, installed an elevator, constructed an appropriate differently-abled friendly toilet, provided sitting/waiting space for their mobility attendant, kept spare wheel chairs, and sensitized staff for helping them in every way.

College provide Angel voice recorder to visually challenged students, has installed a few computers with reading software, maintained a collection of brail copies of books, and motivated students to read-out the texts to such students.

Such students are further provided help in obtaining financial or other assistance from welfare sources/agencies.

College is fully committed to follow the Government policies in helping such students and even go beyond within the limitations of the institution.

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

No such explicit assessment is conducted in the curriculum framework of the University. However, teachers individually, as a group, or at department level use mechanisms to identify the needs of the students and use formative assessment methods to keep track of whether these needs are being fulfilled. Sometimes suggestions are given by the Academic Affairs Committee or other senior faculty members to address broader issues uniformly across the College.

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

College gets a large number of students from satellite towns and nearby states and a relatively lesser number from far-off states. These students have studied in different social contexts and there is enough diversity in their academic and socio-economic backgrounds. Teachers when they engage the classes identify the students who may need extra help in completing the course-work. Remedial classes are organized at the departmental level for such students. However, English communication is an area where a relatively larger number of students need help, and remedial classes for such students are at times organized at the common times.

Depending on the need of a student and availability of choosing an option (such as Generic Elective in CBCS scheme, or DCC in Semester scheme, and so on) the concerned teachers or mentors/coordinators recommend a choice for the students.

Many a teacher, give extra time to students who need such extra help, beyond their scheduled timetable, and also provide them supplementary reading material or translations, or help them solve problems beyond tutorial hours. Science departments also allocate extra lab hours to such students beyond their schedule to help them complete their work.

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

College has a very amiable and conducive environment which is also the cultural heritage of the institution. Every member has space to co-exist with others and express himself/herself without fear or anxiety. The environment of the College therefore leaves little to be done as extra effort on issues such as gender or inclusion. However, if there is a need, the College authorities and senior

faculty members take due care to do the needful and ensure that justice is done to all.

Especially about environment consciousness, there is a compulsory course on Environmental Science for every student, which they take in either the first or the second Semester of their programme. Further, at present there is an optional DCC course on Environmental issues in India for students of BA (Hons) programmes. Students of Botany, Zoology and Chemistry have components of Environment and Ecology within their programmes.

Besides this, the College has an Environment Club which through its activities keeps highlighting the importance of the concerns about environment and holds other activities to include more and more students and staff into taking a proactive approach in conserving the environment.

College also has rain-water harvesting unit, and tie-ups with external agencies for recycling the waste. Further, the use of paper is slowly being reduced in all activities. Especially certain departments such as Computer Science and Electronics have completely shifted to electronic form of submission of assignment and projects and other documents for about 10 years now.

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

Since the only opportunity to identify an advanced learner is in the class-interactions, teachers take lead in responding to the needs of such learners. New and relatively more challenging assignments and projects, reading suggestions and exposure to further opportunities such as attending a special lecture, or recommendation for participation in a project within or outside the College, or suggesting opportunities for simultaneous trainings/projects/ or proposals for further fellowships and so on top the list of common responses. Such learners are also recognized in departmental or College level functions and are often recommended for suitable further study programmes in the country or abroad.

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

The drop-out ratio in the College is relatively low. Students after taking admission, either complete the course, or go for some other course elsewhere (such as engineering or medical) leaving their seat vacant in the College, many a time without even informing the College.

The College offers fee-concession, merit-cum-means scholarships, free textbooks, and other forms of financial assistance to students from weaker economic background. In any given year, the number of students who get such a benefit is easily up to 15-20% of the entire enrolment. In fact, nearly everyone who requests a concession gets it to some degree.

Beyond such organized systemic support from College, teachers at their individual level also provide emotional, financial, or academic support to such students, if needed on humanitarian grounds, and usually keep it confidential between the two parties.

2.3 Teaching-Learning Process

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

The entire semester plan and calendar is prepared by the University and the College has to follow the same. At the local level, the College has the freedom to integrate curricular and extra-curricular activities that would be organized during the Semester. The Calendar Committee of Staff Council coordinates with various units and prepares a schedule that is in accordance with that of the University, and makes provisions for important College level events for the entire year. Academic Affairs Committee, Timetable Committee, and Internal Assessment and Attendance Committee oversee detailed provisions for various academic activities where College has the freedom, and coordinate with individual departments and faculty members to complete the entire schedule on time.

Individual teachers in consultation with their Department prepare course-wise teaching plans and the same are monitored at the Department level, and any issues get escalated to the Academic Affairs Committee and/or Timetable Committee if not resolved at the Department level. Similarly, broad guidelines for evaluation are prepared by these Committees centrally in accordance with the University guidelines but executed and monitored with due moderation at the department level, with issues that remain unresolved escalated similarly.

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

The newly constituted IQAC has begun its activities since October 2015. Currently the focus of IQAC is on introducing visibility in the departmental processes. Only when the process becomes visible enough and documented, analysis and improvement would be recognizable and sustainable. The present in-charge of IQAC with a practical background in Quality Assurance and practices is engaged in engineering the College processes around Total Quality Movement (TQM) and Capability Maturity Model (CMM), with appropriate modifications to suit the College. At present Quality Vision has been stated and process documentation standards have been recommended, and as the time passes qualitative and quantitative evaluation, suggestions and feedback would help the growth and maturity of liaison between IQAC and various units of the College.

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

The curriculum and syllabi design of various programmes is as per the University of Delhi, where generalized student profiles across entire campus are considered during design. Colleges at local level may or may not be true representative of the same profiles. As a result certain modification is essential at the College level. However, since Semester system has very little room for any lateral drift and the things have moved closer to being very strictly structured rather than becoming fluid and open, there is very little room for the individual teacher to improvise and experiment, unless he/she has a huge experience and confidence, and the students' participation is sincere and complete. As a result, an average teacher tries to adhere to teaching guidelines prepared per paper by the concerned University Department. However, some senior faculty members can and do negotiate the learning curve of the students with more freedom and imagination, making it more rewarding for the students. Though in current scenario, such an exercise is not without perils of attracting unnecessary criticism by a casual bystander.

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 prime actor for achieving desired qualities among students is the teacher. It is institutional culture to motivate younger colleagues to lay special focus on cultivating these attributes in the students and senior faculty makes every effort in counselling, guiding and mentoring them accordingly. The science departments of the college are especially well knit and focused in this respect and have set an example for others. By and large, all teachers make an active endeavor to find ways of achieving better rapport with their students and cultivate critical thinking and creativity. In addition to this, periodic student-events such as debates and discussions, exhibitions, wall magazines, poster-making, essay writing and so on are tailored by faculty to bring about a competitive spirit among the students in excelling over their peers in these qualities.

The Research Committee of the College invites proposals from students as well as teachers to motivate and encourage them in pursuing innovations and research. The College funds the chosen projects, though the extent of funding is limited due to budget constraints, nut external resources and grants are utilized to make room for some of these from time to time.

In particular, students of B.Tech. in Computer Science have demonstrated such accomplishment by winning National Level Robotics Competitions twice (at IIT Bombay, and IIT Delhi) with their improvised robots in 2014-15; and have also demonstrated agile flying quadcopters at University events such as Antardhwani-2015.

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

The following is list of technologies and facilities used by teachers in diverse departments, depending upon the discipline/content involved:
1.   Projection of still and animated content:
     Used by more than 50% of the faculty members as a teaching-

aid in the classroom and laboratories.

2. Web-resources:

   Used by majority of teachers and students to supplement the course-content, get recent updates, or just communicate with each other and share content.

3. NME-ICT

   College is a nodal center for content development in 6 subjects, namely, Forensic Science, Commerce, Economics, Business Economics, Chemistry, and Psychology for the ePG-Pathshala Project of UGC. More than 30 faculty members are contributing and structuring/organizing content.

4. Open Courseware and resources

   Used by several science departments, some of these are even in the recommended list of resources provided by the University.

5. Free-Open-Source-Software

   Used by several science departments for computation and experimentation, in particular, Computer Science and Electronics are now doing almost all of the Computational Lab-Work on Open-Source Software and Linux.

6. Screening of Movies

   Used by mostly humanities departments, as a component in the subjects which involve cinema and/or media in particular, and even otherwise.

7. Virtual Laboratory

   Used by biological sciences in particular, wherever there is opportunity to broaden the scope of their lab-work and academic investigation.

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

Seminars and expert lectures on topics of special as well as general interest are organized by Departments as well as by various Student Societies. Trips and excursions, projects on current topics, special interest trainings and workshops organized by Departments augment the classroom and syllabus based teaching further and endeavors to bring it alive for the benefit of learners. The details of these can be seen from individual department/society records (Refer to ERDs).

2.3.7   Detail (process and the number of students benefitted) on the academic, personal and psycho-social support and guidance

services (professional counseling/mentoring/academic advise) provided to students?

Personal and psycho-social support system of the College is so far informal and mostly led by teachers in their individual capacity. In the coming days, the College shall formalize and bring about a visible system and employ professional counsellor for the students.

Academic counselling and advice is provided by the Mentor/Coordinator of each group, who is one of the teachers teaching these students in the Semester. Students have the liberty to approach any other teacher from their department or even outside the department for such advice, and they are always welcome.

Certain soft-skills such as resume writing, or assistance in seeking a job/training is provided through organization of such camps, workshops, or lectures by the Training and Placement Committee of the College, and also its counterpart in the University.

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 faulty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

The following is the select list that is common to several departments and faculty members.
1. Use of ICT in classroom and labs as extension of medium and for improvising teaching aids
2. Online courseware as reference, and contributing to online resources (such as joining an open-source software project)
3. Site-visits where required and possible
4. Virtual experience (say, of animal dissections in Zoology, or museums in History, and similar)
5. Role-playing (say in literature) and competitive projects (in certain science projects)
6. Student Presentations that are explorative and/or reviewed live
7. Use of specialized methods such as Concept-Inventory

Besides the above, individual teachers keep improvising their ways in their classroom, and after the approach matures is often shared with other faculty members.

Such innovative approaches enhance the students' experience and provide opportunities to them to have a more comprehensive involvement in the teaching-learning process.

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

   College Library has an excellent collection of books on diverse topics and subjects, and is used as a source of text and reference books by the teachers and the students in their study. Normally, the classroom teaching is anchored around the prescribed textbooks, but the contribution of the recommended readings and references is invaluable for the learners. Faculty members make every effort to keep library updated and motivate the learners to use it as a learning resource to deepen and broaden their learning. Sometimes term-papers or assignments are given by the teachers which involve literature survey on some topic, or solution of a problem or interpretation of a situation that would require investigation in the literature available in the Library.

   Inflibnet access in the library for students in general, and every teacher's individual access augment the library resources further. Also the e-resources of IUC (Indian Universities Consortium, under ageis of Government of India) made available by the Delhi-University Library System through Campus-wide network are available to teachers as well as students and are utilized for teaching-learning. Wider inflibnet access (outside the College) is provided to students upon demand, by issuing them user-name/password.

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

Mostly, the curriculum fits the available time, and there is every effort made by the teachers to complete the same timely. However, there are times that unforeseen situations arise, such as a teacher proceeding on some unplanned leave due to some emergent situation and at times getting a full replacement is a big challenge, as the College has to function under the strict regulations of University and UGC, wherein such replacement is not always possible. However guest teachers are engaged to anyhow take care of essential lectures, and other teachers of the department take care of tutorials and/or practical related workload.

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

The approach consists of the following two:

<u>Proactive part:</u>

1. The College at recruitment level tries its best to hire teachers that have the competence and good level of dedication to do the job, and who will be actively pursuing excellence in doing their job.

2. The College administration and senior faculty members take time to mentor and motivate their younger counterparts to take initiative and deliver effectively in teaching. Interaction with students and mentoring and motivating them to learn is also a part of this enculturing.

3. College administration and senior faculty members encourage students to be more participative and analytical about the teaching learning process in the College, and keep reminding them about being active and conscious of making progress and achievements individually and in relation to peers

<u>Reactive part:</u>

1. Direct feedback from students that is taken by the teacher usually informally through-out the Semester and formally at the end of the Semester in the form of a Feedback form.

2. Departmental Monitoring Committee, wherein students are expected to voice their concerns about their satisfaction level with the quality and effectivity of the teaching learning process. Any issues that may arise in this Committee are immediately address by the concerned department itself or taking help of the College administration and/or university as the need be.

    Departmental Convener and course coordinator/mentor are directly accessible to the students and make effort to identify any issues that need be addressed regarding smooth and effective teaching learning process.

3. Academic Affairs Committee, which oversees the issues and complaints that may be raised formally or informally by the students or teachers alike, and takes action immediately to redress these administratively and academically.

4. Principal, can be directly approached by students, parents, or University and any issues in teaching learning process can be highlighted that need to be addressed. Principal keeps in close touch with Academic Monitoring Committee to keep a tab on the teaching learning going on in the College, and also at times directly queries the students whom he happens to meet in his office or outside.

2.4   Teacher Quality

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

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent Teachers							
D.Sc./D.Litt./ Ph.D.	-	-	22	35	6	10	73
M.Phil	-	-	2	8	2	1	13
M.Tech/M.S.	-	-	1	-	-	-	1
PG	-	-	1	1	-	11	13
Temporary Teachers*							
D.Sc./D.Litt. Ph.D.	-	-	-	-	7	12	19
M.Phil	-	-	-	-	2	1	3
M.Tech/M.S.	-	-	-	-	-	-	-
PG	-	-	-	-	-	11	11

* including teachers appointed on ad-hoc basis as on 30-11-2015, even though the data is transient. Guest faculty however is not included.

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

College being in the capital of India and affiliated to one of the most prominent universities of India, and being located within main north-campus, has an advantage over some others in being attractive to many a aspirant of teaching and research. Also, the University Departments centrally draw a panel for ad-hoc appointments which has a large number of candidates in most disciplines, in all categories, for all its constituent and affiliated Colleges. In this respect, the College has therefore a wide choice in selecting appropriate candidates for new appointments, and is

usually able to select candidates with desired qualification and experience.

During last three years, no permanent appointments have been made pending the decision of Case --- in the High Court of Delhi. However, ad-hoc appointments are made every Semester according to the regulations of University and UGC.

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

a)   Nomination to staff development programmes

Academic Staff Development Programmes	Number of faculty nominated
Refresher courses	21
HRD programmes	-
Orientation programmes	4
Staff training conducted by the university	-
Staff training conducted by other institutions	-
Summer / winter schools, workshops, etc.	32

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

- Teaching learning methods/approaches
  o Fundamentals of ICT use by Microsoft under Saksham from 24 Sep 2015 to 29 Sep 2015. Attended by 13 faculty members from College besides some others from other Colleges.
  o Several trainings organized by e-PGPathshala Project in the College for e-content creation and development

- Handling new curriculum
  None, since these are arranged centrally by the University in various forms.

- Content/knowledge management
  None, faculty members and Departments do at their level as required.

- Selection, development and use of enrichment materials
  None, faculty members and Departments do at their level as required.

- Assessment
  None, Faculty members and Departments do at their level as required, as per rules.

- Cross cutting issues
  ICT use is promoted in various ways, and structured programmes organized as per need. Currently, majority staff is well-conversant with ICT. Issues of inclusion and environment are addressed mostly through common programmes (students and faculty) organized by related societies as described in 1.3.3.

- Audio Visual Aids/multimedia
  Majority teachers are comfortable with use of basic projection and presentation skills using ICT. To enrich these capabilities further, ePGPathshala in the College conducted several trainings on development of multimedia based curriculum delivery for the teachers of the College and from other institutions.

- OER's
  Some online educational resources are identified and mentioned in the curriculum by the University. Further, teachers explore themselves or take help of the peers. As a technology enabler, the members who routinely use these, or Computer Science faculty help the ones who need.

- Teaching learning material development, selection and use
  ePGPathshala organized several such programmes in 2013-15, in particular about development of e-content and knowledge dissemination over network.

Percentage of faculty

- invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies   **~10%**

- participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies   **~40%**

- presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies   **~20%**

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

College follows the Rules and Regulations specified by University of Delhi and DOPT regarding study leave and lien to work/serve in other national/University institutions. All applications for research grant from various agencies like DST, UGC, ICSSR, and so on are duly forwarded. The College also applies for Collective grants, wherever available (such as DBT's STAR College scheme), to national agencies for research/enrichment of faculty and students.

College has an internal Research Committee, which shall be funding small in-house research projects of faculty and students, however there are obvious budgetary constraints.

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.

1. Dr. G.S. Sodhi, Dept. of Chemistry, Teaching Excellence Award for Innovation, at 93rd Foundation Day of the University of Delhi, May 2015.
2. Dr. Gurvinder Kaur, Dept. of Chemistry, Teaching   Excellence Award for Innovation, at 93rd Foundation Day of the University of Delhi, May 2015.
3. Dr. Vimal Rarh, Dept. of Chemistry, Teaching Excellence Award for Innovation, at 93rd Foundation Day of the University of Delhi, May 2015.
4. Dr. Komal Kamra, Dept. of Zoology, Teaching Excellence Award for Innovation, 2015.

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?

Yes. Students informally during the Semester, and formally towards the end of the Semester fill a Feedback Form that is designed to bring forth the strong and weak points in the performance of a teacher, in an objective way. The said forms are executed by the teacher usually in the last meeting with the class, and are often post the award of internal assessment to avoid any misunderstanding on either side. The feedback is perused primarily by the teacher and a few of these forms, usually three most positive and three most negative are discussed in the Departmental meeting at the closing of the Semester. The idea is to take this feedback in a positive way, identify the shortcomings and prepare to perform better in the subsequent semester.

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?

Every year at the start of the academic session, the College organizes an Orientation Day for the fresher batch along with their parents/guardians. These are attended by majority of fresh-students and their parents as well as faculty-members since the schedule is communicated in advance at the time of admission itself, and an SMS is sent as a reminder a couple of days before.

In these sessions, after the Principal, often with some Office bearers of the College Management has introduced the College, its history, focus, strengths and past performance in fields of academic, sports, community service, research, and cultural activities, the Timetable in-charge presents the outline if academic activities, University's ordinances and regulations, timetable for the Semester, highlights the expected response from students in academic work and College rules. Special focus is put on the details of the evaluation process and examination in this talk. This is further supplemented by a handbook of information that is already provided to the students at the time of admissions.

Students are also informed about central issue-redressal mechanisms, and contact persons for various issues such as academic, attendance, examination, scholarships, cultural societies,

sports facilities, canteen facilities, and anti-ragging help.

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 of Delhi issues detailed guidelines about the process of examination to follow through its academic-ordinances and supplementary communications by Council-branch and examination-branch. The College follows the process specified by the University *in-toto* and adheres to the schedule specified. Since the College functions as a strongly integrated arm of the University, it cannot initiate any major changes by itself at the local level.

However, College faculty by virtue of being part of several committees at the University-level provides valuable inputs and feedback in reforming the evaluation process for the entire University.

At the local-level, the College ensures that the examination is conducted as per schedule smoothly and the Examination Committee, Academic Affairs Committee, Timetable Committee, and Attendance Committee coordinate and organize and mobilize required resources and plans for efficient conduct of the entire process of the examination and evaluation. These also oversee that Departments and individual teachers act on the guidelines provided and address any issues emanating from these locally or seek guidance and clarifications from the University as needed.

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?

Semester End Examination:
Please refer to 2.5.2 above.

In addition to the above, the College appoints a coordinator for the Centralized-Evaluation-Center of the University at the College, in the subjects/streams allocated by the University. The University also appoints a set of examiners per paper. This coordinator organizes and supervises the evaluation process as per University guidelines for the Semester-end Examination, and gets the examiners to prepare a formal evaluation guideline and scheme of award of marks per paper.

Wherever there is local evaluation of scripts, such as in AECC courses in CBCS that has started in 2015-16, (or Foundation

Courses and Application Courses in FYUP in 2013-14), the College appoints another Coordinator to organize and supervise the evaluation process.

These coordinators ensure that evaluation is completely timely in accordance with the evaluation guidelines I every paper, and award is communicated to the University in the prescribed data-format online and on-paper according to the schedule.

Internal Assessment and Continued Evaluation:
As per the University statutes, the following is the distribution of marks and activities on the basis of which award is given:

Programme Scheme	Theory	Practical
FYUP/ Restructured-FYUP batches	25 marks per paper of 100 marks Class Test(s): 10 Project Presentation:15	25 marks per paper of 50 marks Regularity and quality of effort: 10 Project: 15
Semester-Scheme	25 marks per paper of 100 marks Attendance: 5 Class-test(s): 10 Assignment(s): 10	25 marks per paper of 50 marks Regularity: 10 Quality of Effort: 10 Viva: 5
CBCS scheme	25 marks as CCE per paper of 100 Marks Attendance: 5 Class-test(s): 10 Assignment(s): 10	50 marks per practical, no semester-end practical examination Every lab-session is evaluated and used in final score calculation

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.

Whereas University examination only focuses on the summative approach of assessment, and which is more visible to and perceived important by the students, the teachers are also concerned about other aspects of evaluation which can be somehow fitted in the scheme of internal assessment and continued evaluation as prescribed by the University. To make classroom and

tutorial/practical more productive and effective, teachers do use formative assessment, but this is often invisible to or neglected by the students, especially the ones who have a rather casual attitude towards their programme.

The society at large for many a learner lays focus only on getting a degree with reasonably good marks, but some of them do actually get on to the learning odyssey. Formative assessment is actually perceived more seriously by these, and actual mentoring and advising starts. These are often the ones who seek further recommendations from their teachers in later phases of life after passing out from the College, and even return a few years later to thank and express gratitude to the College and teachers either in person or on communication channels.

Since University's assessment and evaluation seems to prefers objectivity of evaluation in the Semester-end examination, and an internal assessment regime that is easily visible on document, main focus remain on summative assessment and scores, sometimes even within certain classrooms. So the finer points of assessment and feedback remain to be mostly handled only between the teachers and interested learner. Several experienced teachers use discussions, brainstorming, student-presentations, model-selection, interpretation and debates, and peer-group suggestions to adapt and evolve their instructional methods. Some of them also draw out possible epistemologies, do meta-analysis, and also expose students to the ways of achieving Attribute Matrix mentioned in 2.5.6 and make interactions and instruction wider and more profound. It is not uncommon to find a few in every batch of students, especially in sciences and humanities who actually happen to see the larger picture.

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

The College follows University's guidelines and regulations for internal assessment. Each paper carries a few assignments, that are graded for specified marks, class-tests that are again graded for specified marks, and award for attendance as per University rules (per-paper attendance 66.66% to < 70%, 70% to < 75%, 75% to < 80%, 80% to < 85%, 85% and above, gets 1, 2, 3, 4, and 5 marks respectively. Zero is given for attendance less than 66.66%) The data about these is made available by the concerned teachers, along

with the feedback as suitable. The same data is utilized by the Student Management System Software to compile and auto-compute the award. The raw as well as computed final data is displayed in College and made available to every student in the Academic Office, where assistants also show actual originals on demand to the interested parties. Further departmental moderation committees ensure that evaluation has been as per rules for the entire batch and no loose ends are left. In case a student is not satisfied with some award he/she can raise a grievance with the grievance redressal committee on Internal Assessment or Academic Affairs Committee, or even the Principal. All such grievances are promptly resolved to the satisfaction of all concerned.

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

University of Delhi does not explicitly mention graduate attribute matrix for its programmes, however these are implied in the prelude of most syllabi/curricula.

The College, in general, across streams/disciplines considers the following attribute matrix and works towards making learners achieve these, of course, to varying degrees of accomplishment subjective to individual's capabilities, efforts, awareness, and social context.

Attribute	Academic, Individual, and Transferable Dimensions (To know (from literature and experiments), To possess as their own, and To be able to apply)
Subjects Special Knowledge	Principles methods and limitations
Independent and critical thinking	Identify, define, and evaluate
Resourceful	Self-directed and authentic
Effective communication	Present ideas as per audience
Confidence in taking new assignments/ challenges	Defend ideas and challenge assumptions
Adaptability	Morph and port ideas across discipline and culture
Readiness to collaborate	Engage with peers and accommodate perspectives
Ethical and social awareness and responsibility	Take social and ethical responsibility of actions
Reflective learning	Course-correction from feedback

The College tries to focus on these attributes, but ironical, as it may sound, the fast pace of restructuring of curricula and syllabi in the University in past few years (since Semester based courses started in 2010-11) the Semester-end examination and pass-marks have dominated over everything else, in the perception of an average learner, especially, when the system has been under so much pressure to complete double the examination work in half the time, with reducing number of experienced staff and yet present only success in the last restructuring/update. Still, many a faculty members try their best to not miss the sight of the forest for its trees, that is, focus on the above mentioned aspects. The task become more daunting in the conditions when University cannot afford to have carry-over from last scheme, since new scheme of things will make such carrying-over impractical in the ensuing academic year, which gives conflicting and confusing signals to an average learner.

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

College: The Internal Assessment is computed and displayed officially at the time of dispersal of classes and any issues that are brought forth are resolved as per the facts and data. The concerned Departmental Committee, and if the need be the Academic Affairs Committee and Attendance Committee intervene to resolve such issues. The students sign on the award, which shows their acceptance to the fairness and correctness of the award. This award is communicated to the University for inclusion in the final result.

However, a few students may miss this perusal and fail to sign due to some reason, and yet have a grievance. Such grievances are investigated in the same way, as they would have been before awards are communicated. There are defined ways of taking up corrections, if required, between the College and University, which are pursued in such a case. The number of such cases in last few years has been scant and negligible.

University: The students can apply for re-evaluation if they are not satisfied with the score they have got in a Paper in the last examination with in the time stipulated by the University. Such scripts are evaluated by three more examiners independently, and change if any, is published as result of such re-evaluation in a few weeks. Students can also inspect their own scripts under RTI Act, and University makes provisions for enabling students in doing so. Eventually, a student can repeat one or more selected paper in the

subsequent cycle to improve his/her score.

2.6   Student performance and Learning Outcomes

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

The learning outcomes are the achievement of graduate attributes mentioned in 2.5.6. The statement of these are modified according to the discipline/stream of study by the concerned teachers and presented frequently in their lectures, tutorials, practical, and in general discussions with students. Senior faculty members, in informal discussions, and in departmental meetings elaborate on these for their younger colleagues. By and large, the department has a consensus on the extent and interpretation of these attributes and works towards making learners achieve these as they progress in their programme.

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

Monitoring the progress and achievement of learners is a continuous process that is undertaken by the concerned teacher(s) during the entire span of the Semester. The teachers of a department / class share the outcomes all through the Semester and discuss strategies to improve the group as a whole, or focus on individual slow or advanced learners.

The examination results of last four years programme-wise are summarized below in Table 2.6.2, showing certain data attributes. Detailed analysis is too big to fit this report and shall be presented in person by the individual department for a specific programme.

Table 2.6.2: University Examination Results
(**A**: Appeared, **P**: Passed, **I**: First Divisions)

Course / Programme	2011-12			2012-13			2013-14			2014-15		
	A	**P**	**I**	**A**	**P**	**I**	**A**	**P**	**I**	**A**	**P**	**I**
B.A. (Hons.) English	35	30	4	34	32	1	30	25	10	40	33	20
B.A. (Hons.)	31	28	4	26	25	7	67	49	38	40	20	19

Course / Programme	2011-12			2012-13			2013-14			2014-15		
	A	P	I	A	P	I	A	P	I	A	P	I
Hindi												
B.A. (Hons.) Punjabi	23	18	11	26	25	9	27	11	9	33	16	12
B.A. (Hons.) Economics	35	31	20	56	53	35	54	43	43	59	45	45
B.A. (Hons.) History	35	31	3	38	30	3	38	27	16	48	28	11
B.A. (Hons.) Political Science	32	26	2	31	29	3	41	32	16	40	28	9
B.A. (Hons.) Business Economics	48	47	38	53	53	41	67	58	49	45	36	35
B.A. Programme	58	37	3	64	46	14	56	36	24	45	22	15
B. Com. (Hons.)	128	123	83	116	110	78	146	128	126	168	129	122
B.Com. Programme	50	28	9	58	35	22	45	40	35	59	43	40
B.Sc. (Hons.) Physics	51	49	25	72	37	34	70	52	47	38	27	26
B.Sc. (Hons.) Chemistry	35	29	6	34	21	21	59	42	41	27	25	25
B.Sc. (Hons.) Botany	30	21	14	32	24	22	39	20	19	41	36	33
B.Sc. (Hons.) Zoology	36	35	28	47	40	37	42	32	30	39	28	28
B.Sc. (Hons.) Electronics	15	15	12	25	15	15	16	10	10	12	11	11
B.Sc. (Hons.) Mathematics	21	19	13	31	31	21	43	32	31	50	39	39
B.Sc. Programme Physical Sciences	32	11	3	75	29	26	101	65	55	66	30	30
B.Sc. Applied Physical Sciences	13	7	4	-	-	-	-	-	-	-	-	-
B.Sc. Programme Life Sciences	23	12	10	34	24	21	52	37	37	42	30	30
Certificate in	31	9	6	22	15	15	30	23	16	23	17	6

Course / Programme	2011-12			2012-13			2013-14			2014-15		
	A	P	I	A	P	I	A	P	I	A	P	I
Spanish												
Certificate in German	33	14	6	31	21	11	36	27	11	43	23	1
Certificate in Russian	5	1	Nil	9	5	3	11	1	0	11	4	3
Certificate in Chinese	-	-	-	22	15	10	24	6	6	35	21	11
Certificate in Korean	-	-	-	12	9	4	8	8	7	7	2	Nil
Certificate in Japanese	-	-	-	18	8	5	30	20	15	21	15	10
Certificate in French	-	-	-	-	-	-	14	5	1	33	11	3
Diploma in German	-	-	-	-	-	-	-	-	-	11	10	5
Diploma in Spanish	-	-	-	-	-	-	-	-	-	7	7	4
PG Diploma in Forensic Science	27	26	26	29	28	28	39	39	39	36	36	36
M.A. English	5	3	1	5	5	1	8	4	2	9	8	3
M.A. Hindi	8	5	Nil	8	8	3	7	5	0	4	4	Nil
M.A. Punjabi	9	4	3	5	3	3	6	6	3	8	6	6
M.A. History	4	2	Nil	4	2	0	5	3	2	1	1	Nil
M.A. Political Science	4	1	Nil	3	3	0	5	2	0	8	2	Nil
M.A. Economics	-	-	-	-	-	-	-	-	-	-	-	-
M.Com.	9	4	3	10	8	8	10	9	8	10	9	7
M.Sc. Physics	9	6	6	6	2	2	3	3	1	3	2	Nil
M.Sc. Chemistry	2	2	2	3	3	3	3	3	2	5	5	5
M.Sc. Botany	3	3	3	1	1	1	2	2	2	Nil	-	-
M.Sc. Zoology	2	1	1	1	1	1	2	2	1	Nil	-	-
M.Sc. Mathematics	8	8	6	8	8	6	4	2	2	4	4	2
Cert. in Web Journalism	18	11		19	9		11	7		7	5	
Cert. in Sports Economics and Marketing	23	16		17	10		8	3		11	5	

During these years the scheme of programmes, has changed from Annual- to-Semester, Semester-to-FYUP, and FYUP-to-Semester back. Since a lot of variables have changed during this span including pattern and scheme of programme, examination and promotion rules, syllabi, besides the students' profile, a statistical analysis of trends cannot reveal any significant results. Still, a basic statistical analysis of the data in Table 2.6.2 is given below:

Course/Programme	Pass%					
	2011-12	2012-13	2013-14	2014-15	Average	Std. Dev.
B.A. (Hons.) English	85.71	94.12	83.33	82.50	**86.42**	4.60
B.A. (Hons.) Hindi	90.32	96.15	73.13	50.00	**77.40**	17.94
B.A. (Hons.) Punjabi	78.26	96.15	40.74	48.48	**65.91**	22.39
B.A. (Hons.) Economics	88.57	94.64	79.63	76.27	**84.78**	7.26
B.A. (Hons.) History	88.57	78.95	71.05	58.33	**74.23**	11.08
B.A. (Hons.) Political Science	81.25	93.55	78.05	70.00	**80.71**	8.47
B.A. (Hons.) Business Economics	97.92	100.00	86.57	80.00	**91.12**	8.21
B.A. Programme	63.79	71.88	64.29	48.89	**62.21**	8.33
B. Com. (Hons.)	96.09	94.83	87.67	76.79	**88.84**	7.67
B.Com. Programme	56.00	60.34	88.89	72.88	**69.53**	12.78
B.Sc. (Hons.) Physics	96.08	51.39	74.29	71.05	**73.20**	15.85
B.Sc. (Hons.) Chemistry	82.86	61.76	71.19	92.59	**77.10**	11.65
B.Sc. (Hons.) Botany	70.00	75.00	51.28	87.80	**71.02**	13.12
B.Sc. (Hons.) Zoology	97.22	85.11	76.19	71.79	**82.58**	9.72
B.Sc. (Hons.) Electronics	100.00	60.00	62.50	91.67	**78.54**	17.56
B.Sc. (Hons.) Mathematics	90.48	100.00	74.42	78.00	**85.72**	10.17
B.Sc. Programme Physical Science	34.38	38.67	64.36	45.45	**47.71**	11.47
B.Sc. Applied Physical Sciences	53.85	-	-	-	**53.85**	0.00
B.Sc. Programme Life Sciences	52.17	70.59	71.15	71.43	**66.34**	8.18

Certificate in Spanish	29.03	68.18	76.67	73.91	**61.95**	19.25
Certificate in German	42.42	67.74	75.00	53.49	**59.66**	12.61
Certificate in Russian	20.00	55.56	9.09	36.36	**30.25**	17.54
Certificate in Chinese	-	68.18	25.00	60.00	**51.06**	18.73
Certificate in Korean	-	75.00	100.00	28.57	**67.86**	29.59
Certificate in Japanese	-	44.44	66.67	71.43	**60.85**	11.76
Certificate in French	-	-	35.71	33.33	**34.52**	1.19
Diploma in German	-	-	-	90.91	**90.91**	0.00
Diploma in Spanish	-	-	-	100.00	**100.00**	0.00
PG Diploma in Forensic Science	96.30	96.55	100.00	100.00	**98.21**	1.79
M.A. English	60.00	100.00	50.00	88.89	**74.72**	20.42
M.A. Hindi	62.50	100.00	71.43	100.00	**83.48**	16.82
M.A. Punjabi	44.44	60.00	100.00	75.00	**69.86**	20.48
M.A. History	50.00	50.00	60.00	100.00	**65.00**	20.62
M.A. Political Science	25.00	100.00	40.00	25.00	**47.50**	30.92
M.A. Economics	-	-	-	-	**-**	-
M.Com.	44.44	80.00	90.00	90.00	**76.11**	18.73
M.Sc. Physics	66.67	33.33	100.00	66.67	**66.67**	23.57
M.Sc. Chemistry	100.00	100.00	100.00	100.00	**100.00**	0.00
M.Sc. Botany	100.00	100.00	100.00	-	**100.00**	0.00
M.Sc. Zoology	50.00	100.00	100.00	-	**83.33**	23.57
M.Sc. Mathematics	100.00	100.00	50.00	100.00	**87.50**	21.65
Certificate in Web Journalism	61.11	47.37	63.64	71.13	**60.89**	7.77
Certificate in Sports Economics and Marketing	69.57	58.82	37.50	45.45	**52.84**	11.00

A large standard deviation is insignificant in postgraduate courses, since the number of candidates appearing is rather small. Also, the add-on courses in foreign languages are likely to be given second priority by the students in their preparation at times, which may be the reason of large variations.

Overall, the academic rules and framework must stabilize reasonably, in order to evaluate the statistical trends in the performance of teaching learning process in the College over time. Alternatively, a much larger model which comprehensively accounts

of all (or most) of the abovementioned variables that change should be used, which would be beyond the scope of this report.

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

College has to follow University's curriculum, pedagogy, and assessment principles in various programmes it offers. However, individual teachers and departments moderate and improvise as described in 2.5.4, 2.5.5, 2.5.6 to the extent possible within the specified framework. In addition various enrichment programmes and activities are organized for supplementing select areas.

2.6.4 What are the measures/initiatives taken up 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?

College has to follow University's framework regarding curriculum. Over and above that, wherever there is scope, projects and assignments of social, industrial/commercial and economic relevance are suggested and followed by the faculty. College also provides assistance in placements to students as described in 2.3.7.

Innovation and research aptitude has also been promoted in students by including them in Innovation Projects funded by the University during 2013-16. The list of such projects is included in 3.1.5. Each project shortlisted and selected a set of students who participated in the project under the guidance of PI and co-PI. The outcomes of all these projects have been presented in the annual academic festival of the University – Antardhawni. Most of these were appreciated and some of these were awarded also.

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?

Every Department is provided detailed result of the University (all Colleges) in the programmes they offer every Semester. Departments analyze and compare the results and make appropriate plans for improvement. College Principal, Staff Council, or Academic Affairs Committee may ask for any explanations if

need be, or give a generic or specific suggestion regarding planning. Normally, the concerns if any are addressed at the Departmental Level itself.

College also centrally analyzes all examination results and watches out for any alarming trends and also congratulate/appreciate distinguish achievements.

Besides this, students who excel in examinations, and/or otherwise in tangible ways in attributes specified in 2.5.6 are honored in the Merit Awards Ceremony or Annual Function of the College.

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

College encourages its teachers to take charge of the learning curve and performance of students, and provides best support and guidance for the purpose. Diversity across departments and programmes can be best handled by the Departments themselves, when they are enabled by the administration in terms of encouragement and support.

Academic Affairs Committee, Staff Council, and Principal keep watch on that the Departments and teachers are doing their role as expected, and feedback mechanisms are reporting good satisfaction level and progress.

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

Yes, they do as described in 2.6.2 to 2.6.6.

Example 1: Course Projects in B.Tech Comp Sc.

Using the attributed matrix referred in 2.5.6 as a guide for steering individual students to achieve better was made the basis on which the instructor of a course would enumerate an open list of course-projects for the respective course in the Semester. The students are given free choice to choose the one they like or are interested to explore and build in a group of 3-4. Usually there would be multiple groups who choose same topic. The instructor would help each group and member draw out a plan for the project keeping in view his/her present competence and potential. The work thus assigned would be presented by the members of the group for

the entire class, with the instructor or other department members in attendance. An on the spot review, assessment and suggestion would follow the questions of the audience.

As a rule, every student literally makes big strides in the process described above.

The key point in this is <u>instructor identifying and planning projects that would give just the right kind of challenge and motivation to the learners at the current point of their learning curve.</u> Also, since each student is at liberty to choose the challenge, is supported by the instructor as well as peer students, and has several expert resources available (online material, faculty members in the department, and friends outside the College), the student tends to own the responsibility of actually doing the best in comparison to others, and his/her own previous projects. Added bonus is the skill at presented his/her work and ideas to a group which is very attentive and interested and being able to answer questions that would often require on the spot thinking and intelligent and convincing responses. Icing on the cake becomes the suggestions given by the fellow students as well as instructor while in presentation. This is fast run of the cycle of assessment-planning-assignment-assessment, where in the student himself/herself is also doing all three steps, along-with the teacher, and so do other students in attendance.

An undeniable evidence of the success of the above is that a group of B.Tech. Computer Science students designed a robot which won National Level Robotics Competition twice, that is at IIT Bombay, and IIT Delhi in 2014, defeating numerous teams from engineering colleges all over India by a huge impressive margin. Of course, there are several others, though not as big.

<u>Example 2: B.Sc. (Hons.) Physics</u>
Use of Concept Inventory technique for teaching physics to undergraduate students is used by some teachers. Dr. Ravi S. Bhattacharjee quantitatively assessed the benefits of using this technique when teaching Electricity and Magnetism versus otherwise and presented the findings quantitatively in a Conference in Simla in 2009.

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

Criterion III: Research, Consultancy and Extension

3.1   Promotion of Research

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

       The research labs of the College which have been approved
by the respective University teams (Research Committee), for
registration of research students towards Ph.D. are as follows:
1. Ciliate Biology Lab
2. High Energy Physics Lab
3. Material Science Research Lab
4. Forensic Science Lab
5. Aqua Lab (Inorganic Chemistry)
6. Microbial Ecology Lab

       In the above labs, external grants by agencies such as
DST/UGC have been utilized to set-up and operate initially.
       Besides the above, several other individual faculty members
in science, commerce, and humanities are recognized by the
respective Department Research Committees of the University for
taking M.Phil./Ph.D. students as research supervisor.

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.

       Yes, a Research Committee looks into and recommends the
proposals made by individual faculty members and students. The
Committee has four experienced researchers from faculty members,
and three students, from across the disciplines.

The recommendations of this Committee are two-fold:
1. Forwarding research proposal of an individual teacher for
   external research grants from UGC/CSIR/DST/University etc. by
   identifying and enabling to choose/provide for requisite
   infrastructure/resources in the College which may be used if
   grant is awarded.
2. Selecting internal research projects, which involve students
   enrolled in various programmes, for grant to be given by the

College, and evaluating the outcomes.

Since the resources of the College are limited, most of the work in in the former. However, the impact is positive in terms of the following:

- The individual faculty members are supported and facilitated in obtaining research grants from outside agencies
- Students are encouraged to participate in research and get benefitted by it academically and professionally.

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
  Funds allocated to project are transferred to the Principal Investigator, who maintains formal accounts of the Project. Purchase committee is appointed by the PI of which College Principal is a member. Utilization of Grant Certificate(s) as per norms concerned are prepared after an Audit of the account maintained by the PI by a Chartered Accountant.

- timely availability or release of resources
  As soon as the money is transferred to College by the funding agency, the same as per rules is transferred further to the account maintained by the PI of the project. The space, electricity and other resources as required are included in the plan prepared by the research committee at the time of forwarding the proposal, and thus integrated into College's plan of extension and maintenance. Any emergent changes are managed as the case warrants.

- adequate infrastructure and human resources
  Research Committee at the time of forwarding the proposal identifies the ways and means for accommodating the project in the infrastructure available / to be made or modified. Emergent changes are handled as described above. Wherever project assistants are funded, the same are appointed as per norms specified. The day to day support on things such as cleaning, water, etc. is provided by the College staff without any dichotomy or discrimination.

- time-off, reduced teaching load, special leave etc. to teachers
  As per University / UGC rules.

- support in terms of technology and information needs
  College resources such as network and internet, electricity and backup are shared seamlessly. Any exploration and communication is facilitated by the College Authorities as per the requirements of the project.

- facilitate timely auditing and submission of utilization certificate to the funding authorities
  As per norms, PI is given independent charge to function.

- any other

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

Some of the initiatives are as follows:
1. Involving students in research projects of the individual faculty members as per their interest and suggestion.
2. A reasonably large number of students in Innovation Projects funded by the University in the diverse areas of material science, forensic science, sports, economics, and so on.
3. Decision to fund relatively small research projects which focus on students selected by the Research Committee from the College funds. However due to obvious budgetary restrictions, only small grants can be allocated.

The existence, availability and working of these projects act as a model and motivation for students to join and develop desirable researcher like qualities under the guidance and close supervision of faculty members. Faculty members also recommend and suggest interesting research projects outside the College to the interested students, and every year some students from diverse disciplines participate in these.
Besides the above, scientific temper and aptitude is cultivated in the course-work itself by the concerned teachers and motivations provided to think out-of-the-box and come up with new ideas. Problem formulation and ability to apply the knowledge for problem solving is an important graduate attribute as documented in 2.5.6.

3.1.5 Give details of the faculty involvement in active research

(Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

Table 3.1.5 lists funded research projects undertaken by the faculty members. Besides this list, several faculty members guide research students as guides/co-guides/members of advisory committee with in our University or in other Universities. The details of such research are embedded in respective Evaluative Reports of the Department. Also, **Table 3.2.3** lists research projects that were funded (by DBT STAR College scheme grant) and involved undergraduate/ postgraduate students of the College under the guidance of faculty members indicated against each.

Table 3.1.5: Funded Research Projects of Faculty Members

#	Name of the Faculty	Role	Title	Period	Funding Agency	Amount (Rs.)	Publications
1	Mamta Sukanta Dutta	PI Co-PI	Signature of new Physics at present and future Colliders	2015-18	CSIR	12,00,000	-
2	P. Arun Kuldeep Kapil	PI Co-PI	Study of Surface Plasmon in Nano-Composite Thin Films	2010-14	DST	15,00,000	-
3	Ajay Wadhwa	PI	Study of pressure of rubber balls and temperature effects on the property of resilience	2012-15	UGC	2,39,000	-
4	Deepak Chandra Mamta Sukanta Dutta	Invst. Co-PI PI	Physics Beyond Standard Model	2008-12	DST	62,06,119	22
5	Sukanta Dutta	PI	New Physics searches beyond standard	2009-11	UGC (Research Award)	26,41,902	2
6	Deepak Chandra Mamta Sukanta Dutta	Investigator	Physics Beyond Standard Model	2002-06	DST	12,00,000	12
7	Kuldeep Kapil	PI	A Study of Characterization of Some Alkali Halide Thin Films	2008-10	UGC	90,000	2
8	Ajay Wadhwa	PI	Development of PC tools for the study of	2007-10	UGC	65,000	-

#	Name of the Faculty	Role	Title	Period	Funding Agency	Amount (Rs.)	Publications
			physical phenomena				
9	P. Arun Inderpreet Singh Kuldeep Kapil	PI Co-PI	To Fabricate and Study Solar Cells with SnS nano-crystalline and ZnO nano-rod thin films	2015-16	University of Delhi	5,00,000	
10	Harbans Singh Savinder Kaur Sushil Kumar	PI	Statistical Study of Rise and Decline of Indian Languages-Special Focus on Punjabi	2015-16	University of Delhi	4,50,000	
11	S.K. Soni Sumita Lohia Nidhi Sinha	PI Co-PI Co-PI	Understanding the Problems faced by Science Students due to language barrier and Suggesting concrete remedial measures for their confidence building through providing study materials in Hindi	2014-15	University of Delhi	3,00,000	
12	P. Arun	PI	Study of surface plasmons in metal – insulator -metal nanocrystalline thin films.	2010-14	UGC	4,05,500	
13	P. Arun Inderpreet Singh. Kuldeep Kumar	PI Co-PI	Role of Nano-Crystals in Energy Harvesting Using SnS thin films.	2013-14	University of Delhi	6,00,000	
14	P. Arun Nidhi Sinha P.S. Jassal	PI Co-PI	"Role of nano-crystal in energy harvesting and biomedical applications.	2011-12	University of Delhi	10,00,000	
15	P. Arun (Suresh Wadhwa) (Chhaya Ravi Kant)	Co-PI PI	Study of the optical properties of Si:ZnO nanocomposites	2007-10	UGC	9,00,000	
16	P. Arun	PI	Physics of the non-	2007-	UGC	65,000	

#	Name of the Faculty	Role	Title	Period	Funding Agency	Amount (Rs.)	Publications
			linear pendulum: An investigation based on microprocessor interfacing	08			
17	G.S. Sodhi	PI	Synthesis of Organometallic Compounds	1988-91	DRDO	10,87,128	2
18	G.S. Sodhi	PI	Organomercury (II) Complexes with Biologically Active O-, N-, S- Donor Ligands	1989-91	UGC	12,000	3
19	P.S. Jassal	PI	Energetic of 2-Methyl Resorcinol and Resorcinol- Formaldehyde in Different Media	1993-95	UGC	18,000	1
20	G.S. Sodhi	PI	Studies on Metal-containing Anti-tumor Agents	1995-97	UGC	40,000	4
21	G.S. Sodhi	PI	Methods for Fixing Constituents of Human Sweat for Developing Latent Fingerprints	1998-99	R.D. Birla Smarak Kosh	5,000	3
22	G.S. Sodhi	PI	Application of Bio-inorganic Chemistry to Development of Fingermarks on Various Surfaces	1999-2001	UGC	25,000	4
23	G.S. Sodhi	PI	Indian Civilization and the Science of Fingerprinting	2000-02	INSA	74,000	6
24	G.S. Sodhi	PI	Detection of Latent Fingerprints	2004 - 07	DST	20,33,472	17
25	P.S. Jassal	PI	Removal of Metals and Toxic Derivatives using Chitin and Chitosan Derivatives	2007-10	UGC	5,95,000	4

#	Name of the Faculty	Role	Title	Period	Funding Agency	Amount (Rs.)	Publications
26	G.S. Sodhi	PI	Detection of Latent Fingerprints by Nanoparticle-size Compositions	2008-11	DST	17,50,000	10
27	Gurmeet Kaur	PI	Selection of Corrosion Inhibitors through Quantum Chemical Calculations	2010 - 13	UGC	7,99,800	2
28	G.S. Sodhi	PI	Vapor Phase Techniques for Detection of Fingerprints	2010 - 11	UGC	1,40,000	3
29	G.S. Sodhi Gurvinder Kaur Komal Kamra	PI	Fluorescent Powder Compositions for Developing Latent Fingerprints	2012 - 13	University of Delhi	10,00,000	1
30	P.S. Jassal	PI	Polysaccharides Nanoparticles and Cross-Linked Derivatives for Adsorption of Toxic Substances from Industrial Effluents	2013 - 16	DRDO	37,44,000	3
31	Vimal Rarh	PI	e-PG Pathshala Project for e-Content Development for Post-Graduate Courses in Chemistry	2013 – Till Date	UGC/MHRD	**1,12,00,000**	
32	G.S. Sodhi	Co-PI	e-PG Pathshala Project for e-Content Development for Post-Graduate Courses in Forensic Science	2013 – Till Date	UGC/ MHRD	**1,12,00,000**	
33	Gurmeet Kaur Sumanjeet Kaur Sukhbir Kaur	PI Co-PI Co-PI	Phosphonium Compounds as Corrosion Inhibitors for Microbial Corrosion	2013 - 15	University of Delhi	5,50,000	-
34	G.S. Sodhi Gurvinder Kaur	PI	Identification of Weapon Holders in	2013 - 15	University of Delhi	6,50,000	1

#	Name of the Faculty	Role	Title	Period	Funding Agency	Amount (Rs.)	Publications
	Vimal Rarh		Crime Cases				
35	P.S. Jassal Neelam Anand Navjot Kaur	PI	Integrated Potable Water Purifier with Reusable Nano-Chitosan for Individual Use	2013 - 15	University of Delhi		
36	G.S. Sodhi Gurvinder Kaur Harjinder Singh	PI	Detection of Fingerprints on Despoiled Crime Scenes	2015 - 16	University of Delhi	3,50,000	-
37	P.S. Jassal Neelam Anand Navjot Kaur	PI	Uranium in Drinking Water : Detection and Removal Using Activated Charcoal and Chitosan	2015 - 16	University of Delhi	5,50,000	1
38	Surinder Kaur	PI	Role of Microbial communities on invasion success of Prosopis juliflora anaggressive invasive species	2015-18	CSIR	12,00,000	
39	Komal Kamra Surinder Kaur	PI	Awareness and Treatment of Epilepsy at the Doorstep: Development of a Working Community based Model for larger outreach	2015-16	University of Delhi	7,00,000	
40	Inderdeep Kaur Anjana Sagar	PI	Study of Selected Tribes of Jharkhand: An ethnographic approach	2015-16	University of Delhi	5,00,000	
41	Inderdeep Kaur	PI	Effect of Arsenic on Ultrastructure and Secondary Metabolites of a Medicinally Important Plant Artemisia annua and a Staple Legume Cicer arietinum	2011-14	UGC		

#	Name of the Faculty	Role	Title	Period	Funding Agency	Amount (Rs.)	Publications
42	Inderjeet Sethi Inderdeep Kaur		Analysis of Ecological Footprints of Various Socio-economic Strata of the Society	2013-14	University of Delhi	6,50,000	
43	Komal Kamra	PI	Biodiversity of Ciliates	2005-09	DST	24,24,400	
44	Komal Kamra	PI	Ciliated Protozoa of Eastern Himalayas	2009-13	DBT	33,38,000	
45	Komal Kamra	PI	Development of a user friendly android based mobile app for providing awareness and information on spinal cord insult and injuries	2014-15	University of Delhi	7,00,000	
46	Komal Kamra		Cortioal Morphogenesis	1990-92	UGC	5,500	
47	Harbans Singh		Gadar Lehar Te Mudlah Parvasi Sahit	2012-14	UGC	5,19,000	
48	Vanita		Post Modernity in Indian Perspective	2000-02	Dept. of Culture	1,44,000	
49	Vanita		Uttar Adhunikta ate Bharti Paripekh	1998-2000	Punjabi Academy	60,000	
50	Inderpreet Nanda	Co-PI	Development and Challenges in Sports – A study on Indian Cricket		University of Delhi	3,00,000	
51	T. Venugopalan Dharmendra Kumar		Sustainable Development through sustainable tourism in India – a case study of Kerala Tourism	2015-16	University of Delhi	2,50,000	
52	T. Venugopalan Dharmendra Kumar		Sustainable Development through sustainable tourism in India – a case study of Kerala Tourism	2015-16	ICSSR	3,00,000	
53	Smita Mishra Dharmendra Kumar		Conceptualizing Women Sports in the Context of Sports	2012-13	University of Delhi	10,00,000	

#	Name of the Faculty	Role	Title	Period	Funding Agency	Amount (Rs.)	Publications
			Economics and Marketing of Professional Sports in India: Performance Study of Gender Based athletes in respect of their Advertising and Promotion value				
54	Smita Mishra Dharmendra Kumar		Role of Team Sponsorship in Promoting Women Sports: Case Study Approach to Badminton and Hockey in India	2013-14	University of Delhi	3,00,000	
55	P.D. Sharma (G.S. Pant)	Co-Investigator PI	Computer Aided Learning in Nuclear Medicine on Quantitative Renography	1999-2001	International Atomic Energy Agency (IAEA), Vienna	$24,600	2
56.	Komal Kamra	Collaborator	International Research Coordination Network for Biodiversity of Ciliates (IRCN-BC)	2015-2020	National Science Foundation (NSA), USA	$5,54,267	
57	Jaswinder Singh	PI	Teaching and Learning Centre to train teachers in the development of digital content using ICT in Chemistry, Economics and Commerce - Pandit Madan Mohan Malviya National Mission on Teachers and Training (PMMMNMTT)	2016-onwards	MHRD	**4,81,00,000**	
58	Jaswinder Singh	Co-PI	e-PG Pathshala Project	2014-	UGC /	**1,12,00,000**	

#	Name of the Faculty	Role	Title	Period	Funding Agency	Amount (Rs.)	Publications
			to develop e-content for sixteen papers for Post Grduation in Economics	onwards	MHRD under NMEICT		
59	Jaswinder Singh	Co-PI	e-PG Pathshala Project to develop e-content for sixteen papers for Post Grduation in Psychology	2014-onwards	UGC / MHRD under NMEICT	**1,12,00,000**	
60	Jaswinder Singh	Co-PI	e-PG Pathshala Project to develop e-content for sixteen papers for Post Grduation in Business Economics	2014-onwards	UGC / MHRD under NMEICT	**1,12,00,000**	
61	Jaswinder Singh	Co-PI	e-PG Pathshala Project to develop e-content for sixteen papers for Post Grduation in Commerce	2014-onwards	UGC / MHRD under NMEICT	**1,12,00,000**	

Person name in ( ) indicates person(s) from another institution.

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

Please refer to the List of Visitors in 3.1.8. The item nos. 1-39, 40-47, 49-52, in the list in particular and a few others, were part of formal or unstructured Seminars/ Workshops/ Programmes envisaged and organized with a focus on motivation and capacity building for self-motivated learning, research and promoting research culture among staff and students.

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

Expertise is available in the institution in the following, with existence of related laboratories:

1. Finger printing
2. Theoretical High Energy Physics
3. Thin Film Fabrication and Analysis
4. Microbiology (Prokaryotes and Eukaryotes - Ciliate Biology) and Genomic Studies
5. Chemical purification of contaminated water

Besides the above, the following are some of the research areas in which faculty members of the College have been working and contributing within or outside the College in diverse ways:
1. Image Processing in Emission Tomography
2. Physics Education
3. Tuberculosis diagnostics
4. Microbial ecology

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

Individual teachers are networked to the relevant leading personalities in their respective fields, so they are the ones who identify the possibility of arranging such visits in view of the calendar of the College. Wherever there is such an opportunity, the College extends its support in making appropriate arrangements.

In the past few years, the following is a select list of notable visits, among numerous:

Physics:
1. Prof. Bogdan Dobrecue, Fermi-National Lab., Chicago, USA
2. Prof. Kaoru Hagiwara, High Energy Accelerator Oraganization, Japan
3. Prof. Nobuchika Okada, University of Alabama, USA
4. Prof. R.S. Rawat, NIE, NTU, Singapore
5. Prof. Parampreet Singh, Louisiana State University, USA
6. Prof. B. Ajith, IUAC
7. Prof. Ajit Kembhavi, IUACA
8. Prof. Biswaroop Mukhopadhyaya, HRI
9. Prof. S.M. Prasad, NPL
10. Prof. Ram Ramaswamy, JNU
11. Prof. S. Annapoorni, Dept. of Physics, University of Delhi
12. Prof. Patrick Dasgupta, Dept. of Physics, University of Delhi
13. Prof. K.K. Dutta, Department of Physics, University of Delhi
14. Prof. Sanjay Jain, Department of Physics, University of Delhi
15. Prof. Kapilanjan Krishnan, JNU

16.   Prof. T.R. Seshadri, Dept. of Physics, University of Delhi
17.   Prof. Anand Prakash, Dept. of Psychology, University of Delhi

Botany and Environment
18.   Prof. Arun Jagannath, Dept. of Botany, University of Delhi
19.   Prof. Rupam Kapoor, Dept. of Botany, University of Delhi
20.   Prof. A.K. Bhatnanagar, Dept. of Botany, University of Delhi
21.   Prof. R.K. Saxena, Dept. of Microbiology, University of Delhi
22.   Prof. Paramjeet Khurana, Department of Plant Molecular Biology, University of Delhi
23.   Dr. Rajender Gupta, Dept. of Botany, University of Delhi
24.   Dr. S.C. Mittal, Forensic Scientist
25.   Dr. Gauhar Raza, Senior Scientist, NISTADS
26.   Prof. Dinesh Puri, University College of Medical Sciences
27.   Dr. S. Natesh, Dept. of Biotechnology, Government of India
28.   Mr. Ashish, Environmental Consultant at IIT Delhi

Chemistry and Forensic Science
29.   Prof. J.M. Khurana, Dept. of Chemistry, University of Delhi
30.   Mr. V. N. Sehgal, Central Forensic Science Lab, New Delhi
31.   Prof. A.K. Gupta, Sam Higginbottom Institute of Agriculture, Technology and Sciences, Allahabad
32.   Prof. Gurmeet Singh, Dept. of Chemistry, University of Delhi
33.   Prof. V.K. Srivastava, Dept. of Anthropology, University of Delhi
34.   Prof. O.P. Jasuja, Punjabi University, Patiala
35.   Prof. S.L. Malik, Dept. of Anthropology, University of Delhi
36.   Dr. A.K. Mishra, Institute of Nuclear Medicine and Allied Studies (INMAS), New Delhi
37.   Prof. M.P. Sachdeva, Dept. of Anthropology, University of Delhi
38.   Prof. Mukesh Thakar, Punjabi University, Patiala
39.   Prof. A.K. Bakshi, Vice Chancellor, UP Rajarshi Tandon University, Allahabad
40.   Dr. Karuna Karan, Deputy Commissioner of Police, Delhi Police
41.   Dr. Gagandeep Singh, Punjabi University, Patiala
42.   Dr. Atul Ambedkar, All India Institute of Medical Sciences, New Delhi
43.   Dr. Ranjit Kumar, Dept. of Anthropology, University of Delhi

Electronics
44.   Prof. P.K. Bhatnagar, Dept. of Electronics, University of Delhi
45.   Dr. B. Ajith, Scientist, IUAC, Delhi
46.   Dr. D. Haranath, NPL

Zoology, Environment, Well-being

47. Dr. Alan Warren, Research Scientist, Natural History Museum, London, UK (Visits every year to collaborate with Dept. of Zoology)
48. Dr. B.C. Joshi, Assistant Director, Delhi State AIDS Control Society
49. Prof. V.S. Chauhan, ICGEB
50. Prof. Alok Ray, (Stanford India Biodesign), IIT Delhi
51. Prof. Rup Lal, Department of Zoology, University of Delhi

Political Science and International Arena

52. Dr. Tridivesh Singh, University of Singapore
53. Peace Delegation including former Army Commanders from both India and Pakistan, under aegis of INDO-PAK Initiative for Peace –IPSI

Punjabi Literature: creativity and criticism

54. Sh. Jaswant Singh Kanwal (writer)
55. Sh. Imroz (writer)
56. Sh. Surjeet Patar (Writer, critic)
57. Sh. Balbir Madhopuri (Writer)
58. Sh. Mohanjit (Writer)
59. Sh. I.C. Nanda (Writer)
60. Dr. Manjit Singh (critic)
61. Dr. Jaspal Kaur (critic)
62. Dr. Rawail Singh (Critic)

Hindi Literature: creativity and criticism and Media

63. Sh. Kedarnath Singh
64. Prof. Ramdarash Mishra
65. Sh. Uday Prakash
66. Sh. Ganga Prasad Vimal
67. Sh. Nityanand Tiwari
68. Sh. Vishwanath Tripathi
69. Sh. Prakash Manu
70. Sh. Bhagwan Singh
71. Sh. Vinay Vishwas
72. Sh. Jaimini Haryanavi
73. Sh. Ramesh Chandra Mishra
74. Sh. Sanjeev Bhanawat
75. Sh. Lakshi Shankar Vajpayee
76. Sh. Amarnath Amar
77. Sh. Surendra Tiwari
78. Sh. Hari Mohan Sharma

79.   Sh. Harish Naval
80.   Sh. Gopeshwar Singh

Commerce and Business and Economics
81.   Mr. Naveen Coomar, Advisor to BRICS Chamber of Commerce and Industry
82.   Dr. J.P. Sharma, Department of Commerce, Delhi School of Economics, University of Delhi
83.   Mr. Raj Chawla, Chairman Northern India Council of ICAI
84.   Dr. Vijay Kapoor, ICAI
85.   Dr. Mohan Chutani, Economic Advisor, Department of Industrial Promotion and Policy, Ministry of Commerce and Industry, Government of India
86.   Mr. Rajeev Melhotra, Formerly Advisor to Finance Minister of India
87.   Mr. C.P. Gupta, Department of Finance and Control, University of Delhi
88.   Isher Judge Alhuwalia, Former Chairperson of ICRIER
89.   Mr. Ashok Sahu, Former Principal Advisor, Planning Commission of India
90.   Prof. P.K. Basu, Former Chairman, IIM Calcutta
91.   Prof. Sirin Rathore, Former President, Indian Accounting Association

English Literature: creativity and criticism and society:
92.   Mahasweta Devi (Author and Social Activist)
93.   Prof. Michael McKeon, Rutgers University
94.   Prof. Shirshendu Chakrabarti, University of Delhi
95.   Ned Bouman (British Novelist)
96.   Madan Gopal (Author and Singer)
97.   Sneha Krishnan, University of Oxford

Economics
98.   Dr. K. L. Prasad, Economic Advisor, Dept. of Economic Affairs
99.   Dr. Guljit K. Arora, Associate Editor-in-chief, Economic Affairs
100. Mr. Jitendra Jain, Chief Financial Officer, GMR Group
101. Dr. Saumen Chattopadhyaya, Associate Professor, JNU
102. Prof. Seema Bathla, Dept. of Economics, University of Delhi
103. Prof. B.L. Pandit, Former Head, Delhi School of Economics, University of Delhi
104. Mr. Sunil K. Sinha, Principal Economist, CRISIL
105. Mr. Anil Bisen, Former Economic Advisor,
106. Prof. N.R. Bhanumurthy, NIPFP

107. Prof. B.B. Bhattacharya, Former Vice-Chancellor, JNU, Advisor at World Bank, Former Director IEG
108. Mr. Prananjoy Guha Thakurta, independent journalist, author, and film maker
109. Mr. Denis Medvedev, Senior country economist for India at World Bank
110. Mr. Prosenjit Aich, Senior Vice President and Head Products, Client Experience and marketing, Aditya Birla Group.
111. Mr. Saugata Chattopadhyay(Vice President, Assets, Yes Bank)
112. Ms. Nistula Hebbar(Senior Assistant editor, Financial Express)

History
113. Professor J.S.Grewal, former Vice Chancellor, Guru Nanak University and former Director of the Indian Institute of Advanced Studies, Shimla.
114. Professor Irfan Habib Professor Emeritus, Aligarh Muslim University, Aligarh.
115. J. P. S. Uberoi Professor Emeritus, Delhi School of Economics, University of Delhi.
116. Professor Bhagwan Singh Josh, Centre for Historical Studies, JNU.
117. Professor Surjit Hans, Dept. of History, GNDU, Amritsar
118. Prof. Dipankar Gupta, Centre for Studies in Social Systems, JNU
119. Prof. Satya P. Gautam, Chairperson, Centre for Philosophical Studies, JNU
120. Prof. Darshan Singh, Dept. of Religious Studies, Punjabi University, Patiala
121. Prof. Ravinder Gargesh, Dept. of Linguistics, University of Delhi.
122. Prof. Namwar Singh, Professor Emeritus, JNU, New Delhi
123. Prof. K.L. Tuteja, Director, ASC, Kurukshetra University, Kurukshetra
124. Prof. Surinder Singh Jodhka, CSSS, JNU, New Delhi
125. Prof. Joginder Singh, Dept. of History,GNDU, Amritsar
126. Dr. Anshu Malhotra, Dept. of History, University of Delhi
127. Prof. Mridula Mukherjee, Director, Nehru Memorial Museum & Library, New Delhi.
128. Prof. Narayani Gupta, Dept. of History and Culture, Jamia Millia Islamia, New Delhi.
129. Urvashi Butalia, *Padamshree*
130. Prof. Basudev Chatterji, Head, Dept. of History, University of Delhi.
131. Prof. Shahid Amin, Dept. of History, University of Delhi.
132. Prof. T.K.V. Subramanian, Dept. of History, University of

Delhi.

133. Prof. B.P. Sahu, Department of History, University of Delhi.
134. Prof. Kesavan Veluthat, Dept. of History, University of Delhi.
135. Prof. Sunil Kumar, Dept. of History, University of Delhi.
136. Prof. Farhat Hasan, Dept. of History, University of Delhi.
137. Dr. R.P. Bahuguna, Associate Professor, Department of History and Culture, Jamia Millia Islamia, New Delhi.
138. Dr. Mayank Kumar, Fellow of Nehru Memorial Museum and Library, New Delhi and Associate Professor of History at Satyawati College (Evening) University of Delhi.
139. Dr. Arvind Sinha, Associate Professor, Centre for Historical Studies, Jawahar Lal Nehru University, New Delhi.
140. Dr. Najaf Haider, Associate Professor, Centre for Historical Studies, Jawahar Lal Nehru University, New Delhi.
141. Dr. Amrit Kaur Basra, Associate Professor, Delhi College of Arts and Commerce, University of Delhi.
142. Dr. Denys Leighton, Visiting Professor, Ambedkar University, Delhi.
143. Prof. Amar Farooqui, Dept. of History, University of Delhi.
144. Dr. Anirudh Deshpande, Dept. of History, University of Delhi.
145. Prof. R. Gopinath, Head of Department, Department of History and Culture, Jamia Millia Islamia University, New Delhi.
146. Dr. Biswamoy Pati, Dept. of History, 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 imbibe research culture on the campus?

Availability of Sabbatical Leave is as per University and UGC norms, none has so far been availed. However, UGC fellowship award for 2 years has been availed by one teacher, and Study Leave has been availed by several teachers since the time study leave is available.

Availability of Study Leave does enable certain teachers to pursue their research work. Nevertheless, certain others prefer to continue with their research along with their College duties. During 2011-16, a total of 15 teachers availed study leave for different periods, which is approximately 10% of the total sanctioned strength.

3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and

community (lab to land)

College has not taken any such tangible initiatives. Some of the projects so far undertaken definitely had the potential, but a formal mechanism for doing so does not exist, and individual faculty members resort to their own contacts and ways to do whatsoever is in scope.

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.

The grant-in-aid from University/UGC has no component for research. However, special funding from University/ DST/ CSIR/ UGC etc. is utilized as per the project details *in-toto*, and Utilization Certificated is provided to the funding agency duly audited.
Besides the above, the funding of selected smaller projects involving students from the College funds shall start from ensuing Semester of 2015-16 and competent authorities have to take decision about the quantum of resources to be allocated to such projects.

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 the facility in the last four years?

No such provision under the University / UGC norms except from providing infrastructural support.

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

The funding of selected smaller projects involving students from the College funds shall start from ensuing Semester of 2015-16 and competent authorities have to take decision about the quantum of resources to be allocated to such projects.
As of now, a few students are participating in certain

Innovation Projects funded by University. The Investigators of the project select the students on the basis of their willingness and capability, who work under the guidance of the Investigator.

Under the DBT STAR College scheme (2009-14), several student research projects were undertaken. Table 3.2.3 consists of a list of these:

Table 3.2.3: Research projects (funded) involving students

S. No	Title of Project and *PI* , Co-PI(s)*
1.	Monitoring and Assessment of Water Quality of Najafgarh Drain (Behind SGTB Khalsa College) and Finding Solutions to Restore it Through Phytoremediation *Dr. Inderjeet Sethi*, Dr. Surinder Kaur Walia*
2.	Effect of water stress on the morphological and biochemical parameters of legumes *Dr. Sukhbir Kaur Gujral*, Dr. Darshan Kaur Cheema, Dr. Charu Kalra*
3	Effect of Vehicular Pollution on selected Plants *Dr.Inderjeet Sethi*, Dr. Inderdeep Kaur*
4	Development of e-Learning Module for Undergraduate Botany Practical – Isolation of DNA from cauliflower heads via spooling method. *Dr Vimal Rarh*, Dr Surinder Kaur Walia*
5	Development of e-Learning Module for Undergraduate Zoology Practical – Quantitative estimation of protein concentration by using Lowry's method. *Dr Vimal Rarh*, Dr Laxmi Narula, Dr Komal Kamra*
6	Development of e-Learning Module for Undergraduate chemistry Practical – Functional Group tests for organic compounds *Dr Vimal Rarh*, Dr Archana Milhotra*
7	Development of php based software for Undergraduate chemistry Practical – Organic chemistry Database for Functional Group Analysis of organic compounds at undergraduate level. *Dr Vimal Rarh*, Dr Archana Milhotra*
8	To understand the biochemical basis of the fruit eating pattern of Indian Palm squirrel in urban landscape *Dr. Inderjeet Kaur Sethi*, Dr. Mahaswetta Saikia*
9	Design & interface of VGA card and other peripherals to the beagle board *Dr Nirupama Kapoor*, Dr Inderpreet Singh, Mr Rohin Kumar*
10	Automatic Plant Irrigation System using Microprocessor 8085 *Dr Nirupama Kapoor*, Dr Inderpreet Singh, Mr Rohin Kumar*
11	Improved Traffic Management System using Microprocessor 8085 *Dr Nirupama Kapoor*, Dr Inderpreet Singh, Mr Rohin Kumar*
12	Study of anticorrosive activity of some phosphonium compounds for mild steel in sulphuric acid medium. *Dr (Mrs.) Gurmeet Kaur*, Ms. Divya Kaur Matta*
13	Development of Interactive Website for DBT Science Centre at Khalsa College and Science fraternity. *Dr Vimal Rarh*, Dr Komal Kamra*

S. No	Title of Project and *PI* , *Co-PI(s)*
14	Determining the quality of ground water stored in water tanks from different localities of delhi, to grow the flowering plants from this water and determine the quality of soil in the pots *Dr Laxmi Narula**
15	Morphometric Variations of newly hatched Juveniles from a single abandon clutch *Naja Naja* eggs. *Dr Laxmi Narula*, Dr Ashis Kumar Mohanty*
16	Psycho-Social Impact of Spinal Cord Injury Through Case Studies: Making a Difference *Dr Komal Kamra*, Dr Laxmi Narula, Dr Surinder Kaur Walia, Dr Vimal Rarh*
17	Comparison of Microscopic and Physico-Chemical Analysis of Water Samples from Three Sites of Najafgarh Drain and Three Sites of River Yamuna" *Dr Surinder Kaur*, Dr Laxmi Narula*
18	Antioxidant activities of fruits and vegetables by colorimetric method *Dr Gurmeet Kaur*, Dr Amarpreet Kaur, Dr Vandana Sharma, Ms Divya Kaur Matta*
19	Quantum Mechanical Studies of Some Organic Compounds Using Various Semi Empirical Methods *Dr Satnam Kaur*, Dr Gurvinder Kaur, Dr Chayannika Singh*
20	Commercial Approach to Enhance the Shelf-Life of Cut Flowers *Dr Sukhbir Kaur*, Dr Gurjeet Kaur*
21	To carry out soil-less culture and study the growth parameters of plants raised through hydroponics *Dr Inderdeep Kaur**
22	Analysis of availability of ADIP scheme in three districts of Himachal Pradesh *Dr Jaswinder Singh*, Dr Komal Kamra, Dr Kanudeep Kaur*
23	Uploading of DBT Star College Reports in the College Website *Dr Vimal Rarh*, Komal Kamra*
24	To Study the Fingerprints of Siblings for Similarity Dr *GS Sodhi*, Dr Kanudeep Kaur*
25	A Comparative Analysis of Spot Tests as a Greener Alternative than Conventional Methods for some Inorganic and Organic Qualitative Analysis *Dr Vimal Rarh**
26	To Study The Natural Variations In Signatures Of Different Subjects" *Dr Kanudeep Kaur*, Dr GS Sodhi*
27	Removal of Toxic Metals and Organic Impurities from wastewater using Natural Polymers *Dr PS Jassal*, Dr Neelam Anand*
28	Analysis of Carbon Foot Prints from Different Areas and Populations of Different Socio-Economic Strata of Delhi *Dr Laxmi Narula*, Dr Surinder Kaur*
29	To develop e-learning module for physic practical – determination of refractive index of glass

S. No	Title of Project and *PI* , Co-PI(s)*
	Dr. Nimmi Singh*
30	Implementation of Full Text Searchable Digital Repository for Projects undertaken in College *Mr. P.D. Sharma**
31	Development of Prototypes for Robotic agents that collaborate in real time *Mr. P.D. Sharma**
32	Development of fingerprints on weapon submerged in water *Dr. G.S. Sodhi**
33	Biosynthesis and characterization of Metal nano-paricles using eco-friendly method *Mr. Kuldeep Kumar Kapil**
34	Extraction and Quantification of caffeine in different brands of tea *Dr. Surinder Kaur**
35	Kinetic and Mechanistic study of 2-Methyl Phenol poFormaldehyde reaction in different media *Dr. P.S. Jassal**
36	Spot test as a green alternative than conventional method for some inorganic qualitative analysis *Dr. Vimal Rarh**
37	Comparison and analysis of physico-chemical charactristics, macro & mimcro flora and fauna, of three sites viz. Kamla Nehru Ridge (with human intervention), Yamuna Biodiversity Park (with restricted and controlled human intervention) and Asola Bhatti wildlife sanctuary (with no human intervention) *Dr. Surinder Kaur, Dr. Laxmi Narula*, Dr. Komal Kamra*
38	Raising Bonsai and other plants for indoor gardens *Dr. Inderdeep Kaur**
39	To study the Antioxidant activity present in medicinal plants using Folin and DDPH method *Dr. Gurmeet Kaur**

Besides the above, different departments organize other specific opportunities at their level, for example, regularly 3-5 Zoology/Life Science students go for one month research internship at the National Zoological Park.

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

Under the DBT STAR College Scheme, the College received funding during 2011 – 2014, primarily for enriching

students' experimental and practical skills. An attempt was made by the College to promote interdisciplinary working and research in this duration using the enablers from this funding. The attempt met with some success also, however, the principle challenge is fitting the research and project activities in the curricula of Semester framework and Calendar, which is rather rigid and there is hardly any room. Nevertheless, a large number of student research project, each involving 5-10 or more students were undertaken under the guidance of the faculty members. A list of these is in Table 3.2.3.

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

   The key aspect of this is estimating the requirements at the start of the session for all departments and screening these before recommendation for sanction of funds. This step eliminates repetitive and redundant expenditure and provides an opportunity for optimizing usage of resources and facilities across departments.

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.

   Very few such funds have been received by the College. However, individual research projects of the faulty members are funded by various agencies, which are described in 3.1.5. Utilizing these funds, the College has come up with a set of relatively modest facilities which continue to be used for research after the project is over.

   DBT gave Rs.20,00,000/- in 2012 for purchase of principle permanent equipment (PE) under DBT STAR College scheme. This money was utilized in procuring some multi-use essential equipment in for science departments. This equipment has been of use in the projects listed in Table 3.2.3 also.

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.

   The proposals by the faculty members for obtaining grants

from various funding agencies are promptly forwarded by the Research Committee and the College, with making necessary arrangements for the requisite infrastructural support plan. Following is the detail of ongoing and completed such projects:

The details of ongoing and completed projects, span-period, amount and source of funding, and so on are given in **Table 3.1.5.**

3.3   Research Facilities

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

Special Equipment:
- KBR Press
- UV-visible spectrometer
- IV source meter
- High-end Computers and workstations
- Leicamikrosystems Differential Interface Contrast Microscope with measurement software and image analyzer

General Facilities:
- College Library
- Other Libraries in the University Campus on Principal's recommendation
- Continuous Broadband Internet connectivity on wired and wireless network
- Access to online journals and other resources through IUC and Inflibnet
- Support in installing and using Open-source or other software from expertise in Computer Science Department

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

The College is seriously interested in promoting research facilities for its teachers and students as modern times branch-off from the history and legacy of the institution, which was created for the primary purpose of knowledge-dissemination rather than knowledge-creation. As a consequence of this legacy, the overall

structure and design of the institutional infrastructure and its organization is such that research is an additional function for which no or very few basic provisions exist in terms of facilities, flexibility, and support. In the changing order of things, the College is aware that it has to somehow maneuver within its available resources howsoever small and meagre and conjure tangible and substantial results. It is by the sheer will of the faculty and support of the Principal that College keeps on producing relatively substantial research output.

As the order of things change, the College expects that plans of the funding agencies will include meaningful resource mobilization and College could become what it has great potential to, be it traditional or emerging areas of knowledge creation.

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.

No such funds have been received by the College. However, individual research projects of the faulty members are funded by various agencies, which are described in 3.1.5. Utilizing these funds, the College has come up with a set of relatively modest facilities which continue to be used for research after the project is over, which are listed in 3.3.1.

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

On demand, the Principal of the College recommends to accommodate such a researcher in the desired facility. It is up to the facility to accommodate as per availability. Agencies within University normally accommodate on Principal's recommendation. Certain faculty members, who have access to other such agencies in their individual capacity, also recommend as per need.

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

Common facilities like library, internet resources are available to all. Specifically, researchers if needed can use high-

speed computation facilities available in the College from Computer Labs and High Energy Physics Lab.

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

College does not have any research institutes with in. No formal collaborative facilities have been developed for such use. Individual teachers at their own end can and do however collaborate with various research and development agencies in their individual capacity. The College extends its best support to accommodate such initiatives. As an example, Dr. Komal Kamra of Dept. of Zoology has a Project as a collaborator under International Research Coordination Network for Biodiversity of Ciliates (IRCN-BC) funded by National Science Foundation (USA) for $5,54,267/-, for a tenure of five years. The project is carried over by her in the Ciliate Biology Lab which was created in another project, and the College provides full support for the work.

Other such similar projects are embedded in the respective Evaluative Report of Departments under Item nos. 16 and 17.

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)
  Indian Patent No.251802, dated April13, 2012, by Dr. G.S. Sodhi, Dept of Chemistry, for *A spray formulation for detecting latent fingerprints on sticky side of adhesive tapes*

- Original research contributing to product improvement
  SpineVeda being translated into 16 Indian languages (Please refer to Evaluative Report of Zoology)

- Research studies or surveys benefiting the community or improving the services
  Refer to Table 3.1.5 (Item nos. 9, 11, 13, 14, 20, 21, 22, 23, 25, 26, 28, 32, 33, 35, 36, 37, 40, 41, 43, 46, 51, 52, 53, and 54), and Table 3.2.3 (item nos. 1, 3, 4, 5, 6, 10, 14, 16, 17, 20, 22, 25, 27, 28, 29, 32, 37, and 38)

- Research inputs contributing to new initiatives and social development
  Refer to Evaluative Report of Zoology for presentation of research papers and educational methods for spinal injuries.

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

   So far, no research journal is published by the College. However, <u>some faculty members are contributing in their individual capacity to such journals as editors/reviewers</u>. There has been active discussion on starting a journal in some select areas in the coming time.

3.4.3 Give details of publications by the faculty and students:

- Publication per faculty   1353/140 = **9.66**
  (For details per individual faculty member department-wise refer to Evaluative Report of Departments)

- Number of papers published by faculty and students in peer reviewed journals (national / international)   **834**

- 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.)   **734**

- Monographs   **4**

- Chapter in Books   **224**

- Books Edited   **60**

- Books with ISBN/ISSN numbers with details of publishers   **264**
  (For details of publishers and book ISBN nos, refer to ERDs

of respective departments, as data is large enough to fit-in here.)

- Citation Index (Aggregate known no. of citations) **3987**
                              (up to the information received)

- SNIP   Various

- SJR   Various

- Impact factor   Various

- h-index   Various

3.4.4   Provide details (if any) of
- research awards received by the faculty
  1. Dr. Sukanta Dutta, Dept. of Physics, UGC Research award (Rs.26,41,902/-) 2009-11, New Physics Beyond Standard.
  2. Dr. G.S. Sodhi, Dept. of Chemistry, WIPO-2001 International Award, from World Intellectual Property Organization, Geneva, and presented on its behalf by National Research Development Corporation in May 2002, for Novel spray based formulations based on xanthen dyes for detection of latent finger prints.
  3. Dr. G.S. Sodhi, Dept. of Chemistry, National Technology Day Award from National Research Development Corporation in May 2000, for Novel spray based formulations based on xanthen dyes for detection of latent finger prints.
  4. Dr. G.S. Sodhi, Dept. of Chemistry, 3rd Prize for innovation A novel fluorescent reagent for detecting fingerprints on difficult items, at India Innovation Initiative – i3 National Fair, presented by Agilent Technologies, Department of Science and Technology and Confederation of Indian Industry, in Oct-2009.
  5. Dr. G.S. Sodhi, Dept. of Chemistry, National Award for Commercializable Patents for filing Indian Patent- A spray formulation for detecting latent fingerprints on sticky side of adhesive tape, April 2012, presented by Technology Information Forecasting and Assessment Council, Ministry of Science and Technology, in Feb-2014
  6. Dr. Shalin Jain, Prof. J.S. Grewal Award for the best research

paper in Medieval Indian History, Indian History Congress, 2004

7. Dr. Santosh Kumar Rai, Professor Partha Sarathi Gupta Memorial Prize for the best research paper in the Modern Indian History, Indian History Congress, 2007

8. Dr. Santosh Kumar Rai, Dr. I.G. Khan Memorial Prize for the best research paper on the History of Science and Technology, Indian History Congress, 2012

9. Dr. Shalin Jain, Prof. J.S.Grewal Award for the best research paper in Medieval Indian History, Indian History Congress, 2013

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

Following is a select list of faculty members who received recognition from various professional bodies and agencies:

S. No	Faculty	Award	Agency	Year
1.	Komal Kamra (Zoology)	Spinal Cord Society Life Time Achievement Award in recognition of excellent contribution towards the cause of improving the life of spine injured	Spinal cord Society, Indian Spine Injuries Center	2015
2	Komal Kamra (Zoology)	National Award for Outstanding Employee of the Year	Ministry of Social Justice and Empowerment, Govt. of India, Conferred by President of India	2004
3	Gurmeet Kaur (Chemistry)	Smt. Annapurna Award for the year 1991	Society for Advancement of Electrochemical Science and Technology	1994
4	G.S. Sodhi (Chemistry)	Gold Medal at Innovators Competition for Lockheed Martin India Innovation Growth Programme	IC3 Institute, University of Texas and Federation of Indian Chambers of Commerce and	2008

S. No	Faculty	Award	Agency	Year
			Industry	
5	Vimal Rarh (Chemistry)	IDA-2014 special award for Digital Content in Education	World DIDAC-2014	2014
6	Shalin Jain (History)	Raman Fellowship for post-doctoral Research in USA	UGC	2013-14
7	Shalin Jain	Honorary Fellowship at Center for South East Asia	University of Wisconsin, USA	2013
8	Inderpreet Singh (Electronics)	Young Scientist Award	DST	2012
9	Nachiketa Singh (Pol. Science)	Honorary Membership	International Studies Association, USA	2012
10	Jaswinder Kaur (Punjabi)	Punjabi Bhasha Sanmann	Punjabi Academy	2000-01
11	Kuldeep Kaur Pahwa (Punjabi)	Kavita Puraskar for "Ruttan de Sirnavein"	Punjabi Academy	2004-05
12.	Kuldeep Kaur Pahwa (Punjabi)	Punujabi Bhasha Sanmann	Punjabi Academy	2005-06
13	Vanita (Punjabi)	Shiv Kumar Batalvi Puraskar	UK	1993
14	Vanita (Punjabi)	Poetry Award for "Bol Alap"	Punjabi Academy	1993-94
15	Vanita (Punjabi)	Criticism Award for "Uttar Adhunikat ate Kavita"	Punjabi Academy	1998-99
16	Vanita (Punjabi)	Bhasha Bharti Samman for "Kavita Phir Ekvar"	Central Institute for India Languages. MHRD, Govt. of India	2003-04
17.	Vanita (Punjabi)	Punjabi Shiromani Sahitkar Sanmann	Bhasha Vibhag, Punjab Govt.	2006
18.	Vanita (Punjabi)	Professor Pyara Singh Gill and Karam singh Sandhu Memorial Antar Rashtari Shiromani Sahitkar Award	International Association of Punjabi Authors and Artists Inc., Canada	2007

S. No	Faculty	Award	Agency	Year
19.	Vanita (Punjabi)	Poetry Award for "Kaal Pehar Gharian"	Punjabi Academy	2007-08
20	Vanita (Punjabi)	Sahitya Academy Award for "Kaal Pehar Gharian"	Sahitya Academy	2010
21	Vanita (Punjabi)	Sutinder Singh Noor Yadgari Sanmann	Punjab Sahitya Kala Parishad, Punjab	2011
22	Gurdip Kaur (Punjabi)	Punjabi Bhash Seva Sanmann	Punjabi Academy	2009-10
23	Smita Mishra	Bhartendu Harishchandra Award	Ministry of Information and Broadcasting, Govt. of India	2009
24	Smita Mishra	Vedram Thakur National Award	Bhutti Weavers Coop Society	2009
25	Smita Mishra	Lions Club International Award for Hindi Promotion	Lions Club	2007

- incentives given to faculty for receiving state, national and international recognitions for research contributions.

  As per University norms, as applicable.

3.5   Consultancy

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

No formal strategies exist for establishing institute-industry interface. MOUs at various levels however are proposed, and some of these reach final stages as well. However, the so-far existing paradigm of University norms and curricula dis-incentivize the active participation of undergraduate students. It is expected that in the CBCS scheme, started from 2015-16, there would be scope and interest in students to participate in reasonably large numbers to make these proposals meaningful and successful.

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

College has to follows the University and UGC norms in the matter. Informally, at individual level faculty maintains connection with relevant parties and look for an opportunity within the framework of relevant rules.

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

Encouragement is at individual levels of Principal and peer faculty, with mostly academic purpose and motive. No systemic initiatives have become visible in such enterprise.

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

College as an institution has not provided any consultancy services. Individual faculty members at their own end may however do so for academic, social, or financial considerations under information to the authorities. For example, Forensic Science Unit of the College trained some police teams in certain areas in past few years. Refer to ERDs of various Departments for the details of such consultancies.

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 such income has yet been generated.

3.6   Extension Activities and Institutional Social Responsibility (ISR)

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

NSS, NCC, Sports and activities of the Divinity Society are the primary instruments of promoting institution-neighborhood-community network. The students under these activities reach out to the respective target society and perform under the guidance of their teachers. Where Sports and NCC are highly structured, NSS as well as Divinity Society have more degrees of freedom to engage with the society, within the city as well as outside. College facilitates and supports the activities of these and encourages students to come forward and contribute into the service. The good performers are incentivized and best ones are awarded recognition in College functions.

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

College offers the three basic streams of co-curricular activities to the students, namely, Sports, NSS, and NCC, but not mutually exclusive. The relevant teacher-in-charges keep a tab on the students who opt-in and their participation and performance. Whereas some of the students put in good effort balanced with their academic work, some others skew to either side. The good performers are incentivized and best ones are awarded. The overall focus of these activities is to produce a balanced mix of academic and social activities, specific to the personality and position of every student.

College usually considers the macro-level view of the activities and the micro-level details are managed by the concerned teacher-in-charges.

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

Stakeholders' perceptions are obtained in social gatherings and personal meetings. Popular media also is a medium, for example **India Today Group's** yearly survey of the institutions of higher learning in India gives ranking to institutions based on public-perception, in which the College has come in **Top-10 in 2015**.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their

impact on the overall development of students.

Programmes that benefit the society using resources of the College in some way are taken up by the College from time to time. Most of these have an academic or educational dimension, for obvious reasons. Besides this, College always responds responsibly to circumstances and situations in the society in the hour of crises, such as disaster- relief activities.

Following projects is a select list of outreach programmes undertaken by the College in the past which had linkages with the community and were benevolent to the society:

1. Educational Technology Unit (1999-2005) for R&D in the development of cost effective strategies and materials for teaching science at all levels, and dissemination of products developed through teacher and student workshops. It liaised with industry for setting-up low-overhead production units for involving physically and socially disadvantaged persons. The unit collaborated with Charles Struct University, Australia and also organized programmes for trainings in diverse areas. The unit also had MoU with UN-APCTT for project "Mitra Mandal" and obtained funding from Commonwealth Secretariat for some programmes.
2. Collection and delivery of donated relief material post disasters such as in Uttarakhand Flood, or Gujrat Earthquake, led by NSS unit of the College.

Besides the above, Table 3.6.4 lists some of the activities done in 2011-15 along with the budget:

Table 3.6.4: Extension and Outreach Programmes

#	Event	Year	Constituent Activities/ Deliverables	Supporting/ Collaborative Agencies	Funding
1	I AM THE TIGER Nine College Conservation Initiative	2013	Art Initiative, Various art craft and and performing art competitions in nine colleges Competitive, participative and Inclusive Run flagged off by Olympian Shooter Rajyavardhan	Shivani Wazir Pasrich Productions	DBT, Shivani Wazir Pasrich Productions, Coca Cola, Kirloskar

#	Event	Year	Constituent Activities/ Deliverables	Supporting/ Collaborative Agencies	Funding
			Rathore Live Performance of I AM THE TIGER by Shivani Wazir Pasrich		Brothers Pvt Ltd Rs 1.32 Lakhs
2	Pink Chain Campaign	2013 and 2015	2013: Planned a month long Pan University Colleges Campaign **Advocating Early Detection of Cancer**, especially Breast and Cervical Cancer as well as Lung and Oral Cancer leading to a possible cure of the dreaded C with an organization with doctors at AIIMS Pre-launch at Hotel Ashok by Ministers Sh Jaipal Reddy & Ms Chandresh Kumari Launch at SGTB Khalsa College with invited audience of three other colleges 2015: One day Awareness Campaign	AIIMS	DBT Rs 25,000 SGTB Khalsa College + Rs 5,000
3	International Purple Day	2013	Awareness drive for epilepsy which affects 1% of our population and is mired by myths and superstitions creating a treatment gap	AIIMS, Ekatwam	DBT Rs 25,000
4	Epilepsy and Society	2012	Took part in a one day awareness campaign in AIIMS	AIIMS	Rs 1000
5	EpiCon International Conference on Epilepsy: Opportunities and Challenges	2014	Conference followed by quiz and panel discussion on day I, seven concurrent workshops and their presentations on day II, visit to AIIMS and NBRC on day III	DBT, DST, ICMR, UGC, INSA, SUN Pharma, INTAS Pvt. Ltd.	10 Lakhs
6	Survey cum conference involving Delhi Youth		Written questionnaire based survey done involving about 350 youth Survey analyses One day Conference	Millennium India Education Foundatio	Rs 1 Lakh

#	Event	Year	Constituent Activities/ Deliverables	Supporting/ Collaborative Agencies	Funding
	on "Youth Power and Climate Change"			n, Ministry of Earth Sciences, GOI	
7	Awareness Drive on Spinal Cord Injury (two done so far)		Different aspects of Spinal Cord Injury explained by persons with spinal cord injury Chief Guest: Ms Stuti Kacker, Secretary, MSJE, GOI, Guest of Honour: Maj HPS Ahluwalia	DBT, Indian Spinal Injuries Centre	Rs 50,000
8	Development of a user friendly android based mobile app for providing awareness and information on spinal cord insult and injuries (SpineVeda)		Collaboration with Indian Spinal Injuries Centre, New Delhi	University of Delhi Innovatio n Project (bagged the best innovatio n award)	Rs 7 lakh
9	Students Pledge to Join hands with Ekatwam, and NGO working for Persons with Epilepsy and their caregivers	2012	Meeting with Members of Ekatwam	Ekatwam	Rs 2,000
10	"A healthy atmosphere, the future we want" Celebrating World Ozone Day	2013	Week long activities, poster and slogan writing, quiz, crossword puzzle etc Millenium India Education Foundation, DBT, Ministry of Earth Science		
11	School	Ong	Some of these are:		Approx Rs

#	Event	Year	Constituent Activities/ Deliverables	Supporting/ Collaborative Agencies	Funding
	Students' Project guidance	oing	Modern School, Amity Public School (Vasundhara), Guru Harkishan Public School (Vasant Vihar)		2000 per school
12	World AIDS Day		Lecture cum Expert Student Interaction	DSACS, DBT	Rs 5,000
13	Women, Climate Change Adaptation, & Disaster Mitigation	2013	2 day national conference followed by workshops		
14	Training Program in Forensic Science for Military Police Personnel	2011	Training in documentation, finger prints, drugs of abuse, ballistics and forensic medicine	Ministry of Defence	@ per participant by Ministry of Defence
15	Workshop on Fingerprints for Delhi Police Personnel	2012	Different techniques of detecting finger prints	-	-
16	Seminar on Fingerprint Technology for personnel of Delhi State Fingerprint bureau	2013	Different techniques of detecting finger prints	-	As part of project funded by Univeristy of Delhi, 2012-13 (refer to item 29 in Table 3.1.5

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?

Both NSS and NCC units of the College function with the

participation of students and initiatives of the faculty. Every year, there are students who obtain 'C' certificate in NCC, and at times participate in Republic Day Parade. NSS volunteers organize periodic Blood Donation Camps with support of Red Cross Society, and visit large city hospitals to assist patients in OPD clinics.

College promotes such participation by incentivizing, in terms of attendance benefits as per University Rules, and/or food coupons to volunteers, besides special prizes to recognize best performers at Annual Function of the College.

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

Refer to Table 3.6.4. for specific programmes targeted towards injured and diseased in the society.

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.

Students are sensitized towards subjects related to the general welfare around them. Their keenness to be active members of the society increases. There is a broadening of horizon in terms of inclusion of group activities benevolent to others getting added to just a narrow focus on their academic curriculum. They become better at understanding societal complexities and are motivated towards doing their own bit to improve. There is a gain in focus on the understanding of pertinent issues as well as spreading awareness of the same through posters, photographs, discussions and electronic media. Also, science endeavors to reach the community and become acceptable in a knowledgeable way. This comes alive in a special lecture followed by answers to the questions of the audience is the organized.

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

The principle mechanism is the network of the faculty members and their standing in the society. Many a governmental and non-governmental agencies are on a look-out, and the credibility that the College presents is acceptable to them in view of the past track record and commitment shown. This is always backed-up by an honest and dedicated execution, which furthers the positive feedback cycle. The success and benefits of a programme brings in further partners and so on.

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

Refer to 3.6.4 and Table 3.6.4, which shows a list of agencies that have been collaborating/ partnering with the College in various programmes. Another set is planning to join-in and shall be visible in the coming time.

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

Refer to Table 3.6.4, in which the awarded activities are mentioned in Column 4. Also, the individual teachers have received certain awards for their contributions which are listed in respective Evaluative Report of Departments.

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 accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

College at institutional level has limited interaction with research laboratories, institutes and industry for research activities, Individual faculty members or departments at their level pursue such interaction, and the College encourages and supports these to the extent possible in the framework of University Rules. Some of

the details about such interactions are enumerated in the respective Evaluative Reports of Department besides in the following items.

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

- A MoU has been signed by the College and Centre for Environment Education. New Delhi, in 2015.
- A MoU for implementing the Science Setu Programme has been signed by the College and National Institute of Immunology (NII) to contribute to the national goal of encouraging more and more bright young minds to take up the pursuit of science and technology as a career option.
- Students of Botany have also been involved in the restoration of Kamla Nehru Ridge, an initiative undertaken by the CEMDE (Centre for Management of Degraded Ecosystems), University of Delhi.
- Waste paper recycling project started in collaboration with JAAGRUTI Waste Paper Recycling Services.

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

No such long-run ties have been setup. The working model has remained ad-hoc in some way, even though notable agencies have partnered with the College in past, especially in sciences. Such long-range initiatives need crisp and recurring concurrence on matters of importance from the University/UGC which may not be always possible in the existing framework of operation.

3.7.4   Highlighting 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.

"EpiCon 2014" - International Conference on Epilepsy:

Opportunities and Challenges (2014) was organized, funded by Government agencies INSA, UGC, DST, DBT, ICMR as well as non-Government agencies INTAS Pvt Ltd, and Sun Pharma Pvt Ltd. with a budget of Rs.10 Lakhs.

Conference was followed by quiz and panel discussion on day I, seven concurrent workshops and their presentations on day II, visit to AIIMS and NBRC on day III.

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

a) Curriculum development/enrichment
In self-financed Certificate Courses on Sports Economics and Marketing, and Web Journalism, industry and professional agencies have made a positive contribution and facilitated the operations also.

b) Internship/ On-the-job training
Besides the as mentioned in (a) above, individual connections of the faculty members provide such opportunities in certain areas, but no institutional instruments are in place. Students of PG Diploma in Forensic Science do collaborate with Delhi Police.

c) Summer placement
Same as above

d) Faculty exchange and professional development
MOUs with Avans Business School, Netherlands (2011-14), and Fraser-Valley University, Canada (2010-13) mentioned before could have included such provisions, but College has to operate by University Statutes, which cannot be stretched without such concurrence from the University.

e) Research
Individual faculty members have such linkages in their projects.

f) Consultancy   None

g) Extension   Refer to 3.7.2 above

h) Publication   None

i) Student Placement   None

j) Twinning programmes
College had MOUs with Avans Business School, Netherlands (2011-14), and Fraser-Valley University, Canada (2010-13) for undergraduate and postgraduate studies from, in which students could carry the credits earned at the College in three years to complete a four year programme at these Universities and get a dual degree of graduation which could be continued for post-graduation there further. Similarly, students from these Universities could come to our College to earn credits within the semester framework. A few students did avail this facility.

k) Introduction of new courses
- Certificate in Sports Economics and Marketing
- Certificate in Web Journalism
- A few skill-based courses under CBCS which await the necessary approvals

l) Student exchange
Same as (j) above.

m) Any other

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

College is fully committed in establishing and implementing the initiatives of the linkages/collaborations with industry. However, in the University framework in which the College has to operate, it is relatively a new area, and such linkages beyond a point need various kinds of approvals from concerned agencies, especially where large finances and deliverables get involved. As the framework becomes clearer and operating rules are clearly spelled in favor of such tie-ups, the College will certainly tap the connections of faculty, management and alumni. Till such a time, College must go slow carefully testing the waters.

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

- Mr. Novy Kapadia, Dept. of English, has been actively participating in sports-events and sports journalism arena as a commentator, author, and

chronicler. He has contributed to Olympics, Asian Games, Common Wealth Games, World Cup Football, and World Cup Hockey as a commentator numerous times, and has also authored several books and articles on sports.

- Dr. Smita Mishra, Dept. of Hindi, has been actively participating in sports journalism and events as a commentator, researcher, and author. She has been Commentator for Doordarshan for Commoonwealth Games, Youth Commonwealth Games, and National Games several times.

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?

1. To obtain and deploy the best available facilities for all round development of students, including material for core curricular requirements, enablers, and facilities that remove/ease impediments for comparatively disadvantaged learners.
2. To plan for the future requirements keeping in focus the future changes in the environment, and seek to create/reserve resources for being able to do so when the time comes.
3. To always have facilities that distinguish the College from its peers, and have a futuristic outlook rather than mere fulfilling the emergent needs.

4.1.2   Detail the facilities available for

a) Curricular and co-curricular activities:

Classrooms	50 (15 are air-conditioned)
Technology enabled learning spaces	36 (class rooms with projection as well as network connection) Entire campus is wi-fi with free access to internet and OERs
Seminar halls	1 (capacity 120, projection, lighting, internet, recording and dedicated power backup)

Tutorial spaces	9 (exclusive, other classrooms double up as tutorial space when not engaged in a lecture)
Laboratories	24 (for regular students) (Physics-5, Chemistry-3, Zoology-5, Botany-5, Electronics-2, Computer-4)
Botanical garden	1
Animal house	Nil

Specialized facilities and equipment for teaching, learning and research etc.

Research/Project Labs:
- Ciliate Biology Lab
- Material Science Lab
- Robotics Lab
- High Energy Physics Lab
- e-PG pathshala facility and development studio
- Forensic Science Lab
- Aqua Research Lab
- Microbiology Research Lab

b) <u>Extra –curricular activities:</u>

Sports ground	1
Outdoor games	14 (male and female as applicable) (Cricket, Hockey, Volleyball, Basketball, Swimming, Handball, Softball, Athletics, Wrestling, Badminton, Archery, Lawn Tennis,

Shooting, Baseball)

Indoor Games	5 (Table tennis, Yoga, Chess, Gymnastics, Fencing)
Gymnasium	1 (state of the art modern equipment)
Auditorium	1 (600 seater, air-conditioned, with projection, recording and backrooms)
NSS	Yes NSS unit enrolls 300-400 students every year and is very active.
NCC	Yes 5 Delhi BN
Cultural activities	Yes Dramatics Society, Dance teams, Music Society, Fine Arts Society, Photography Society
Public speaking Communication skills development	Yes Debates and Discussions Society
Yoga	Yes
Health and hygiene.	Yes, as described in 4.1.6

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

expansions if any).

The Committees of Staff Council, in particular Timetable and Workload Committee, Academic Affairs Committee, and Purchase Committee are always involved in taking the lead in futuristic planning keeping in view the horizons of academic growth and socio-cultural developments. These not only prepare optimal plan for the immediate requirements, but suggest futuristic options and measures to the Principal and Governing Body, who in turn plan and seek to provide for the required resources in best possible ways. The College, wherever the plans consolidate into concrete proposals, effectively communicates the same to the funding agencies at the first opportunity, such as UGC budget plans. The success of College in obtaining funds in past few years for New Science Block, Girls Hostel, renovation and repair of auditorium, and so on are live examples of this strategy and its effectiveness.

Similarly, at the start of each session, the Departments are asked their current and near-future requirements in view of the emerging needs of curricula and supplementing the deficits if any of the past session. The budget proposals so obtained are carefully scrutinized by a special appointed group of senior faculty members and the recommendations are communicated to the Governing Body for sanctioning the budget. The sanctioned budget streamlines the smooth running as well as expansion/growth of the corresponding facilities.

Following the above stated procedure, presently a new master plan for renovation and expansion of the College Building has been proposed to the funding agency, besides smaller plans of construction of Boy's Hostel and Staff Flats already in the pipeline at advanced stages. The College feels encouraged when these carefully prepared plans are kindly accepted by the funding agencies subject to their budgetary constraints, and the growth process rolls-on.

Duly labelled existing map of the College and planned expansion map are both reproduced below.

Map 4.1.3.1: Existing Lay-out of College (Master Plan)

Map 4.1.3.2: Proposed Lay-out of the College (Master Plan)
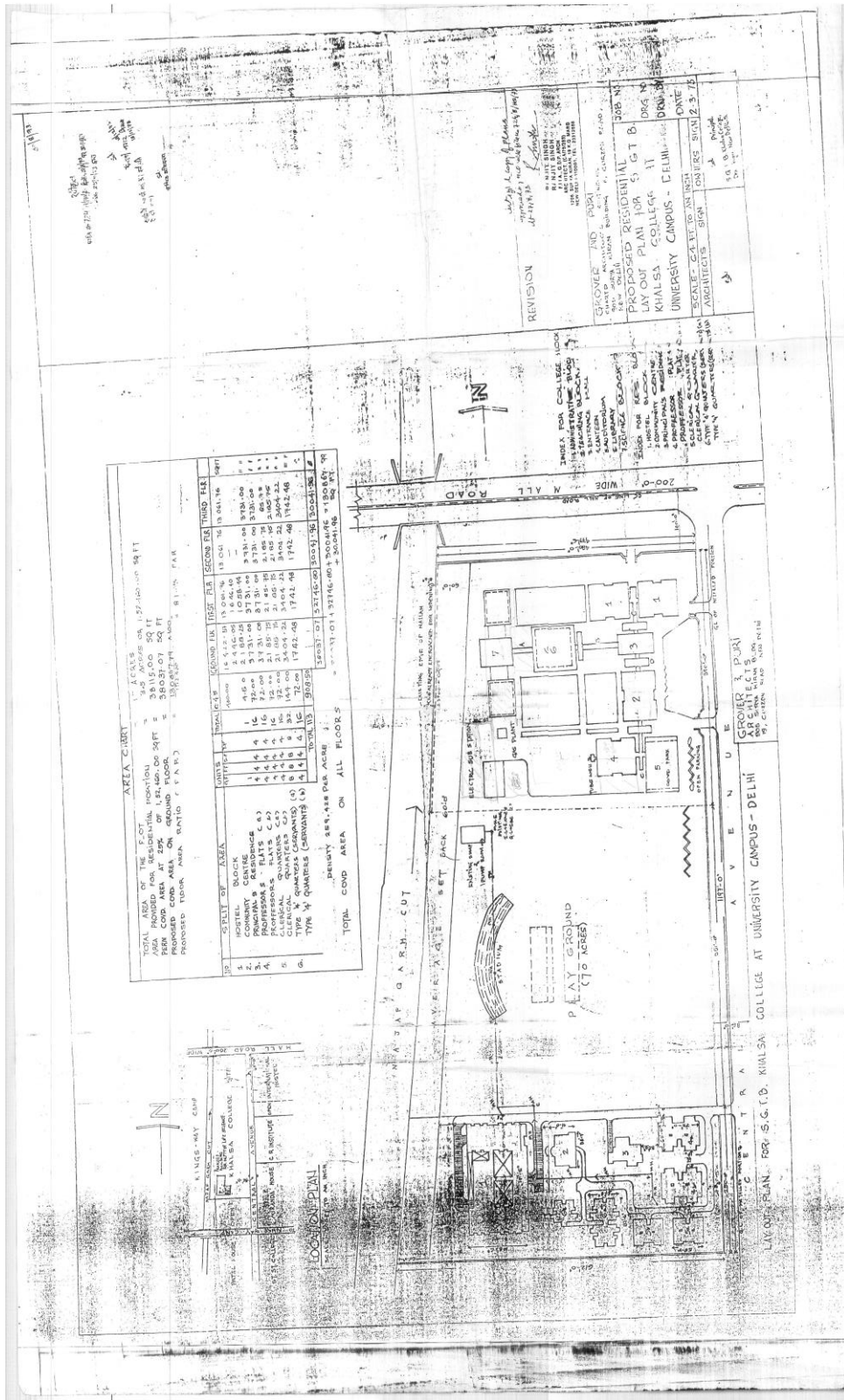
Map 4.1.3.3: Floor Plan as per Proposed Master Plan
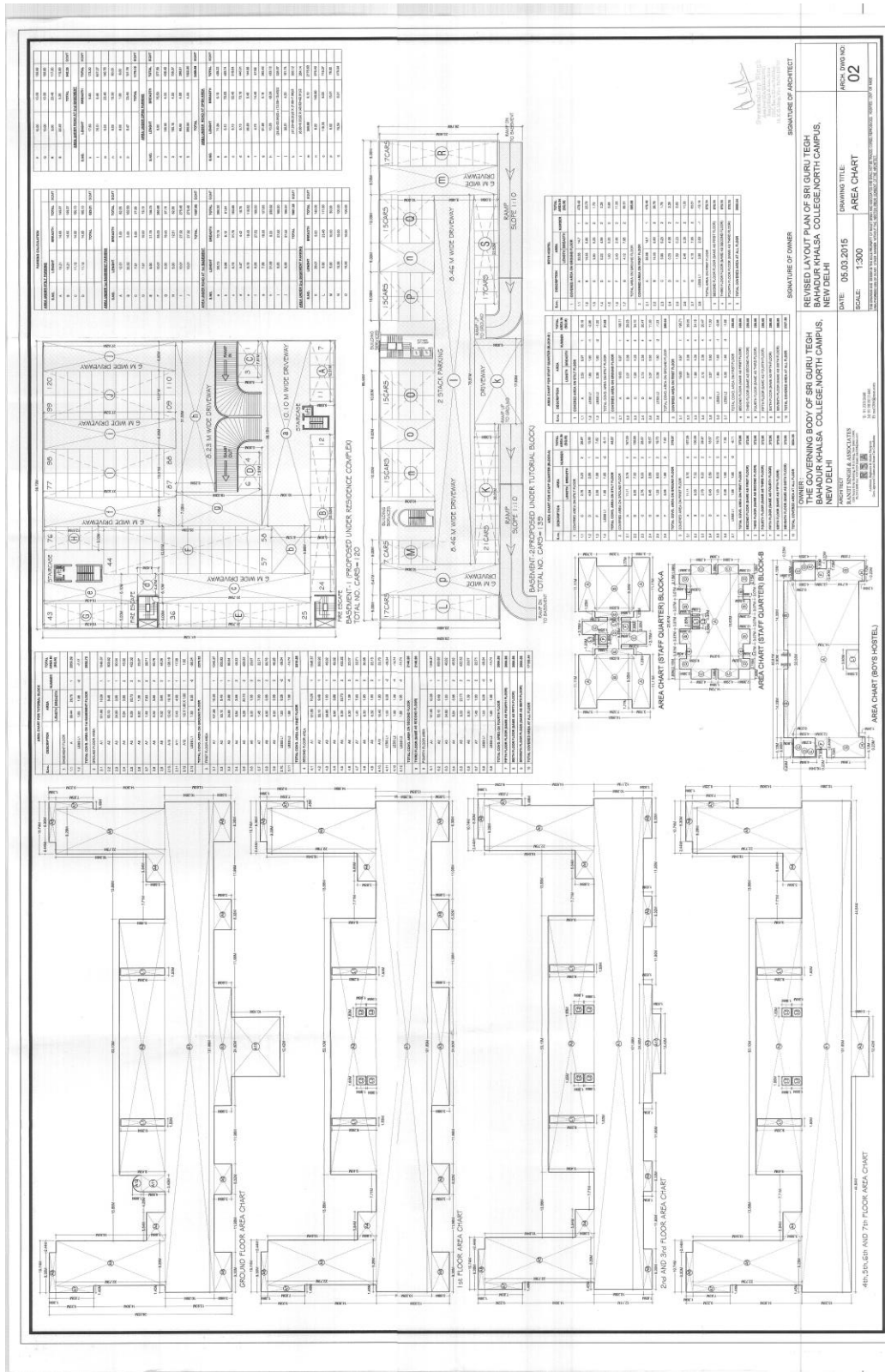
4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

The number and distribution of students with physical disabilities varies from year to year, though there is a somewhat general pattern seen over the years. In view of this, College has made access ramps, and installed an elevator, designated a space for machine-enabled reading for the visually challenged, and ear-marked a budget for giving away helping devices. Every year visually challenged students are given away Angel voice recorder-player from the College besides specifically configured notebook computers provided by the Universities Equal Opportunity Cell.

A special toilet for the persons with physical disabilities is operational on the ground floor. The timetable schedule makes best effort to allocate the classrooms in a way such that such students are facilitated in access and are conveniently placed.

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

- Hostel Facility – Accommodation available
  Girls Hostel built from 2010-11 become operational in 2011-12. It has a capacity of 147 inmates in 3 persons sharing a room with attached toilet. Rooms are air-conditioned, and facilities like dining, laundry, indoor games, TV and lounge are available to the inmates. Hostel is managed by the Resident Warden, Warden and assisting staff, and has secured access and assistance available in case of a medical emergency.

- Recreational facilities, gymnasium, yoga center, etc.
  A modern state of the art gymnasium is located in the Sports Complex, and can be used by the students and staff whenever they feel like from 6:00 AM to 8:00 PM. Similarly a clean well-ventilated space if available for yoga in the Sports Complex indoors, but users can also use open ground if they want.

- Computer facility including access to internet in hostel
  The College distributes notebook computers to the students who may borrow these for a session subject to the stated fair-use conditions. Hostel inmates can use these, or have their personal machines as per their choice. The Hostel is connected to the College wireless network and Internet is available 24x7 through wi-fi.

- Facilities for medical emergencies
  Basic first-aid is available in the College in Room no. 19 and Sports Complex, and medical facilities as described in 4.1.6 are available.

- Library facility in the hostels
  Hostel does not have a localized library, though newspapers and some magazines are available. The students have to use the College Library which is close enough to the Hostel.

- Internet and Wi-Fi facility
  24x7 Internet over the College wired network and wireless is available. The details are in Item 4.3.

- Recreational facility-common room with audio-visual equipment
  There is a Girls Common Room in Room no. 5 which has comfortable seating and attached toilet, but without recreational facilities.

- Available residential facility for the staff and occupancy
  16 flats for non-teaching staff, out of which 15 are occupied by 13 employees (including one teaching-staff, who has three, and one non-teaching staff who has two)

- Constant supply of safe drinking water
  College gets adequate water supply from Delhi Jal Board, and well-maintained RO filters are installed with every water-cooler in the campus. Besides the supply water, College also procures bottled safe drinking water which is dispensed through hot-and-cool dispensers installed in Office, Staffroom, Principals Office, Seminar Room, Auditorium, and a few other places.

- Security
  Surveillance cameras are installed at the main-gate covering the entry and surrounding areas, main-gate of the Girls Hostel, Library, and a few other strategic places. A comprehensive surveillance network covering every corner of the College is underway, and shall be materialized as the picture of new-building construction becomes clear.
  Security staff is deployed at strategic places such as main entrances round the clock. Police-beat is stationed at the College main gate as additional measure.

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?

College is situated in the north-campus of University of Delhi. In the campus itself, there is a health facility: daily clinic cum hospital of the WUS (World University Service). All students of the College are by default members of this facility, and pay a yearly small membership fee of Rs.5/-. The distance between WUS health facility and College campus is about 500 meters, and one can easily walk, or drive to the facility in about 5 minutes.

WUS health facility has a regular out-patient clinic service where in general medical practitioners as well as several specialists are available. They also have an ambulance and patient transport facility available on demand. Medicines are available with the in-house dispensary as well as chemist shops in close vicinity. There is a 24-hour emergency service in the facility. The facility also has specialists of alternative medicine such as Ayurvedic and Homeopathic systems of medicine. Qualified medical and nursing staff is thus available round the clock to the students as well as staff who are residing on campus, but during day time for those residing far away from the campus.

VB-Patel Chest-Specialty Hospital is next-door to WUS facility, and Government-run Hindu Rao General Hospital is about 2.5 KM from the College, besides Government-run Sushruta Trauma Center at a distance of about 3 KM for trauma patients. Both these hospitals have 24-hour full-fledged emergency services and patient transport.

Besides these Government-run almost free hospitals, there are numerous private clinics, nursing homes, and hospitals in the close vicinity of the College.

Thus students have adequate medical facilities accessible in just a few minutes. In particular, hostel residents are given a WUS member booklet which entitles them to free unlimited consultations and medicines from WUS facility.

The staff-members can avail same facilities described above besides numerous private medical facilities where either a cash-free service is made available by the University/College or the expenses are reimbursed at CGHS rates post expenditure.

In addition, College has a basic first-aid units available in main-building as well as Sports Complex for small needs that may arise.

Further, the NSS wing of the College organizes periodic various health camps in the College by inviting city's leading medical colleges/hospitals for the benefit of staff as well as students, during normal College working hours.

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.

IQAC:
Housed in Room No. 23 with one Cell Assistant, meeting space for
15-20 persons with chalk-board and projection facility, 2 Computers
with printer, networked, storage space for documents.

Grievance Redressal Unit:
Housed in Room No. 18, with three assistants, computational and
network facilities, storage space for documents

Counseling and Career Guidance:
Housed in the new Sports Complex

Placement Unit:
Housed in the new Sports Complex

Health Center:
No Health Center within the College except basic first aid in Room
No.19 and Sports Complex, the detailed facilities exist as described
in 4.1.6

Canteen:
80-seater with mostly Indian cuisine and non-alcoholic beverages
overlooking the Sports Ground, with additional sitting space of 30 in
open-air. Rates fixed in consultation with College Authorities.
Managed and operated on-contract by a private contractor, and
supervised by the Canteen Committee.
       Café Day Express Outlet near Botanical Garden, with menu-
items and rates fixed in consultation with College Authorities.
Managed and operated by Café Coffee Day chain, and supervised by
Canteen Committee.

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?

Staff Council constitutes Library Committee every year which has the advisory as well as monitoring role. This committee oversees the growth and development of Library including procurement of books as well as periodicals and other resources and logistics. Every department is represented in this committee, and all procurements and weeding-outs are as per the advice of the respective member of the department within the resources which are allocated by the committee every year keeping in view the estimate of requirements in various programmes and courses.

During the last 10 years library has not only grown in terms of the volumes and titles it has, computerization of library, extension of stacks as well as reading spaces and improving their quality has been overseen by the committee.

4.2.2   Provide details of the following:
- Total area of the library (in Sq. Mts.)   **789**

- Total seating capacity   **300**

- Working hours
  o   on working days   **08:30 to 17:00**
  o   on holidays   -
  o   before examination days   **08:00 to 18:00**
  o   during examination days   **08:00 to 18:00**
  o   during vacation   **08:30 to 16:30**

- Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

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 recommendations of the Library Committee and departments are followed for procurement, which in-turn take care of the best purchase the library can make subject to the available resources. A large number of journals are available online over IUC and inflibnet, and a few are subscribed in printed form as well.

Library holdings	Year – 1 (2011-12)		Year – 2 (2012-13)		Year – 3 (2013-14)		Year – 4 (2014-15)	
	Number	Total Cost (Rs.)	Number	Total Cost (Rs.)	Number	Total Cost (Rs.)	Number	Total Cost (Rs.)
Text books	2498	1126478	2998	1269128	2545	970412	2580	1159883
Reference Books								
Journals/ Periodicals	-	-	-	-	-	-	15*	43000
e-resources	-	-	-	-	-	-	1*	5700
Any other (specify)								

* in current year 2015-16

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

- OPAC
  Web-OPAC of Libsys system available within library. Soon the Library shall migrate to Koha on Linux, keeping in view the technology change.

- Electronic Resource Management package for e-journals   **None**

- Federated searching tools to search articles in multiple databases
  Through University network and consortium, also through College's INFLIBNET access.

- Library Website
  Library does not have a separate web-site.

- In-house/remote access to e-publications
  Through University network and consortium, also through College's INFLIBNET access.

- Library automation
  Yes, using Libsys. Soon the library shall migrate to Koha on Linux keeping in view the technology change.

- Total number of computers for public access   **12**

- Total numbers of printers for public access   **Nil**

- Internet band width/ speed   **1 GBPS**
  (Dynamically distributed as
  detailed in 4.3.2)

- Institutional Repository
  Digital Repository with full text search feature for the College,
  implemented on DSpace on Linux platform.

- Content management system for e-learning   **None**

- Participation in Resource sharing networks/consortia (like Inflibnet)
  Yes, Inflibnet as well as University network and consortium

4.2.5   Provide details on the following items:
- Average number of walk-ins   **500**

- Average number of books issued/returned   **5100 p.m.**

- Ratio of library books to students enrolled   **39:1**

- Average number of books added during last three years   **8123**

- Average number of login to opac (OPAC)   **6000 p.m.**

- Average number of login to e-resources
  Login Data maintained by University. College has started with
  Inflibnet in Nov.2015 only.

- Average number of e-resources downloaded/printed
  Data maintained by University. College has started with inflibnet in
  Nov-2015 only.

- Number of information literacy trainings organized **Nil**

- Details of "weeding out" of books and other materials
  2924 books that were outdated or otherwise not required, as per the
  decision of relevant subject/department experts and Library
  Committee

4.2.6 Give details of the specialized services provided by the library

- Manuscripts **Nil**

- Reference **No special Collection**

- Reprography **None**

- ILL (Inter Library Loan Service)
  Not in demand at present. Several years back there were Inter Library Loans.

- Information deployment and notification **About new arrivals**

- Download **Data maintained by University**

- Printing **None**

- Reading list/ Bibliography compilation **No special compilation**

- In-house/remote access to e-resources **Through Campus wide University Network**

- User Orientation and awareness **By displays**

- Assistance in searching Databases **On demand**

- INFLIBNET/IUC facilities **Available**

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

Assistance in locating a book, reservation request, photocopy request for non-issuable items, suggestions on relevant titles, forwarding of procurement request to respective member(s) of Library Committee, full-assistance to differently-abled members in library use, and support of computer-aided reading for visually challenged members.

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

Access ramps and full assistance in library use for differently-abled members, special reading space on ground floor, brail collection and support of computer-aided reading for visually challenged members

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

Yes, through suggestion-box in which users can drop in their suggestions or complaints. These are presented to the Library Committee for analysis and subsequent action. Users can also directly interact with Library in-charge, or any professional assistant and voice the concern/issue. Departmental monitoring committees also forward any feedback or suggestion that comes up in their meetings.

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)

Location/Use	Machine	Brief Configuration	Number
Computer Lab-I	HP Compaq dx 2480	Core-2 duo 2.93 GHz, 3GB, 320GB	25
	HP 3300 MT / HP Pro 3300 MT	Intel i3, 4GB, 500GB	11
	HP Proliant 350 G6/ G8	Intel Xeon 1.8GHz, multicore, 8GB, SAS RAID	2
	HP Probook 4430	Intel i5, 4GB, 500 GB	2
	Raspberry Pi		1
Computer Lab-	HP dx2000	Pentium-4 dual core,	4

Location/Use	Machine	Brief Configuration	Number
II		512MB, 80GB	
	Acer Veriton	AMD II x4810 2.6GHz, 2GB, 320GB	5
	HP Elite 8300 MT	Intel i5, 8GB, 500GB	2
	HP	Intel Xeon, ES-4607, 2.20GHz, 16GB, 3x300GB	2
	Acer	Intel Xeon, 16GB, 3x300GB	2
	Ncomputing L300	Zero Clients	3
	HP t520	Thin Clients, 4GB	10
Computer Lab-III	Acer Veriton	AMD II x4810 2.6GHz, 2GB, 300GB	35
	HP Compaq dx 2480	Core-2 duo 2.93 GHz, 3GB, 320GB	3
	HP Probook 4430	Intel i5, 4GB, 500 GB	5
Computer Lab-IV	Acer Veriton	AMD II x4810 2.6GHz, 2GB, 320GB	33
	HP dx2000	Pentium-4 dual core, 512MB, 80GB	1
EDP/Acad. Office	Acer	Pentium Dual Core, 3.06GHz, 2GB, 1TB	2
	Lenovo	Pentium Dual Core 3.20GHz, 3GB, 500GB	1
Botany Dept.	HP dx2000	Pentium-4 dual core, 512MB, 80GB	4
	HP Probook 4430	Intel i5, 4GB, 500 GB	2
Physics Dept.	HP dx2000	Pentium-4 dual core, 512MB, 80GB	2
	Lenovo	Intel 2.80 GHz, 4GB, 500GB	10
	HP Probook 4430	Intel i5, 4GB, 500 GB	2
	HP Probook 445 G1	AMD A6 5350M, 8GB, 320 GB	20
Chemistry Dept.	HP dx2000	Pentium-4 dual core, 512MB, 80GB	5
	HP Probook	Intel i5, 4GB, 500 GB	2

Location/Use	Machine	Brief Configuration	Number
	4430		
Zoology Dept.	HP dx2000	Pentium-4 dual core, 512MB, 80GB	5
	HP Probook 4430	Intel i5, 4GB, 500 GB	2
	Dell	Core 2 Duo, 2GB, 500GB	1
Electronics Dept.	Acer epc5 Veriton	Intel Pentium G630 2.73 GHz x2, 2GB, 500 GB	9
	HP Pro 3090	Pentium 4, 2GB, 280 GB	5
	HP Probook 4430	Intel i5, 4GB, 500 GB	2
Office	HP dx2000	Pentium-4 dual core, 512MB, 80GB	9
	Lenovo	Intel Dual Core, 1GB/2GB, 320GB/250GB	5
	HP Proliant DL360	Intel Xeon 1.6GHz, 4GB, 72GBx3 SAS	1
Sports Complex	unbranded	P-IV, 512MB, 80GB	4
	Lenovo Edge	P-IV, 512MB, 300GB	1
Principal's Office	Acer	Intel Ci3, 4GB, 500GB	1
	HP Probook 4430	Intel Ci5, 4GB, 500 GB	1
Principal's Residence	Lenovo	Intel Pentium G630, 2GB, 500GB	1
Girls Hostel	unbranded	Pentium 4, 1 GB, 320 GB	1
Admission Office/ Caretaker's Room	unbranded	Pentium 4, 1 GB 80GB	1
Library	HP dx2000	Pentium-4 dual core, 512MB/1GB, 80GB /160GB	8
	Ncomputing L300	Zero clients	12
	HP Proliant DL 360	Intel Xeon 1.6GHz, 4GB, 72GBx3 SAS	1
General Stock	HP Probook	AMD A6 5350Mx2,	907

Location/Use	Machine	Brief Configuration	Number
(issued to students and faculty on demand)	445 G1	8GB, 320 GB	
	HP Probook 445 G1	AMD A10 5750x4, 8GB, 500 GB	27
	IBM XBle	AMD E1-1200, 1.4GHz, 4GB, 300GB	50
Material Science Lab	unbranded	Pentium 4	1
	unbranded	Intel Ci5	1
	HP Pro 3090	Pentium 4, 2GB, 280 GB	1
HEP Lab	Sun FireServer	32core, 256GB, 1TB 16Core, 64, 1TB	1 1
	Sun w/s	4GB,	4
	Lenovo	Dual Core, 2GB, 500GB	4
Aqua Lab	Lenovo	Intel Ci3, 2GB, 500 GB	1
Total			**1274**

- Computer-student ratio   **1 : 2.95**

- Stand-alone facility
  Majority machines as mentioned above are on network remaining are stand alone, however, it is a dynamic feature adjusted as per requirement

- LAN facility
  College has elaborate network across the entire campus, which is a hybrid of fiber-optic, Ethernet, and wireless media. The University's Fiber-Optic connection is taken across the entire campus from its termination point using College resources, which include 4 fiber trunks, last mile Ethernet link, and a few direct Ethernet links.

- Wi-fi facility
  Entire College campus including Academic Blocks, Library, Auditorium, Canteen, Girls Hostel, Sports Complex, and Principals Residence is on wireless network using 28 access points and 7 bridges and a zone-director. University network is available on wireless. Each user is given a username and password and the AAA servers in Computer Lab-II serve through the local part of the active directory as per the protocol specified by the Delhi University Computer Center.

- Licensed software

Purchased by the College:
- MS Back Office SBS 4.0 with 5 users,
- MS Visual Studio 6.0 Enterprises
- SCO Unix Release 5.0 enterprises with 5 user,
- SCO Unix Release V(Additional 10 user License)
- Oracle workgroup server 8.0 for win NT with 5 user
- Oracle workgroup server 8.0 for WIN NT with 5 users
- Developer 2000 with Personal Oracle
- Oracle 8.05 (10 User License)
- Mathematica -8 (10 User License)
- Libsys
- WebTel
- Tally
- Microsoft Office Professional 2003
- Yearly multiple antivirus subscriptions/licenses (Norton, Kaspersky, etc.)

Received from the University under MSDN*:
- Expression Web
- Windows Server 2003 (Volume License)
- Windows Server 2003 R2 Enterprise Edition (Volume License)
- Windows Server 2003 R2 Enterprise x64 Edition (Volume License)
- Windows Server 2003 R2 Standard Edition (Volume License)
- Windows Server 2003 R2 Standard x64 Edition (Volume License)
- Windows Server 2003, x64 Editions (Volume License)
- Windows Server 2008 Datacenter and Windows Server 2008 for Itanium-based Systems
- Windows Server 2008 Datacenter and Windows Server 2008 for Itanium-based Systems (Lab Use Key)
- Windows Server 2008 Enterprise and Windows Server 2008 Standard
- Windows Server 2008 Enterprise and Windows Server 2008 Standard (Lab Use Key)
- Windows Vista Business
- Windows Vista Enterprise
- Windows Web Server 2008
- Windows Web Server 2008 (Lab Use Key)
- Windows XP Professional (Volume License)
- Windows XP Tablet PC Edition (Volume License)
- Windows XP Professional, x64 Edition (Volume License)

- Windows7 Pro. Upgrade
- Adobe CS-9 with Premium for Windows(DU License)
- Adobe Acrobatt 9 Pro for Windows(DU License)

MSDN has been discontinued w.e.f. 2014 by the University for the Colleges

Under GNU License or FOSS
- Ubuntu Linux 12.04, 14.04
- Centos 6.5, 7
- LibreOffice 3, 4
- Postgresql 9.1, 9.3
- Scilab
- R
- Maple
- GNU Compiler Collection
- Mysql
- Php
- Apache http Server
- Apache Tomcat
- Koha
- Dspace
- Numerous other editors, utilities, system software and drivers

- Number of nodes/ computers with Internet facility
  Almost all machines in the College as mentioned above are connected with Internet through wired and/or wireless network of the College as described above. However, as per use/requirement users connect or disconnect.

- Any other

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

On-Campus: University Network is available on wire as well as wireless network spread over the entire College. Bandwidth of 10GBPS is dynamically distributed by the University across its network out of which 1GPBS is available to the College dynamically and also due to hardware restrictions. Available bandwidth is multiplex among the users on-line at a given time. Average 2MPBS is routinely practically available to one machine during peak hours.

Off-Campus: College does not provide any off-campus internet

connectively to users.

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

IT infrastructure is extensive and available to the users, but still needs the following two important augmentations:
1. Redundancy: College needs to build adequate redundancy in its network so as to minimize the down-time of network, which is not very sparse in view of location of the College - that is near to a large open drain, dusty and humid conditions, pest, and heat or aging related hardware failures.
2. Fixed IP addresses and local internet server hosting/data-center: The College applications and facilities work on the intranet, not internet so far, due to the fact that external traffic is masked due to proxies of University network. However, in the long run, College must host these facilities on the servers in the College, so as to improve availability and workflow. An in-house data-center would also need consistent fail-proof power supply with redundantly available power backups and controlled environment besides supervisory and supporting workers.

In addition to the above, the routine upgrade and maintenance is steadily and meticulously followed, but the process needs to be crisp which at times gets into bottlenecks due to the financial policy and regulations.

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

Broad requirements for a year are identified at the beginning of the year and proposed expenditure is recommended by the College Committee on procurement-budget of equipment in Science Labs etc., and sanctioned by the authorities with minimum cuts. This money is spent in procuring new equipment (including computers and their accessories as required) and scheduled maintenance. Besides this, unforeseen maintenance requirements that arise during the year are fulfilled with smaller allocations as per the need. Following is the detail of the former for last four years:

Year	Amount sanctioned at the beginning of the year (Rs.)
2012-13	36,47,000/-
2013-14	38,00,000/-
2014-15	40,82,000/-
2015-16	60,04,200/-

Micro-level details about utilization of the above and the equipment procured can be perused from the records.

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?

College has provided the hardware and maintains it as per resources and schedule. The faculty members have the freedom to make use of these resources as they fit into their teaching. Whereas some teachers use technologies extensively as the primary medium, others use these as a support or just an infrequent teaching aid. The mechanisms followed are described in 2.5. College encourages the teachers to use the available technology in the best way and provides support and assistance in the use.

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.

The mechanisms vary according to the curricular requirements and expertise of the teacher involved. Several teachers supplement or extend the classroom with available technologies as described in 2.5. A large experiment in UGC funded e-PGpathshala project in the College is underway, which seeks to make over the network computer-aided learning the primary method of learning. However, perceptions and opinions vary regarding the results of similar experiments worldwide, and consequently the adoption.

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?

Technically the College is connected through the University, though the programmes available are far and few and not intersecting with the mainstream curricula. As and when these programmes are integrated into curricula and available, these shall be utilized using the (i) one way projection ubiquitous in the College (ii) two-way special areas like Seminar Room and Labs. The College shall extend the two-way capacity to more areas as programmes become regularly available and integrated into curricula.

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)?

Staff Council appoints a Maintenance Committee for the year, and the Committee oversees the general maintenance requirements regarding building, furniture, and general use equipment. Individual departments do the maintenance of the specialized equipment in their labs, for which planned budget is approved/sanctioned at the start of a year. The emergent unforeseen maintenance requirements are catered to be Maintenance Committee/sub-committee, Purchase Committee, or departments by express approval/sanction of the College authorities.

	Head	Year	Expenditure (Rs.)
a.	Building	2011-12	1,10,19,254/-
	(includes construction of Girls Hostel, New Science Block, and repair of Auditorium)	2012-13	2,88,02,006/-
		2013-14	1,20,67,248/-
		2014-15	47,61,329/-
b.	Furniture	2011-12	5,58,809/-
		2012-13	25,15,411/-
	(include furnishings in the newly constructed buildings)	2013-14	13,81,841/-
		2014-15	13,28,558/-
c.	Equipment	2011-12	19,76,552/-
	(including electricals and	2012-13	13,98,397/-

	Head	Year	Expenditure (Rs.)
	computers)	2013-14	41,32,736/-
		2014-15	8,66,269/-
d.	Computers (included in c above)	2011-12	
		2012-13	
		2013-14	
		2014-15	
e.	Vehicles	2011-12	Nil
		2012-13	Nil
		2013-14	Nil
		2014-15	Nil
f.	Any other		

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

       The Maintenance Committee constituted by the Staff Council is responsible for the maintenance and upkeep of the infrastructure, facilities and general use equipment. Special equipment in science labs are maintained by the individual departments (through their departmental maintenance committees). The process followed is as per the applicable rules of procurement/work of GFR. The accounts are audited by the Chartered Accountant and other competent authorities such as CAG.

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

       Departments have the relevant expertise to calibrate the instruments they use, and they do so as per their schedule and policy. There is hardly any general use equipment that needs calibration (e.g. pressure gauge of fire-fighting system), and relevant expertise is obtained in-house for from external agencies.

4.4.4 What are the major steps taken for location, upkeep and

maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

College has full power-back up through a 250 KVA generator which runs on diesel. ELCBs and MCBs of the appropriate recommended ratings are installed in the entire electrical distribution system of the College, which had been re-laid about 8 years back in a new structured way. Major computer installations are on online UPS of adequate capacities, with sufficient battery-backup. Sensitive equipment in science labs is isolated as per the needs of the equipment concerned, using electrical isolators and other such devices.

Besides the above, there is another spare generator of 168KVA which is functional but currently disconnected from the College grid and is likely to be utilized for selected parts of the College to increase redundancy and reliability.

College has good supply of municipal water, and has storage tanks that serve a day or more in case there is no supply due to maintenance work of the Delhi Jal Board. In case of a special situation, supply by water-tankers is provided by the Delhi Jal Board on demand.

Any other relevant information regarding Infrastructure and Learning Resources which the college would like to include.

Criterion V: Student Support and Progression

5.1   Student Mentoring and Support

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

College publishes an Information Brochure at the time of admissions every year. The information contained in it include profile of the College, messages from Principal and Office-bearers of Governing body/Parent Body, Courses/Programmes Offered and their eligibility criterion, academic regulations (as much available at the time of printing, since there have been rather frequent restructuring and updates), academic calendar, Annual Fees programme-wise, information about infrastructure and facilities available in the College, list of faculty members, list of Conveners of various Committees, Students Societies for extracurricular and cultural activities, sports facilities, and some snapshots of College-life in the past year.

Students are advised to keep themselves informed about matters of their concern about the College, initially through this brochure and through notices and other communications during the year in the College, and through website of College, University, and SMS's sent by College from time to time.

College has full commitment to provide maximum possible information to the students before-hand and expects them to honor any changes/updates/clarifications that are made by the University during the academic session. College accommodates using its extra resources whenever such updates happen, and is fully accountable to University as well as students for the information provided. Citizens from society can also seek any information or explanation from the College through RTI Act application. The Information Officer of the College promptly addresses all such requests as per law.

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

The financial support given by the College is as under:

Support	Time and Description	Total Number of Students (including from College or outside agencies)			
		2012-13	2013-14	2014-15	2015-16
Full Fee Concession for Sports persons	At the time of admission/ start of new session	21	21	31	6
Half Fee Concession for Sports persons	At the time of admission/start of new session	1	2	25	55
Quarter Fee Concession for Sports Persons	At the time of admission/start of new session	10	4	5	Nil
Merit-cum-means scholarships (Rs.2000 to Rs.5000/-)	By StudentWelfare Committee on Application	130	62	17	25
Fee Concession for Needy Students/wards (includes SC/ST)	At the time of admission OR By Student Welfare Committee on Application	10+	7+	13+102 = 115	7+113 = 120
Free Books etc for needy students	By Student Welfare Committee/Departments on Applying	Rs.20000/- per department, utilized as per need	Rs.20000/- per department, utilized as per need	Rs.20000/- per department, utilized as per need	Rs.20000/- per department, utilized as per need
All fee waiver for PH students	At the time of admission for entire course	14	18	30	24
Tuition & Admission Fee Waiver for eligible SC/ST students	w.e.f Sep 2015, after University Notification	-	-	-	Under process

The concessions/scholarships which are decided by the Students Welfare Committee are within a couple of months from the start of session, giving sufficient time for application and screening if required. The rest are given at the time of admission itself, or before opening of the session, as applicable, by the Principal or a faculty-member/committee nominated by

the Principal for the purpose.

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

College authorities promptly support and aid students in getting financial assistance from various state or non-state agencies at their own initiative, however at present College has systematic record of such assistance available for last two years, which is as follows:

Year	Assistance from College	%	Assistance from other agencies	%
2014-15	112	7.20	97	6.24
2015-16	113	7.24	78	5.00

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

- Students from SC/ST, OBC and economically weaker sections
  As per Government of India and University Rules applicable. Recently, University has decided to waive-off tuition and admission fee for students from SC/ST whose parents are not paying income-tax on their income. The same has been implemented in College from 2015-16.

- Students with physical disabilities
  Full Fee waiver as per University norms, access facilitation to building and classrooms, customized toilet, notebook computer for visually challenged from EOC, Angel Voice Recorder for visually challenged.

- Overseas students
  No special services, except incidental support in getting adjusted to local situations.

- Students to participate in various competitions/National and International
  To and fro fare is reimbursed as per norms.

- Medical assistance to students: health center, health insurance etc.

Health Center details are described in 4.1.6. No health insurance is mediated/provided/available from the College. However, staff members of the College are covered in GIS as per University's service Rules.

- Organizing coaching classes for competitive exams
  College does not organize any coaching classes for competitive examinations. Individual teachers might advise interested students at their own end however. Also Delhi Sikh Gurudwara Management Committee - the parent body/trust, provides such services independently.

- Skill development (spoken English, computer literacy, etc.,)
  At present add-on certificate/diploma courses in Foreign Languages and two short-term certificate courses in Sports Economics and Marketing, and Web Journalism are available to the students. From 2016-17 under CBCS skill based courses will be offered, as per syllabus. Also as and when initiatives of National Skill Development Programme materialize, the same would also be offered.

- Support for "slow learners"
  Individual teachers can identify and support slow-learners at their end, and College give full support and facilitation. At present the College does not have any structured mechanism for doing so at the institutional level.

- Exposures of students to other institution of higher learning/ corporate/business house etc.
  Through:
  o summer-trainings and projects wherever curriculum permits, or student opts.
  o excursions and visits

- Publication of student magazines
  Every year students Magazine "*Tegh*" is published with three language Sections namely English, Hindi and Punjabi and include major activities and awards. Besides *Tegh*, individual departments such as Department of Commerce, publish their departmental magazines/wall-magazines.

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

Departments, such as Commerce, at their department-level conduct some sessions in their departmental programmes. The impact of such sessions has not been formally recorded though.

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

- Additional academic support, flexibility in examinations
  o Attendance benefit as per University rules
  o Flexibility in internal tests if they clash with event dates

- special dietary requirements, sports uniform and materials
  o A food allowance coupon for NCC and sports
  o Uniforms for NCC supplied by Indian Army
  o Sports suits and College Blazers
  o Sports gear

- any other
  o Prize money
  o Fee concessions (Full/Half/Three-Quarter)

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

College does not organize any formal coaching classes for competitive examinations. Individual teachers might advise interested students at their own end however. Also Delhi Sikh Gurudwara Management Committee - the parent body/trust, provides such services independently.

No structured record-keeping in place for successes in UGC-CSIR-NET, SLET, Civil Services Examination etc. However, the number is good and reckonable only by the concerned teachers who taught such students. Quoting a specific count is difficult, since such successes are not recorded on document and proof.

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

Faculty members provide academic, personal, career, psycho-social counselling as per perceived or expressed need. No special counsellor is available in the College, though students can avail such services at the health care providers described in 4.1.6

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

Placement Cell in the College looks after summer trainings, career counselling, and job placements at the College level. It also organizes workshops and lectures about resume-writing, interviews and group-discussions.

College also provides support to University's Placement cell by providing space and facilities for on-line tests of placement from time to time in College's Computer Labs.

As an example, following is the snapshot of list of Commerce/Economics/Business-Economics students placed during 2015-16 (till date):

1. Ernst and Young GTH GSS   14 out of 102 appeared
2. KPMG India   3 out of 48 appeared
3. Glovision India   2 out of 110 appeared
4. Concentrix   17 out of 25 appeared
5. Royal Bank of Scotland   23 out of 70 appeared
6. Aon Hewitt   10 out of 25 appeared

For last year (2014-15), the recruitments from similar set were:
Ernst and Young (21), KPMG (6), S&P Capital (1), I-Act Global (3), Airtel (5).

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. Grievance Redressal Cell functions round-the-year and students can address their grievances in writing to the Cell. During

admission process, another special Admissions Grievance Cell is appointed as per University's direction.

Attendance and Internal Assessment Committee receives a lot of requests regarding attendance and internal assessment marks, which are promptly resolved by showing relevant records to the concerned students and resolved there and then.

Following is the list of grievances and their redressal year-wise:

Year	Grievance(s)	Redressal
2011-12	Nil	-
2012-13	Nil	-
2013-14	Nil	-
2014-15	1 regarding non-posting/correction of internal assessment marks	Marks were posted/corrected as per the directions and provisions of University

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

Staff Council of the College constitutes a Prevention of Sexual Harassment Committee every year, according to University Statutes. Students as well as staff-members can address a complaint to this Committee. These complaints are handled by this Committee independently and in confidence. Their recommendations regarding redressal of a complaint are followed by the College administration.

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 on these?

Staff Council of the College constitutes a Proctorial Committee for the year. This Committee is responsible for maintain discipline in and around the College all through the year. The same Committee works as anti-ragging committee with extension by inclusion of several non-teaching staff members especially at the start of the session. The Proctorial Committee plays a proactive role in preventing ragging by educating, surveillance, notices and cultivating a healthy disciplined environment in the College.

There have been no complaints pertaining to ragging in the last four years. In fact, there has been no such complaint in last 10

years.

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

College does not at present offer/mediate any formal welfare schemes for the students. However, every entitlement of such schemes at the initiative of the student is promptly supported as per rules.

College offers scholarships, fee-concessions, textbooks at its own end on merit-cum-means basis, and Student Welfare Committee decides every case. Also there are several prizes instituted by various individuals / groups for students who give a distinguished performance in academics or sports.

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?

So far the College does not have a registered Alumni Association. The effort to consolidate the Alumni groups/meets in touch with the College into a proper Alumni Association is on, and very soon a proper association with a Charter, budget, and vision shall be duly registered, and be functional.

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.

College does not have any structured mechanism to record progression of all of its pass-outs to higher studies or employment. The following data is based on those who reported of their own to the respective teachers on their own, in some way. College may not have any evidence of such progression, and the following data is only indicative of the trends that appear to exist from such unstructured reports.

Student progression	% (over all courses)
UG to PG	~13

PG to M.Phil.	~4
PG to Ph.D.	~11
Employed • Campus selection • Other than campus recruitment	 ~1.5 ~23

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

Refer to Table –5.2.2. The computation used is as under:

$$Pass\ Percentage = \frac{Students\ who\ Passed\ this\ year\#}{Students\ who\ appeared\ in\ this\ exam} \times 100$$

$$Completion\ Rate = \frac{Students\ who\ completed\ degree *}{Total\ no.\ of\ students\ admitted} \times 100$$

Please note that:
- In computing **Pass Percentage** students who got an essential repeat are <u>not</u> counted, but after repeating they <u>might have passed</u> and completed degree in the subsequent examination(s). These cases, and cases pertaining to revision of result due to re-evaluation or decision of unfair-means cases are communicated sporadically, and thus are not included in the stated pass-percentage. As a result, actual pass-percentage is lekly to be higher than the one stated.
- In computing **Completion Rate** students who were admitted in the respective batch is taken in the denominator, but some of them leave in-between and do not complete degree due to their moving on to another course/ programme/ institution or some other reason not known to the College. Also, the students who did not pass in first instance, that is had essential repeats, are <u>not counted</u> due to reasons cited above. However, these students might have completed their degree later on by reappearing in the relevant papers.

  Simultaneously, ex-students who rejoin as regular students and pass in that year are included in numerator as, therefore, having a completion rate higher than that years pass percent is also possible.
- For the purpose of comparison, the <u>entire University's Pass Percentage (**U**) on the basis on Gazette provided is compared with that of the College (**C**)</u>, since which of the 70 odd Colleges to

compare with is a question which is hard to decide. However, since the data about overall admissions in the University is not available, no comparisons are made in Completion Rate.

Table 5.2.2: Pass Percentage and Completion Rate

Course / Programme	2011-12			2012-13			2013-14			2014-15		
	Pass %		CR %	Pass %		CR %	Pass %		CR %	Pass %		CR %
	C	U		C	U		C	U		C	U	
B.A. (Hons.) English	85.71		69.77	94.12		59.26	83.33	74.96	51.02	82.50	71.73	71.74
B.A. (Hons.) Hindi	90.32		52.83	96.15		43.86	73.13	70.18	48.51	50.00	62.23	37.74
B.A. (Hons.) Punjabi	78.26		32.73	96.15		44.64	40.74	51.02	17.74	48.48	47.54	29.09
B.A. (Hons.) Economics	88.57		57.41	94.64		68.83	79.63	70.67	70.49	76.27	60.57	63.38
B.A. (Hons.) History	88.57		45.59	78.95		48.39	71.05	66.78	42.19	58.33	42.38	59.57
B.A. (Hons.) Political Science	81.25		55.32	93.55		60.42	78.05	72.98	69.57	70.00	67.85	37.33
B.A. (Hons.) Business Economics	97.92		74.60	100.00		88.33	86.57	78.90	86.57	80.00	62.30	81.82
B.A. Programme	63.79		38.14	71.88		46.00	64.29	62.68	36.73	48.89	49.16	33.85
B. Com. (Hons.)	96.09		78.34	94.83		69.92	87.67	83.64	64.65	76.79	68.34	70.88
B.Com. Programme	56.00		44.44	60.34		43.75	88.89	80.15	60.61	72.88	64.49	68.25
B.Sc. (Hons.) Physics	96.08		67.12	51.39		37.37	74.29	60.06	77.61	71.05	59.85	65.85
B.Sc. (Hons.) Chemistry	82.86		67.44	61.76		51.22	71.19	67.44	70.00	92.59	66.60	86.21
B.Sc. (Hons.) Botany	70.00		45.65	75.00		51.06	51.28	51.19	40.00	87.80	69.05	80.00
B.Sc. (Hons.) Zoology	97.22		71.43	85.11		66.67	76.19	68.53	64.00	71.79	72.02	60.87
B.Sc. (Hons.) Electronics	100.00		68.18	60.00		48.39	62.50	53.08	55.56	91.67	52.70	68.75
B.Sc. (Hons.) Mathematics	90.48		47.50	100.00		88.57	74.42	71.63	59.26	78.00	61.26	72.22

Course / Programme	2011-12 Pass %		CR %	2012-13 Pass %		CR %	2013-14 Pass %		CR %	2014-15 Pass %		CR %
	C	U		C	U		C	U		C	U	
B.Sc. Programme Physical Science	34.38		21.57	38.67		25.89	64.36	51.63	63.73	45.45	41.72	42.86
B.Sc. Applied Physical Sciences	53.85		31.82	-			-			-		
B.Sc. Programme Life Sciences	52.17		42.86	70.59		54.55	71.15	51.86	67.27	71.43	52.35	58.82
Certificate in Spanish	29.03			68.18			76.67			73.91		60.71
Certificate in German	42.42			67.74			75.00			53.49		47.92
Certificate in Russian	20.00		9.09	55.56		19.23	9.09		7.14	36.36		12.50
Certificate in Chinese	-		-	68.18		31.91	25.00		16.67	60.00		39.62
Certificate in Korean	-		-	75.00		69.23	100.00		57.14	28.57		20.00
Certificate in Japanese	-		-	44.44		30.77	66.67		64.52	71.43		57.69
Certificate in French	-		-	-		-	35.71		33.33	33.33		26.19
Diploma in German	-		-	-		-	-		-	90.91		52.63
Diploma in Spanish	-		-	-		-	-		-	100.00		100.00
PG Diploma in Forensic Science	96.30		96.30	96.55		90.32	100.00		97.50	100.00		94.74
M.A. English	60.00		27.27	100.00		62.50	50.00		57.14	88.89		61.54
M.A. Hindi	62.50		55.56	100.00		100.00	71.43		71.43	100.00		44.44
M.A. Punjabi	44.44		30.77	60.00		37.50	100.00		60.00	75.00		66.67
M.A. History	50.00		50.00	50.00		40.00	60.00		60.00	100.00		100.00
M.A. Political Science	25.00		16.67	100.00		42.86	40.00		28.57	25.00		25.00

Course / Programme	2011-12			2012-13			2013-14			2014-15		
	Pass %		CR %	Pass %		CR %	Pass %		CR %	Pass %		CR %
	C	U		C	U		C	U		C	U	
M.Com.	44.44		36.36	80.00		72.73	90.00		81.82	90.00		75.00
M.Sc. Physics	66.67		50.00	33.33		33.33	100.00		37.50	66.67		40.00
M.Sc. Chemistry	100.00		50.00	100.00		60.00	100.00		100.00	100.00		71.43
M.Sc. Botany	100.00		100.00	100.00		100.00	100.00		100.00	-		-
M.Sc. Zoology	50.00		33.33	100.00		100.00	100.00		100.00	-		-
M.Sc. Mathematics	100.00		61.54	100.00		80.00	50.00		28.57	100.00		57.14
Certificate in Web Journalism			73.33									
Certificate in Sports Economics and Marketing			72.73									

(In the above table, no comparison is made where data was unavailable)

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

Individual teachers and mentors provide inputs to the students based on their interest and ability about prospects of higher level of education and/or employment opportunities. The College is a liberal college and a large section of students in the College comes from a socio-economic background of family business or enterprise of some level, and often perceive their current degree as the terminal one and anyway are going to join their predefined role in the business. Many others have a very clearly defined path for themselves and strive to pursue it either in India or abroad, with the College stay as an essential stop-over. For the remaining, teachers suggest and facilitate in their individual capacity, besides support of Career Counselling and Placement Committee in College as well as University.

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

Following are the initiatives by the College besides those of individual teachers for such students:

- Remedial classes in English to help coping with English medium instruction in the College
- Special bi-lingual teaching for mixed groups, that is in which a large number of students have difficulty with medium (English)
- Translation support and sessions to help students understand the content better
- Extra classes for interested students, which may add-on to the core content or reinforce what is already taught
- Recommendation to provide scholarship/fee-concession/free text books/ or some other form of financial assistance from the College. College administration takes such recommendations very seriously and acts immediately.
- Counselling by teachers in the context of socio-economic challenges
- Individual voluntary support by teachers, often kept confidential between the student and teacher.

5.3 Student Participation and Activities

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

Sports:
Available Facilities:
a. College Ground – Cricket ground with 4 Pitches and practice nets with 3 pitches, Hockey, Handball, Netball, Softball-Baseball, Volleyball Court, Lawn Tennis – Synthetic Court, Basketball Court
b. Indoor Facilities – Gym (With equipment Treadmill, Cross Trainer, Multi gym, weights, etc), Table Tennis Hall, Hall For practicing fencing, Chess, practical classes of Application Course etc.
c. Seminar hall
d. Changing Rooms for teams
e. Store for Equipment

Events:
- Various inter-college events and tournaments are organized and some of these are hosted by the College
- Students participate in inter-university, state-level, national, and other tournaments/competitions as per selection and interest.

Cultural Activities:

Dramatics:

The Dramatics Society of the College *Ankur* is an acclaimed drama group and gives numerous performances in stage as well as street plays not only in the city, but in other noted theater festivals also. The record of their productions and performances is noteworthy and the group is one of the top students' groups in the University and well-known in theater circles.

Dance and Choreography

Punjabi Folk dances *Bhagra* and *Giddha* are staple evergreen forms in view of the heritage of the College. Besides these, other dance forms are used in the choreography productions of the College, which are showcased in various competitive and participative events in the University.

Gatka – Martial Art:

A small group of students organizes and learns the traditional martial art *Gatka* of Punjab in moderated stage-show forms and their performances are watched with awe and greatly appreciated by the audience.

Music:

The College has an excellent troupe of traditional devotional vocal and instrumental music of *Gurmat Sangeet* – a classical Hindustani music form, which performs year-round in opening of various functions, as well as in competitive events in and around the city. Besides this, other music forms and genres are also popular in the music enthusiasts and are practiced and performed in various college and inter-college events.

Divinity:

Spiritual and religious activities organized by the College under Divinity is the place where entire College and nearby institutions of the University come in attendance. Every year *Kirtan* and *Langar* are organized multiple times where in the focus comes on being humble, serving others, and subliming the worldly into spiritual. The College also participates in *nagar-kirtan* on the occasions of various

Guru-Parab in the city, and contributes to the initiatives of the parent body (DSGMC). A society named "Divinity Society" organizes these activities.

Other Extracurricular Activities:
Debates and Discussions:
Debates and discussions on concurrent topics is a favorite place to see the ideas of younger generations and peek into the future of the country and society. Students participate and attend in large numbers such events, and normally the debate/discussion also extends into the popular discourse in the College society as well as in some form in the classrooms of their teachers. Students also participate in inter-college competitive events every year and there are some prizes and trophies often. There is a society DADS (Debates and Discussions Society) which cultures and organizes these events.

Photography:
A society named "Pin-hole Society" has formed a few years ago and organizes exhibitions of students' shoots by theme in the College Premises. Camera equipment and suggestions on using them, as well as ways and means of production are also discussed in this Society. Nikon was invited with their equipment and experts to showcase and advise interested students October in 2015.

Fine Arts:
Fine Art Society organizes theme-based exhibitions of works by students in the College premises. The students also contribute in significant ways in preparing and arranging the College Stalls in various University level and other events, and get always appreciated for their contributions and vision. Students also visit art galleries in the city to see the works of noted artists, sometimes along with their teachers who advise them.

Besides the above College Level Societies, Departments also have their departmental societies which provide another closer-knit platform to the students to develop and enhance their social and cultural skills through organization of events at the departmental levels.

Competitive or show-case events are organized round the year in the above societies and especially during the College Festival "Lishkara" in the month of February.

5.3.2   Furnish the details of major student achievements in co-curricular, extracurricular and cultural activities at different

levels: University / State / Zonal / National / International, etc. for the previous four years.

International achievements
Sports
- Sakshi Tomar, Shooting, 4th place in Air Pistol at Junior World Cup in Germany, 2014.
- Arjun Singh, Discuss Throw, represented India in Youth Asian Games 2013-14

National achievements:

1. Robotics
   2014-15
   - 1st Prize in Vortex, a National Robotics Competitive Event at IIT Bombay, Jan-2015
   - 1st Prize in Tryst, in Robotics Competitive Event on Maze Solving at IIT Delhi, 2015
   2013-14
   - Second Prize in Analogic, IIT Delhi, 2013-14
   - Third Prize in Arjun, IIT Delhi, 2013-14
   - Third Prize in Escape Tunnel, IIT Delhi, 2013-14

2. Sports
   2013-14
   - Arjun Singh, Discuss, All India University - Gold, World University Games Participation, Delhi State Championship, a new record.
   - Sakshi Tomar, Shooting-10 m Air Pistol, Gold, 57th National Championship, held at Delhi, with a record.
   - Amar Singh Rana, Hammer Throw, All India University.
   - Lalit Mathur, 800m, Junior Nationals – Gold
   - Lalit Mathur, 800m, All India Inter University Championship – Silver
   - Ashish Tokas, Swimming, 2 Gold in All India University Championship
   - Kamal Singh, Diving, All India Inter University Championship - 1 Silver, 1 Bronze
   - Anuj Khandelwal, Table Tennis, North Inter University Championship, Gold
   - Abhilekh Parashar, Gymnastics, Senior National Championship -3 Gold

- Kunal Anand, Deepak Viswakarma, and Rohit Bisht, Tennis, All India Inter University Championship, Silver
- Vikas Kaushik, Decathalon, Junior National Championship-Bronze
- Yash Nain, Ravikumar, and Jayank Ahuja, Badminton, North Zone Inter University Championship –Silver
- Hiten Dalal, Parnshu Vijayran, and Hardik Pahwa, Crikcet, represented Delhi Under 19 in National Under-19 Cricket Championship
- Ankit Dabas and Vision Panchal, represented University of Delhi in North Zone Inter University Cricket Championship.
- Jasleen Kaur, represented Delhi in Senior National Championship and University of Delhi in All India Inter University Championship
- Ashish Sangwan, Anuj Sangwan, Jaiprakash, Mohit Ahlawat, Nitin Yadav, Subhash and Amarveer, Handball, represented University of Delhi, at AIU.
- Abhishek, Avtar Singh Mann, Ajay Rathi and Jaiveer Babbar, Hockey, represented University of Delhi in AIU

3. NCC
   2014-15
   - Cadet Anmol Ratan Singh awarded commendation on Republic Day 2015.

4. Dramatics
   2014-15
   - Prithvi Theatre, Mumbai: The stage play Park got invitation from Prithvi Theatre, Mumbai. Two shows were performed
   - IIT Kanpur: Second Best Street Play award for **Reservation Leela**
   - Sahitya Kala Parishad, Delhi Government: The play **Can't Pay? Won't Pay!** was invited for their collegiate theatre festival.

   2012-13
   - IIT Mumbai: Awarded Asia's Best Dramatics Society. The stage play **Park** bagged the Best play award.
   - **MantoRang**, the annual full length production was invited by India Habitat Centre, New Delhi

   2011-12
   - BITS, Pilani: Best Ensemble Award for **Baazaar** (Street Play)

- HT Youth Nexus award for **Dharam** (Best Street Play in the University)
- Invited for SAM Festival, National School of Drama

State Level achievements:

1. Robotics
   2014-15
   - 1st Prize in "Vortex" - Zonal Robotics Competition at Jaipur, Sep-2014.

2. Sports
   2013-14
   - Ashish Tokas, Swimming, Delhi State Championship -2 Gold, 2 Silver
   - Kamal Singh, Diving, Delhi State Championship, Gold
   - Abhilekh Parashar, Gymnastics, Delhi State Championship - 4 Gold, 2 Silver

University Level achievements:

1. Robotics
   2014-15
   - First Prize in Robotryst Zonals, Hindu College, University of Delhi, 2013-14
   - 1st Prize in Robo-Race, a Robotics Competition at NSIT, Delhi in 2015.
   - 3rd Prize in Maze-Solver, a Robotics Competition at NSIT, Delhi, 2015.

   2013-14
   - 1st Prize in Robo-Tryst at St. Stephens College, University of Delhi, in 2013.

2. Sports
   2014-15
   - First in Inter College Handball Tournament for the eighth consecutive year, a record achievement, at event held at the Polo Ground of Delhi University from 16—21 Oct. 2014.
   - First in Inter-College Badminton Championship held at the Sri ram College of Commerce Indoor Sports Complex from 18—22 Oct. 2014.
   - First in Inter-College Tennis Championship held at SGTB Khalsa College courts from17—20 Oct. 2014.

- Second in Inter College Championship of Swimming, Water Polo and Diving, held at the Talkatora Swimming Complex on Oct. 13-14, 2014.
- Second in Inter College Athletics Meet conducted at the Polo Ground of Delhi University from 29—31 Oct. 2014.
- Second in Inter College Cross Country meet.
- Runners-up in Inter College Hockey Tournament held at Shyam Lal College, from 27—31 Jan 2015.
- Second in Inter-College Shooting Event
- Third in Inter College Basketball Tournament (M) held at the Multipurpose Hall of the University of Delhi, from 27—31 October, 2014.

2013-14
- First in Inter-College Atheletic Meet (M) 28-Oct-2012 to 01-Nov-2012.
- First in Inter-College Cross Country Meet
- First in Inter College Handball Tournament, for the seventh consecutive time.
- First in Inter College Hockey Torunament, held at Shaym Lal College
- Second in Inter College Championship of Swimming, Water Polo and Diving, Sept-2013
- Silver Medal in Inter College Judo Competition
- Third in Inter College Volleyball Competition
- Third in Inter College Table Tennis Competition (M)
- Third in Inter College Wrestling Competition
- Third in Inter College Cricket Compettion

2012-13
- First in Inter College Champoinship of Swimming, Water Polo and Diving, held at Talkatora Stadium, 27-28 Aug. 2012.
- First in Inter College Athletics Torunament (M) at Polo Grounds, University of Delhi, 28 Oct-2012 to 01-Nov-2012.
- First in Inter College Handball Tournament, for the sixth consecutive time, Sep-2012.
- First in Inter College Cricket Competition, for the seventh consecutive year, Oct-2012.
- First in Inter College Hockey Championship, Feb-2013
- Third in Inter College Crosss Country Meet, Sep-2012.

3 <u>Dramatics</u>
2014-15

- DUSU Award: Prabhjot Singh (President, Ankur) was awarded for his contribution to Campus Theatre
- DU Beat: Ankur was awarded the Best Street Play theatre society of the University of Delhi

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?

The operation of the College has to follow the relevant University Statutes and cannot be modified by the College unilaterally. However, the inputs received from current and former students, their society including their employers, are duly passed on to the University/UGC whenever there is an opportunity in terms of direct interaction or through various committees in which College teachers are members. This way, following a longer route, the information and inputs do reach the place where these are considered.

Within the College's local working, such inputs are directly addressed by the concerned Committees and administration and any modifications and course-correction is applied as needed. IQAC shall formalize the mechanisms of doing so and make documentation available on these in the coming time.

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

College invites articles and contributions for the Annual Magazine "Tegh" from students. The Editorial Board of the magazine has student members for each language section. A close interaction between the editors and writers/contributors is always facilitated. Individual departments at their level encourage their students for their departmental magazine publications as well. Wall Magazines of some departments such as History remain displayed in the College-Lobby. These Magazines are freely distributed to all students and visitors and their feedback is absorbed by the system.

The following is list of publications brought out by students under guidance of the faculty:

Year	Publications
2011-12	• College Magazine "Tegh" • Spectrum of Department of Commerce • Ecotryst of Department of Economics
2012-13	• College Magazine "Tegh" • Spectrum of Department of Commerce • Ecotryst of Department of Economics
2013-14	• College Magazine "Tegh" • Spectrum of Department of Commerce • Ecotryst of Department of Economics
2014-15	• College Magazine "Tegh" • Spectrum of Department of Commerce • Ecotryst of Department of Economics • Wall Magazine "Bayan-e-Daastan" by History Department

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

College has a Students Union, whose elections are conducted every year in the month of September, along with the elections of Delhi University Students Union (DUSU). Elections are conducted using Electronic Voting Machines (EVM) provided by the University, and whereas the EVMs corresponding to DUSU are sealed and forwarded to the University, the counting of votes for College Union is conducted the same day in the College by the Presiding Officer in the presence of candidates and senior faculty members and administrative staff, and the result is declared on the spot.

College Union includes President, Vice-President, Secretary, and Treasurer. Besides College Union there are two Central-Council Members who represent the College in DUSU. It is possible for a College student to be an Office Bearer of DUSU as well. Staff Council elects a faculty member every year to advise the Student Union.

College collects a fee of Rs.500/- under the head College Students Union Fee per student per year and this is the primary fund available to the Union under the supervision of the Principal and Bursar of the College. Besides this, Union gets sponsorships for various activities but funds are routed through the College Accounts to maintain transparency and accountability.

Union takes up the matters concerning the students with the College Authorities, however there has never been a serious issue.

Most issues are trivial and are resolved immediately. The principal activity of Union thus remains showcasing College at various fora and conducting cultural and extracurricular events. Usually, there is an Oath-Taking Ceremony, Opening Ceremony, Annual Cultural Festival, besides smaller functions/events/competitions that are organized from time to time.

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

Participation is as per the statutes of the University.

At the College level, students are part of
o Departmental Monitoring Committee
o College Research Committee

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

Even though a registered Alumni Association is yet on cards, the College has been reaching out to alumni through direct personal contact as well as through its web-site. Several alumni located in India and abroad have registered themselves on the web-site, and numerous others have done so on paper. Alumni meet has been organized a few times and ideas about formalizing an association have been floated. Very soon the results of this would take a tangible form.

Former employees - both teaching as well as non-teaching often visit the College. Superannuated teachers continue to interact with the College through direct contact, over phone, emails and other contemporary social media. They also meet in College every month on the first Wednesday and share the proceedings in the College with their serving counterparts.

Any other relevant information regarding Student Support and Progression which the college would like to include.

Criterion VI: Governance, Leadership and Management

6.1   Institutional Vision and Leadership

6.1.1   State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

Vision: To provide leading A-grade educational opportunities and social skills to students at undergraduate and postgraduate levels and thus share and contribute to the national development.

Mission: Initially, when College was started in 1951, the focus was on the educational needs of the young population of refugees displaced from Pakistan post partition, and College also endeavored to give all possible logistic and financial assistance to young learners besides education to help them become self-reliant and integrate them well in the society.

With time, as generations passed and migrant population integrated well into society, the College sought to preserve and promote Punjabi Language and culture besides cultivating excellence in education, sports, and socio-cultural development of the young.

Presently, the mission of the College is to become, to be known, and remain a top institution which provides the young of the society best opportunities of all-round development simultaneously promoting innovation and self-actualization for its staff, and in this way contribute to enrichment of society and national progress.

Over the years, the College has been known and reputed for its performance in the arena of education as well as sports and culture. Our alumni has contributed to society in diverse ways, both nationally and internationally, and has successfully created a reputation of honesty, dedication and hard-work.

6.1.2   What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

The quality initiatives in its popular formal form are new to

the institution, though the initiatives have been always existing and constantly contributing to the growth and progress of the College since its inception in 1951. Top-level management has created an environment of trust in the College staff, wherein they can explore and tap their optimal potential, providing strategic enablers where needed, and accommodated with the inter-institutional obligations between the College, the University, as well as the parent body that is Delhi Sikh Gurudwara Management Committee. Principals of the College have presided over the realization of the ideas of the management and staff in agreement with the University Statutes.

At present Principal, who <u>has also been a member of Peer-Teams to visit and validate SSRs of Colleges in India under aegis of NAAC</u>, has identified the right persons for taking charge of framing formal quality policy and initiatives and given appropriate authority and freedom to them, besides providing institutional support and encouragement. Faculty and staff share and cooperate with the framework.

IQAC is developing the framework on the lines of Total Quality Movement (TQM) and Capability Maturity Model (CMM) with due modifications and moderations suiting the institutional environment and operating conditions. These are being given as recommendations to follow to the faculty and staff with concurrence of the Principal. Any wider policies and steps shall be communicated as recommendations to Staff-Council and/or Governing Body, with due rationale, and the time shall see that they also get through smoothly.

6.1.3   What is the involvement of the leadership in ensuring:

- the policy statements and action plans for fulfillment of the stated mission

  Guidance, facilitation and support to IQAC.

- formulation of action plans for all operations and incorporation of the same into the institutional strategic plan

  Providing direction and facilitation and support to the various executive committees.

- Interaction with stakeholders

  Providing a platform and leading the interaction, as well as

articulating diverse aspects of rationale of local decision making and statutory/official mandates. Channeling feedback to relevant channels and smoothening the flow of information.

- Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders

  Most of the activities of the College are steered as per the University Statutes, which define needs and ways to fulfil broadly. At micro/local level, College functions through the recommendations of various Committees constituted by Staff-Council, Governing Body or Principal. These committees as per the inputs obtained from faculty and University prepare policies and implement these with concurrence of the Principal.

- Reinforcing the culture of excellence

  Since Conveners of Staff-Council Committees are elected by voting in the Council meetings and are accountable to their discharge of duties, unless the performance of a person has not been satisfactory and positive for the efficient functioning and growth of the College, it is unlikely that the person would be elected. Elected conveners try their best to perform better than the one before them and make functioning of the College better. Principal in Council presides over such analysis and election and rules according to the matter discussed on the floor of the house.

- Champion organizational change

  Change that becomes effective and sustainable comes from the people (staff and students in this case), and the leadership need only facilitate a culture of open-ness and positive outlook. College continues to grow, where challenges are taken up willingly by its faculty and staff and the administration provides support in taking them up.

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?

So far as per the Governance of Colleges Statutes of the University, the Staff Council and its Committees have been the primary instrument and platform to monitor and evaluate policies and plans of the institution for the effective implementation and

improvement. The recommendations of the Staff Council and its various Committees are taken up by the Principal and usually implemented with no or minor moderation. There are certain issues which are beyond the Staff Council, and in the purview of the Governing body of the College, which does similar monitoring and evaluation in the aspects in its purview. Some of these are also moderated by University and/or UGC from time to time.

In addition to the above, the Principal appoints special purpose committees from amongst faculty and other staff and/or external experts to evaluate and recommend about the aspects not covered expressly in the Staff Council/Governing Body.

With the establishment of IQAC another tier, crisper than Staff Council has come into being for close monitoring and analysis of plans and their effectiveness. As the time shall pass, the specialized inputs from IQAC on quality assurance shall definitely produce significant improvements in the functioning of the College.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

Top management includes Principal and Governing Body. Both encourage faculty to give their best and openly ask for any kind of support required from the institution in helping them give their best for the College – be it teaching-learning, administrative work, research or activities of social relevance. Generally, the proposals of the faculty about providing small enablers are immediately accepted. Principal in particular is always interested and willing and on a look-out to invite personalities/agencies of repute and distinction to address faculty and students in any manner, say, conferences, seminars, special lectures, workshops, or informal visits. Similarly, faculty can always ask for suggestion and advice in handling a complex issue regarding curriculum, student's growth or opportunities, equipment or exposure from the Principal, who makes a positive contribution either directly or by arranging appropriate linkages with outside experts.

6.1.6 How does the college groom leadership at various levels?

For students, activities in various extracurricular and interest-specific students' societies, course-projects and presentations, community work, and students union provide opportunities where group leaders do emerge, and get refined with the advice of the teachers.

For staff members, responsibility sharing and initiative taking through various staff-council committees and academic and co-curricular and cultural activities provide opportunities to teaching as well as non-teaching staff members to perform and organize, evaluate their performance and refine their leadership capabilities.

6.1.7 **How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?**

Departments make their internal decision making themselves, elect their conveners, and share responsibility and accountability within the departmental committees, within the framework provided by the respective University rules. The decisions of the department / departmental committees are referred to various Staff Council Committees and Principal, and subsequent actions are based on these. Thus most operations start from bottom to top, where the College administration becomes a guide and facilitator.

Similarly, non-teaching units of library, office or scientific staff make their decisions within themselves within the framework of University Rules and these are acted upon with the advice of the concerned committee and/or Principal.

The College is fairly decentralized and in a way automated in its operation and governance, where University Rules are the reference point. College and University administration expounds these rules where needed, and makes changes/adaptations as times change.

6.1.8 **Does the college promote a culture of participative management? If 'yes', indicate the levels of participative management.**

Staff Council of the College is a democratic institution and functions as per University statutes. It is the Staff Council which elects various committees and their conveners, who discharge various academic, administrative and executive functions of the College. These Committees include Admissions, Academic Affairs, Attendance and Internal Assessment, Timetable, Calendar, Proctorial, Examination, Prevention of Sexual Harassment, Library, Fine-Arts and Culture, Students' Union Advisory, Canteen, Purchase, Maintenance, Garden, Provident Fund, and so on.

Similarly, Governing Body of the College is composed as

per the University Statutes and has University nominees, Trust nominees, as well as two faculty members from the College in it. The Governing body constitutes committees such as Building and Construction, and so on which again have adequate representation of faculty members as per university statutes.

The College functions through these committees which are accountable to the respective bodies which constitute them, besides general audit and accountability.

Wherever University statutes permit or the College forms its own local committees, representatives from students as well as non-teaching staff are also included in the committee, such as Research Committee.

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?

With the formulation and establishment of IQAC, a defined quality policy is emerging, which up till now was amorphous and implicit. The policy is proposed by the IQAC on the basis of Total Quality Movement and Capability Maturity Model, with due moderations so as to place learner and his/her social context in the central focus, succeeded by the employee. The formal statement of this policy shall be put-up for display in various ways as and when the Governing-Body accepts and endorses the same.

6.2.2   Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

As the College is expanding, the space is increasingly becoming an impediment in expansion and accommodation of new activities. Keeping this in view, the College has prepared an elaborate expansion plan as mentioned in 4.1.3. The new College building shall have enough space for the new courses and activities and state of the art facilities for classrooms, laboratories, activity area, and so on.

Similarly, the workforce requirements of the College shall increase with the expansion that has been going on, and College is under process to get further sanctions from the competent authorities for increase in teaching and non-teaching posts.

The new skill-based courses under CBCS and National Skill Development programme may involve students even from outside

the College, consequently provisions for accommodating such students in the College's administration system and software. Similarly appropriate budgetary provisions will be created for the new requirements.

6.2.3 Describe the internal organizational structure and decision making processes.

Following Chart describes the organizational structure. The decision making process is outlined after the chart.
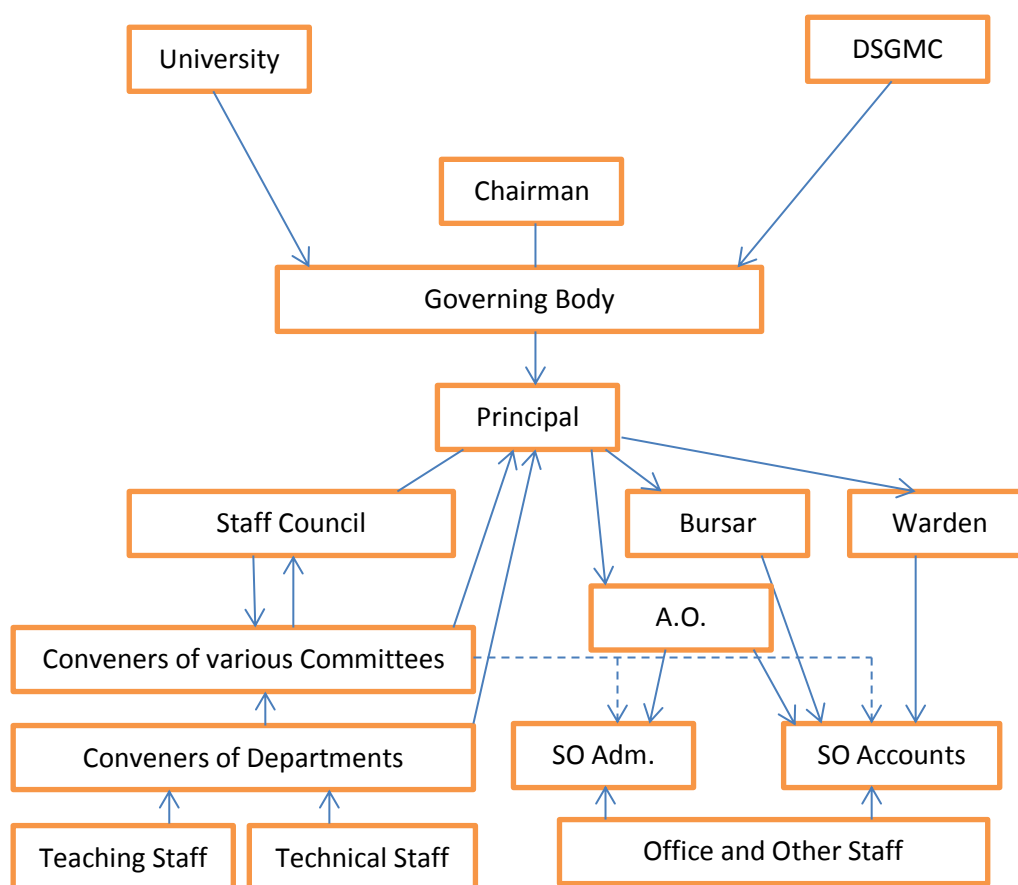
The Governing Body has a fixed composition as per University Statutes and has 5 members from the parent body, that is Delhi Sikh Gurudwara Management Committee, 2 University Representatives, and 2 members of teaching faculty. The University approves the constitution of the Governing Body. Principal is the Member Secretary to the Governing Body. The Governing Body elects its Chairman, and Treasurer as per the defined process.

The Principal is the Chairman of the Staff Council, of which all teaching staff members are members. Bursar and Warden are appointed by the Governing Body from amongst the teaching staff as per University rules.

The Staff Council appoints various Committees for a period of one year, and elects the conveners of these Committees. The following Committees are constituted:
- Admission Committee
- Academic Affairs Committee
- Internal Assessment and Attendance Committee
- Timetable and Workload Committee
- Purchase Committee
- Maintenance Committee
- Proctorial Committee
- Garden Committee
- Prevention of Sexual Harassment Committee
- Girls Common Room and Staffroom Committee
- Canteen Committee
- Calendar Committee
- Examination Committee
- Students' Union Advisory Committee
- Magazine Committee
- Culture and Fine Arts Committee
- Hostel Committee
- Sports Committee
- Provident Fund Committee
- Library Committee

A few other Committees are constituted by the Principal directly such as Committee for ICT, Committee for Yearly Budget Projections or a few others as the need arises. Certain other functions are in the purview of the Governing Body, such as Building Committee, for which the composition is defined by the University Rules.

The Committees discharge their function as evident from their name. Various actions are initiated by these committees and recommendations submitted to the Principal for approval and action. The Committees directly perform, monitor, and/or supervise the teaching and non-teaching staff in the area of their work. The Principal supervises and facilitates the work of these Committees, which are accountable to Principal on day-to-day basis and finally to Staff Council. As per the rules, in certain cases, sanctioning

authority is Treasurer, Chairman, or Governing Body, upon due forwarding/recommendation from the Principal. The procedures involved are clearly defined in the relevant statutes of the University, and are followed.

Each Department elects its Convener for the year, which looks after administrative work of the Department. Departments also elect their own committees for various purposes such as timetable, maintenance, procurement, and so on.

The above describes very briefly the elaborately decentralized and participatory decision making process. The nuances of process, and any issues that may emerge are resolved by the Principal and University as need arises.

With the formation of IQAC, the structure will have another source of inputs and suggestions, and another dimension of monitoring the system shall get added.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

- Teaching & Learning

  The strategy is to make the process visible with documentation, so that process audits can be undertaken by the IQAC and suggestions for improvements will be given. TQM and CMM frameworks with due moderation shall be followed as a guide in this.

- Research & Development

  The Research and Development activities remain primarily an initiative of the individual faculty members, with College providing encouragement and support. Efforts shall be made to institutionalize the process and obtain support from external agencies for creation of Research facilities in the College. However, this is subject to such provisions being in agreement with the University Statutes. As a mean-time measure, College Level Research Committee shall identify small projects to be funded by the College, though the budgetary scope would be severely limited for doing so.

  Once the activities become institutionalized, a formal quality improvement mechanism shall be devised. Till then, it is up to the Research Committee to act as a facilitator and oversee how things can be made better.

- Community engagement

  The operations of NCC, NSS and other such units/societies shall be made more visible with structured documentation, so that IQAC can audit and give suggestions.

- Human resource management

  The University and UGC rules define the Human Resource engagement and operations. College can forward the suggestions in this regard from IQAC to higher authorities as an when there is an opportunity for doing so. At the internal level, IQAC shall organize programmed inspired by PQI, for teaching and non-teaching staff to so as to nudge them to become better at their job, and find their jobs more satisfying.

- Industry interaction

  A planned calendar with forethought to overall framework of interface between College and Industry shall be explored, which shall maximize mutual gains for both. Eminent industry persons, and educators must sit together to come to a common page on making the linkage productive and beneficial to the students. Organizing such common platform shall be the focus of IQAC in the coming time.

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 interfaces between Principal, Governing Body, and University are formally defined as per University Statutes. University seeks certain routine-periodic and some special reports from time to time, and College provides the same promptly. Important decisions and events are reported in the Governing Body and necessary directions are sought. Other stakeholders can either informally ask for some information if permissible under rules, or even under the RTI Act. The College has a Public Information Officer to answer the requests under RTI Act, who acts as per provisions of the same. Also, College publishes Annual Report, and Magazine, both of which are public documents and contain summarized important information of the year.

University, as well as, Governing Body routinely review the activities of the College, and College follows the suggestions/directions they give as per rules.

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 most important organ for involvement of staff in institutional processes is Staff Council, which works as defined in the University Statutes. Most of the important functions of the College are performed by the respective Committees constituted by the Staff Council. These Committees are accountable to the Staff Council for their performance and make recommendations to the Principal in their area of work and supervise, monitor, and support the administrative as well as academic working.

Principal is the Chairman of the Staff Council and encourages participation as well as rotation of responsibilities. The various conveners of the Committees are almost always proposed by the floor of the house and are elected democratically, which completes the two-way participation.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

There were five meetings of the Governing Body in 2014-15 (last year). The following is the brief of resolutions in these meetings and status.

S. No	Date of Meeting	Resolutions (Nos are Agenda Items)	Status
1	25-06-2014	Emergent Meeting for election of the Chair, no other agenda	-
2	06-08-2014	III. To send word of thanks to S.Sultan Chand and Co. for instituting scholarships	Implemented
		IX. Increase of Salary to Assistant (contractual) to Mata Gujari Devi Hostel	Implemented
		XII. Extension of Study Leave of 2 members	Implemented
		XIV. Enquiry Committee in an episode of misconduct of a non-teaching staff	Pending

		XV. Sr. P.A. to look after duties of AO	Implemented
		XIX. To invite fresh tenders for repair and retrofitting of College Building in view of only three companies' submission of tenders	Implemented
		XX. Extraordinary Leave for a staff member, to grant	Implemented
		XXIV. Overall Incharge of Girls Hostel to be Dr. R.S. Bhattacharjee, and Ms. Inderpeet Nanda to assist hostel Warden	Implemented
		Any Other Matter:	
		To repair/renovate Girls Toilets	Implemented
		Ms. Kirandeep Kaur, Member of GB to be on 'Prevention of Sexual Harassment at Work Place' Committee	Implemented
		To repair electrical fittings in the classrooms	Implemented
3	02-12-2014	XXVII. To have meeting of Canteen Contractor with College Canteen Committee including designated GB members for improvement of food	Implemented
		XXVIII. To activate and pursue College Alumni, special effort from S.Iqbal Singh Sethi, Member GB.	In progress
		XXXII. Inclusion of some more GB members in Building Committee, which is to complete new buildings, additions, modifications and/or demolition of identified structures, and pursue Master Plan for necessary approvals etc.	On going
		XXXIII. L-1 tenderer for housekeeping to give in writing for satisfying tender conditions, or competent authority to cancel the tender	Implemented
		XXXIV. Tenderer for manpower to give in writing to implement applicable labor rules including the benefits of ESI, PF etc. to Employees	Implemented
4	10-01-2015	I. To accept the recommendations of the Building Committee for the construction /reconstruction of the building projects, and to request the Ministry of Human Resource Development, Government of India, New Delhi and the University Grants Commission for sanction of special grants	In process
		II. To undertake the College Gurdwara Building repairs and budget for it	In process
		III To repair and maintain existing College Buildings on priority basis, till new plans materialize	Work in progress
		IV. To accept and forward through University the proposal of Boys Hostel with 40% for North-East students, and extend the capacity	Implemented

		VII. Appointment of an architect firm for execution of college buildings related work	Implemented
		VIII. To issue show cause notice to a teaching employee for unauthorized absence and follow procedure for termination of her services in case of no or unsatisfactory response	Implemented
		IX. To accept and forward a request for voluntary retirement of a teacher, subject to university norms	Implemented
		XIV. To authorize Principal to sign MoU with National Institute of Immunology for Science Setu Programme	Implemented
		XVIII, XIX. To request University of Delhi for starting B.Sc. (Hons) Forensic Science and B.Sc. (Hons.) Biomedical Science at the College	Implemented
		XX. To approach Maulana Azad Education Foundation, Govt. of India, for funds for the College Buildings	In progress
5	15-04-2015	III. To comply with the MCD's communication no. TP/G/674 dated 08.04.2015 within the prescribed time	Implemented

		IV. To approach University of Delhi for introduction of following 04 undergraduate courses at the College with effect from academic session 2015-16:
		  i. Bachelor of Business Studies
		  ii. B.Sc. (Hons.) Biomedical Science
		  iii. B.Sc. (Hons.) Computer Science (pending from 2009)
		  iv. B.Sc. (Hons.) Forensic Science
			University accorded approval for i, iii, iv in Oct 2015, to start from 2016-17.

		And to meet all expenses for upgrade or labs and other facilities for the above	Upgradation in process.
		V. To send revised proposal with increased capacity for Boy's Hostel to North Eastern Council through University of Delhi	Implemented
		XVII. To issue direct to a teaching employee to refund the College dues i.e., salary paid to her for not fulfilling the conditions of Study Leave Agreement.	Implemented
		XIX. To issue the necessary directions to three teaching employees for compliance of the University decision regarding GPFcP to NPF and apply for generation of Permanent Retirement Account Number.	Implemented
		XXI. To direct a teaching employee to report for duty or resign from her post, as Voluntary Retirement prayed was not approved by University	Implemented
		XXIV. To sanction Rs.87 Lacs budget for required repair/renovation of Harchand Singh Longowal Complex	Work in progress

| | | XXVI. To direct canteen contractor to have ETP as per municipal norms | Implemented |
| | | XXVII. To start lecture series based on the life and teachings of Sikh Gurus, Sikh Rehat Maryada and Gurbani in the College | In progress |

6.2.8   Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

No.

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?

Committee for Grievance Redressal, with special purpose committees for Admission Related grievances and Internal Assessment related grievances is always ready to address any grievances put forth. There have been no major grievances in the past years. This also indicates that different units of the College are discharging their functions smoothly and the issues that might arise are resolved immediately and to the satisfaction of all by the concerned person(s) before they escalate to a feeling of being aggrieved.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

Year	Case Details	For/Against	Status
2012	W.P. (C) No. 6581/2012 N.S. Kapoor & Ors. Vs. SGTB Khalsa College & Ors.	Against	Matter in High Court of Delhi DNI-30-03-15
2015	CAS (C) 114/2015 Akhilesh Kumar Vs. Jaswinder Singh & Anr.	Against	Petition withdrawn by the Petitioner

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?

So far, the feedback is informal and undocumented, but largely positive. College as an institution has been sensing the feedback informally and applying course correction where required, though such effort also goes undocumented, but percolates up through teachers and staff.

IQAC shall soon put in place an appropriate formal mechanism for students' feedback on institutional performance, and structure a way of responding to the feedback.

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 teaching staff is provided academic leave /duty leave to enable them to participate in Orientation and Refresher Courses in UGC ASC's of their choice as per rules. Similarly leave is granted to address such professional meetings and workshops etc. if there is a scope to make for the teaching loss when Semester is on. Departments can invite external experts to organize professional seminars/trainings/workshops with due adjustments in teaching schedule if there is scope. Besides this, teachers keep pursuing their research or other academic interests and College acts as a facilitator for them doing so.

Special training opportunities are utilized for non-teaching staff as well, as per the guidelines of the University, or if schedule permits in-house through the College resources.

6.3.2   What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

The service and leave rules for teaching and non-teaching employees are as per University and UGC provisions, and whatever is available / entitled is granted as per rules. University keeps organizing short-term programmes for teachers as the curriculum evolves and concerned teachers are encouraged to participate in these. There is a small amount of teaching schedule loss, but the College manages to take remedial steps to compensate it timely.

Also faculty members are encouraged to pursue their field of interest for research, writing, and other academic activities. College provides enablers in the best possible ways to facilitate them, within available resources.

Similarly, for non-teaching staff, whenever there is a requirement, University conducts orientation programme or trainings, which the concerned employees of the College attend.

Wherever there is a need, directions/clarifications are sought from the domain experts within and outside the University to enable the employees perform their duties with proper understanding in a correct way.

The bottom-line is if an employee has a difficulty in his/her work, help and support will be made available from proper sources at the first possible instance.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The appraisal mechanisms are as per the University of Delhi and UGC norms/rules, which are centrally designed for all teaching and non-teaching employees respectively. College has to follow the same and cannot make any alterations of its own.

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?

Management, that is, Governing Body does not review performance appraisal reports. The duly constituted selection committee/screening committee which includes University representatives also, reviews the appraisal and recommends the action. These recommendations are reported in the Governing Body. The decisions are then communicated to the concerned.

6.3.5 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

As per University/UGC Rules, since the service conditions of the employees are determined by the University Statutes and Rules in effect. University of Delhi maintains a Teachers Welfare Fund

which looks after certain exigencies.

6.3.6   What are the measures taken by the Institution for attracting and retaining eminent faculty?

All recruitments are as per University of Delhi and UGC norms. College cannot alter the service conditions of its own, and recommendations of duly constituted Selection Committee are followed, which in its wisdom decides what is appropriate and in accordance with the norms.

College provides a very congenial environment to faculty, and provides each member the best opportunities to grow and achieve self-actualization.

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?

Financial resources are utilized as per rules. Governing body, Committees constituted by Governing Body, Treasurer, Principal, and Bursar monitor the spending as per rules keeping in view the priorities and efficient use. The spending and use is proposed and monitored by various Staff Council Committees as well, duly elected as per University Rules, or other similar committees. No money is spent at random without enough preponderance unless there is an absolute necessity of emergency, and even in such case relevant rules are followed.

The spending is open to the scrutiny of Auditors and any suggestions are discussed and followed accordingly.

6.4.2   What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

All financial transactions are first scrutinized by Bursar for the College Accounts, or Warden for Hostel Accounts. Principal and Bursar/Warden ensure that the accounts are maintained in order as per rules. Certain transactions need sanction/approval of the Treasurer of the Governing Body.

The accounts are audited by the following external agencies:

1. Chartered Accountant approved by University of Delhi, the report is sent to UGC through University of Delhi. Last audit was completed in 2015 for the year 2014-15.

2. Any other agency appointed by competent authority, for example, **Comptroller and Auditor General of India** ordered an audit for years 2008-09, 2009-10, 2010-11, which was conducted in May-June 2014.

There were a few audit objections in the CAG audit, and the compliance:

a. Excess payment due to annual increment during study leave to six teachers.

The excess payment was recovered from the salary of the teachers concerned from the month of June 2014.

b. Inadmissible payment of service tax of one contractor.

The said excess amount was recovered from the concerned contractor.

c. Irregular payment of Travelling Allowance to 8 employees

The excess amount was recovered from the concerned employees in the subsequent the months.

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 Institutions, if any.

As per UGC and University Rules, College gets:

1. Grant-in-Aid from UGC up to 95% of the total expenditure

2. Up to 5% of the net expenditure minus income is given by the Parent Body (Delhi Sikh Gurudwara Management Committee)

The audited Income and Expenditure Statements as well as Balance Sheets of the past four years are placed below:

SRI GURU TEGH BAHADUR KHALSA COLLEGE (UNIVERSITY OF DELHI), DELHI 110 007

BALANCE SHEET AS ON 31st MARCH 2015

(GENERAL FUND)

Liabilities	SCH	Current year Amount	Previous Year Amount
FUND & RESERVES			
Endowment Fund		1,385,329.32	1,385,329.32
Development Fund			
Opening Balance	11,293,072.58		11,293,072.58
Add: Receipts During the Year	16,327,635.00		
Less : Expenses During the year	(1,854,855.00)	25,765,852.58	
Medical Revolving Fund			
Opening Balance	1,155,996.04		
Add : Received During the year	80,652.00		
Less : Expenses During the year	(21,258.00)	1,215,390.04	1,155,996.04
Capital Equipment Reserve			
Opening Balance	87,077,952.56		87,077,952.56
Add: During the year	1,181,404.00	88,259,356.56	
General Reserve			
Opening Balance	64,543,647.22		
Add: Addition during the year	59,662,010.00	124,205,657.22	64,543,647.22
Fund / Grants Pending Utilisation	A	31,893,655.13	13,038,823.65
CURRENT LIABILITIES			
Unclaimed & Lapsed Security		6,079,030.41	5,622,280.41
Payable to Student Fund		-	-
Bank Balance	D	633,658.09	
Other Liabilities	B	972,253.30	658,546.30
TOTAL		279,776,524.56	185,409,306.17

Assets	SCH	Current year Amount	Previous Year Amount
FIXED ASSETS	C	91,176,093.88	89,994,689.88
INVESTMENTS -100 Shares of Punjab & Sind Bank		5,000.00	5,000.00
CURRENT ASSETS			
Cash in Hand			
Bank Balance	D	1,157.01	11,959.01
Fixed Deposit Receipts- Punjab & Sind Bank	E	25,695,858.91	
		128,456,127.00	75,147,415.00
ADVANCE to Staff			
Advance Against LTC	F	82,000.00	722,375.00
Advance Against DU Grants	F	927,548.00	2,950,000.00
Advance Against Project	F	7,745,975.00	5,104,007.52
Advance to E-PG Pathshalla		17,540,354.00	40,354.00
Festival Advance to Staff		218,700.00	184,500.00
Vehicle - Car Scooter Advance		383,900.00	508,700.00
GRANT RECOVERABLE AGAINST UTILIZATION	G	4,037,739.00	7,437,739.00
SECURITY DEPOSIT	H	72,900.95	72,900.95
ADVANCE - OTHERS			
Amount due from Building Fund		1,091,788.00	1,091,788.00
NSDL Charges Recoverable		15,448.81	11,557.81
Advance to Jaipal Singh		100,000.00	
Advance to Rakesh Kumar Engineers & Contractor		400,000.00	400,000.00
Electricity Charges (Recoverable from Girls Hostel)		503,648.00	537,000.00
Water Charges (Recoverable from Girls Hostel)		696,352.00	663,000.00
TDS (Recoverable on Medical re-imbursement)		-	36,260.00
Due from Student Fund		335,684.00	490,060.00
Advance to M/s. Holistic Rehab Care		290,000.00	
Recovery from Staff Association		250.00	
TOTAL		279,776,524.56	185,409,306.17

Significant Accounting Policies & Notes to Accounts

SO (Accts)   Admin Officer   BURSAR   PRINCIPAL

Sr.Asst. (Accts.)

As per Auditors Report of even date
FOR S.M & ASSOCIATES
CHARTERED ACCOUNTANTS

(CA Sumit Maheshwari)
Prop.
M. NO. 88486

M. No. 088486
FRN No. 009649 N
S.M & ASSOCIATES
Chartered Accountants

TREASURER   CHAIRMAN

Place :   New Delhi

Dated :   06/08/15

Balance Sheet (GF) 2014-15

Sri Guru Tegh Bahadur Khalsa College, University of Delhi, Delhi 110007

SRI GURU TEGH BAHADUR KHALSA COLLEGE (UNIVERSITY OF DELHI), DELHI 110 007

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31st MARCH 2015

(GENERAL FUND)

Expenditure	SCH	Current Year	Previous Year
Staff & Salary Cost	I	312,881,220.00	283,706,118.00
Advertisement / Recruitment Exp		48,087.00	60,282.00
Water Charges		7,165,021.00	4,272,421.90
Electricity Charges		6,379,045.00	5,172,886.50
Telephone Exp		42,962.00	43,183.00
Postage & Telegram		18,710.00	15,882.00
Repair & Replacement		13,300.00	13,300.00
Botanical Excursion		1,500.00	
Botanical Garden		2,435.00	2,990.00
Education Conference		750.00	1,500.00
Science Contigencies		171,842.00	174,463.00
Audit Fees		3,000.00	3,371.00
Contigencies Library		118,141.00	103,762.00
Contigencies Others		10,698.00	6,676.00
Library Books		705,609.00	965,476.00
Printing & Stationery		794,884.00	455,754.00
Bank Charges		448.00	357.00
Property Tax		1,232,760.00	1,217,660.00
Gardening Exp		14,814.00	28,946.00
College Security & other Arrangement		8,692,420.00	8,705,405.00
CAG Adit fee		137,700.00	
Institutional Certification and Accreditation		28,090.00	
Excess of Income over Expenditure transferred to Gen Reserve A/c		59,662,010.00	
Total		**398,125,446.00**	**304,950,433.40**

Income	SCH	Current Year	Previous Year
Tuition Fees	I	529,515.00	506,109.00
Admission Fees		8,320.00	8,265.00
Laboratory Fees		83,750.00	85,925.00
House Examination Fees		1,155,570.00	1,098,535.00
Water & Electricity Fees		1,429,500.00	1,370,368.00
Identity Card Fees		168,400.00	342,445.00
Gardening Fees		285,800.00	288,550.00
Library & Reading Room Fees		1,152,400.00	1,098,875.00
Income from Magazine		445,360.00	130,069.00
Receipt from Sales of Prospectus		263,600.00	388,400.00
Sale of Scrap Books (Library)			19,175.00
Receipt from Lost Library Books		7,013.00	8,850.60
Tender Money		6,000.00	
Recovery of Residents Rent		39,529.00	27,456.00
Intt Recd on Vehicle Advance		2,800.00	21,350.00
Intt Recd on Fixed Deposits		6,727,483.00	3,839,042.00
Intt. Recd. On Saving Bank		1,162,232.00	1,493,698.00
Misc. Income			1,567.00
College Canteen Rent		20,000.00	
Intt. Recd. On Advance		13,260.00	
Leave Salary Cont. (Dr. Bipin Kr. Thakur)		69,386.00	
Lience Fee on Residence Flat		45,528.00	
Lience Fee on College Canteen		66,504.00	
Over Head Exp.		29,250.00	
Pension Equilent Gratuaty (Dr.Bipin Kr. Thakur)		76,796.00	
Service Tax (Recovery)		305,450.00	
Grant Recd from UGC for Non-Salary (Current Year-2014-15)		9,131,000.00	6,369,000.00
Grant Recd from UGC for Salary (Current Year-2014-15)		224,910,000.00	195,420,000.00
Grant Recd from UGC for Pension (Current Year -2014-15)		55,572,000.00	30,801,000.00
Grant Recd from UGC (Previous Year-2013-14)		93,419,000.00	
Salary & Reanch Grant (Dr. Sukanta Datta)			1,891,902.00
Grant Recd. From DSGMC for Financial Year 2013-14		1,000,000.00	
Grant Recd. From DSGMC for Financial Year 2012-13			2,106,966.00
Excess of Expenditure over Income transferred to Gen. Reserve A/c			57,632,885.80
Total		**398,125,446.00**	**304,950,433.40**

Significant Accounting Policies & Notes to Accounts

As per Auditors Report of even date
FOR S.M & ASSOCIATES
CHARTERED ACCOUNTANTS

(CA. Sunil Maheshwari)
Prop.
M. NO. 88486

S.O (Accts)   Asst. Adt.   Adqdt Officer   BURSAR   PRINCIPAL   TREASURER   CHAIRMAN

Place : New Delhi

Dated :

Income Expenditure Statement (GF) 2014-15

SRI GURU TEGH BAHADUR KHALSA COLLEGE (UNIVERSITY OF DELHI), DELHI 110 007
BALANCE SHEET AS ON 31st MARCH 2014
(GENERAL FUND)

Liabilities

Liabilities	SCH		Current year Amount	Previous Year Amount
FUND & RESERVES				
Endowment Fund			1,385,329.32	1,385,329.32
Development Fund				
Opening Balance		(2,408,357.42)		
Add: Receipts During the Year		13,701,430.00	11,293,072.58	(2,408,357.42)
Medical Revolving Fund				
Opening Balance		1,098,022.04		
Add : Received During the year		78,812.00		
Less : Expenses During the year		(20,838.00)	1,155,996.04	1,098,022.04
Capital Equipment Reserve				
Opening Balance		86,480,708.56		
Add : During the year		597,244.00	87,077,952.56	86,480,708.56
General Reserve				
Opening Balance		122,176,533.02		
Add: Addition during the year				
Add: Excess of Income over Expenditure for the ye.		(57,632,885.80)	64,543,647.22	122,176,533.02
Fund / Grants Pending Utilisation	A		13,038,823.65	5,710,218.65
CURRENT LIABILITIES				
Unclaimed & Lapsed Security			5,622,280.41	5,072,280.41
Payable to Student Fund			-	11,863,394.00
Bank Balance	D		633,658.09	-
Other Liabilities	B		658,546.30	1,875,580.30
TOTAL			185,409,306.17	233,253,708.88

Assets

Assets	SCH		Current year Amount	Previous Year Amount
FIXED ASSETS	C		89,994,689.88	89,397,445.88
INVESTMENTS -100 Shares of Punjab & Sind Bank			5,000.00	5,000.00
CURRENT ASSETS				
Cash in Hand				
Bank Balance	D		11,959.01	5,629.01
Fixed Deposit Reciepts- Punjab & Sind Bank	E		75,147,415.00	68,814,669.71 / 61,598,927.00
ADVANCE to Staff				
Advance Against LTC	F	722,375.00		26,500.00
Advance Against DU Grants	F	2,950,000.00		168,380.00
Advance Against Project	F	5,104,007.52		3,347,837.52
Advance to E-PG Pathshala		40,354.00		
Festival Advance to Staff		184,500.00		186,750.00
Vehicle - Car Scooter Advance		508,700.00		471,500.00
GRANT RECOVERABLE AGAINST UTILIZATION	G		9,509,936.52	7,437,739.00
SECURITY DEPOSIT	H		72,900.95	72,900.95
ADVANCE - OTHERS				
Amount due from Building Fund			1,091,788.00	1,091,788.00
NSDL Charges Recoverable			11,557.81	7,02?.61
Advance to Rakesh Kumar Engineers & Contractor			400,000.00	400,000.00
Electricity Charges (Recoverable from Girls Hostel)			537,000.00	221,61?.00
Water Charges (Recoverable from Girls Hostel)			663,000.00	
TDS (Recoverable on Medical re-imbursement)			36,260.00	
Due from Student Fund			490,060.00	
TOTAL			185,409,306.17	233,253,708.88

Significant Accounting Policies & Notes to Accounts — J

Sr. Asstt.   S.O (Asstt.)   Admin Officer

As per Auditors Report of even date
FOR S.M & ASSOCIATES
CHARTERED ACCOUNTANTS

(CA. Sunil Maheshwari)
Ptp.
M. NO. 88486

S.M & ASSOCIATES
M.No. 088486
FRN No. 009649 N
Chartered Accountants

BURSAR   PRINCIPAL   TREASURER   CHAIRMAN

Place :
Dated :   New Delhi
                                                         01/12/20?

658,546.30   1,875,580.30
Total   1,875,580.30

Balance Sheet (GF) 2013-14

SRI GURU TEGH BAHADUR KHALSA COLLEGE (UNIVERSITY OF DELHI), DELHI 110 007

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31st MARCH 2014
(GENERAL FUND)

Expenditure	SCH	Current Year	Previous Year
Staff & Salary Cost	1	283,706,118.00	251,551,675.00
Advertisement / Recruitment Exp		60,282.00	65,143.00
Water Charges		4,272,421.90	4,636,451.00
Electricity Charges		5,172,886.50	4,210,668.00
Telephone Exp		43,183.00	35,848.00
Postage & Telegram		15,882.00	24,659.00
Repair & Replacement		13,300.00	3,955.00
Zoological Excursion / Botinical Garden		2,990.00	1,500.00
Education Conference		1,500.00	2,500.00
Contingencies Science		174,463.00	199,874.00
Audit Fees		3,371.00	3,371.00
Contingencies Library		103,782.00	90,081.00
Contingencies Others		1,676.00	40,702.00
Library Books		965,476.00	1,026,996.00
Annual Function		-	1,500.00
Legal Exp		-	57,750.00
Printing & Stationery		455,754.00	362,915.00
Bank Charges		357.00	4,036.00
Property Tax		1,217,660.00	817,475.00
College Security & other Arrangement		8,705,405.00	7,854,661.00
House Examination Exp		-	126,056.00
Gardening Exp		28,946.00	26,472.00
Excess of Income over Expenditure transferred to Gen Reserve A/c		-	121,536,506.00
Total		**304,950,433.40**	**392,680,794.00**

Income	SCH	Current Year	Previous Year
Tuition Fees		506,109.00	517,989.00
Admission Fees		8,265.00	5,945.00
Laboratory Fees		85,925.00	95,585.00
House Examination Fees		1,098,535.00	1,124,395.00
Water & Electricity Fees		1,370,368.00	1,397,000.00
Identity Card Fees		342,445.00	293,745.00
Gardening Fees		288,550.00	279,505.00
Library & Reading Room Fees		1,096,875.00	1,109,200.00
Income from Magazine		130,069.00	109,860.00
Receipt from Sales of Prospectus		388,400.00	256,350.00
Sale of Scrap Books (Library)		19,175.00	7,548.00
Receipt from Lost Library Books		8,850.60	
Recovery of Water & Electricity Charges (Contractor)			135,004.00
Recovery of Residents Rent		27,456.00	32,175.00
Intt Recd on Vehicle Advance		21,350.00	41,822.00
Intt Recd on Fixed Deposits		3,839,042.00	4,377,932.00
Intt. Recd. On Saving Bank		1,493,698.00	2,659,189.00
Misc. Income		1,567.00	
Grant Recd from UGC for Non-Salary (Current Year)		6,369,000.00	318,892,000.00
Grant Recd from UGC for Salary (Current Year)		195,420,000.00	
Grant Recd from UGC for Pension (Current Year)		30,801,000.00	
Grant Recd from UGC (Previous Year)			
Salary & Rearch Grant (Dr. Sukanta Datta)		1,891,902.00	55,593,000.00
Grant Recd. From DSGMC for Financial Year 2011-12			
Grant Recd. From DSGMC for Financial Year 2012-13		2,106,966.00	5,752,550.00
Excess of Expenditure over Income transferred to Gen. Reserve A/c		57,632,885.80	
Total		**304,950,433.40**	**392,680,794.00**

Significant Accounting Policies & Notes to Accounts

Sr.Asstt./Asstt.   S.O (Accts)   Admin Officer   BURSAR   PRINCIPAL   TREASURER   CHAIRMAN

As per Auditors Report of even date
FOR S.M & ASSOCIATES
CHARTERED ACCOUNTANTS

(CA-Sunil Maheshwari)
Prop.
M. NO. 88486

Place :   New Delhi
Dated :   09/12/2014

Income Expenditure Statement (GF) 2013-14

SRI GURU TEGH BAHADUR KHALSA COLLEGE (UNIVERSITY OF DELHI), DELHI 110 007

BALANCE SHEET AS ON 31st MARCH 2013

(GENERAL FUND)

Liabilities	SCH	Current year Amount	Previous Year Amount
FUND & RESERVES			
Endowment Fund		1,385,329.32	1,385,329.32
Development Fund			
Opening Balance		4,067,903.58	
Add: Receipts During the Year		12,440,963.00	
Less: Amount tranfered to Women Girl Hostel		(18,917,224.00)	
		(2,408,357.42)	4,067,903.58
Medical Revolving Fund			
Opening Balance		1,037,631.04	
Add : Received During the year		79,281.00	
Less : Expenses During the year		18,890.00	
		1,098,022.04	1,037,631.04
Capital Equipment Reserve			
Opening Balance		55,724,023.56	
Add: Addition Women Hostel Building		18,917,224.00	
Add: Additions in Admin/Science Block		11,839,461.00	
		86,480,708.56	55,724,023.56
General Reserve			
Opening Balance		640,027.02	
Add: Addition during the year		-	
Add: Excess of Income over Expenditure for the year		121,536,506.00	
		122,176,533.02	640,027.02
Fund / Grants Pending Utilisation	A	5,710,218.65	7,753,136.52
CURRENT LIABILITIES			
Unclaimed & Lapsed Security		5,072,280.41	4,647,780.41
Payable to Student Fund		11,863,394.00	45,262,116.00
Other Liabilities	B	1,875,580.30	2,028,085.30
TOTAL		233,253,708.88	122,546,032.75

Assets	SCH	Current year Amount	Previous Year Amount
		89,397,445.88	58,640,760.88
FIXED ASSETS	C		
INVESTMENTS -100 Shares of Punjab & Sind Bank		5,000.00	5,000.00
CURRENT ASSETS			
Cash & Bank Balance	D	68,820,298.72	27,581,249.72
Fixed Deposit Receipts- Punjab & Sind Bank	E	61,598,927.00	16,918,856.00
ADVANCE to Staff			
Advance Against LTC	F	26,500.00	219,000.00
Advance Against DU Grants	F	168,380.00	
Advance Against Project	F	3,347,837.52	6,027,688.39
Festival Advance to Staff		186,750.00	153,004.00
Vehicle - Car Scooter Advance		471,500.00	461,300.00
		4,200,967.52	4,200,967.52
GRANT RECOVERABLE AGAINST UTILIZATION	G	7,437,739.00	710,127.00
SECURITY DEPOSIT	H	72,900.95	72,900.95
ADVANCE - OTHERS			
Amount due from Building Fund		1,091,788.00	1,091,788.00
Advance to Contractor (Impact. Buildcon. Pvt. Ltd.)			8,362,688.00
Advance paid for Cost of Material (Impact Buildcon.)			604,389.00
NSDL Charges Recoverable		7,027.81	1,538.81
Advance to Modern Tech			25,000.00
Advance to Moriya Contruction			50,000.00
Advance to Racold			637,560.00
Advance to Relief Kitchen Systems Pvt. Ltd.			400,000.00
Advance to TOP Coats			200,000.00
Advance to AM Tech Fire Systems		400,000.00	
Advance to Rakesh Kumar Engineers & Contractor		221,614.00	383,186.00
Electricity Charges (Recoverable from Girls Hostel)			
TOTAL		233,253,708.88	122,546,032.75

Significant Accounting Policies & Notes to Accounts

Sr.Asstt Asst.   S.O (Accts)   Admin Officer

As per Auditors Report of even date
For G. DEEP & CO.
CHARTERED ACCOUNTANTS

(CA. Gagandeep Singh)
PARTNER
M. NO. 92597

BURSAR

PRINCIPAL
Sri Guru Tegh Bahadur
Khalsa College, Delhi-2

TREASURER

CHAIRMAN

Place : New Delhi
Dated : SEPTEMBER 2013

18 SEP 2013

CHARTERED ACCOUNTANTS

Balance Sheet (GF) 2012-13

SRI GURU TEGH BAHADUR KHALSA COLLEGE (UNIVERSITY OF DELHI), DELHI 110007

(GENERAL FUND)

INCOME & EXPENDITURE ACCOUNT FOR THE YEAR ENDED 31st MARCH 2013

Expenditure	SCH	Current Year	Previous Year	Income	SCH	Current Year	Previous Year
Staff & Salary Cost	1	251,551,675.00	249,719,981.00	Tuition Fees		517,989.00	531,581.00
Advertisement / Recruitment Exp		65,143.00	49,172.00	Admission Fees		5,945.00	7,520.00
Water Charges		4,636,451.00	4,006,249.00	Laboratory Fees		95,585.00	94,982.00
Electricity Charges		4,210,668.00	3,092,623.00	House Examination Fees		1,124,395.00	1,176,370.00
Telephone Exp		35,848.00	42,385.00	Water & Electricity Fees		1,397,000.00	1,463,424.00
Postage & Telegram		24,659.00	17,752.00	Identity Card Fees		293,745.00	300,276.00
Repair & Replacement		3,955.00	3,200.00	Gardening Fees		279,505.00	292,861.00
Zoological Excursion / Botinical Garden		1,500.00	1,500.00	Library & Reading Room Fees		1,109,200.00	1,171,680.00
Education Conference		2,500.00	9,650.00	Income from Magazine		109,860.00	469,581.00
Contigencies Science		199,874.00	214,134.00	Receipt from Sales of Prospectus		256,350.00	307,300.00
Audit Fees		3,371.00	3,309.00	Sale of Scrap Books (Library)		7,548.00	8,050.00
Contigencies Library		90,081.00	117,800.00	Receipt from Lost Library Books			7,234.00
Contigencies Others		40,702.00	37,793.00	Recovery of Water & Electricity Charges (Contractor)		135,004.00	92,361.86
Library Books		1,026,996.00	995,197.00	Recovery of Residents Rent		32,175.00	25,740.00
Annual Function		1,500.00	1,500.00	Intt Recd on Vehicle Advance		41,822.00	95,229.00
Legal Exp		57,750.00	4,950.00	Intt Recd on Fixed Deposits		4,377,932.00	1,499,635.00
Printing & Stationery		362,915.00	410,259.00	Intt. Recd. On Saving Bank		2,659,189.00	1,888,919.34
Bank Charges		4,036.00	771.00	Misc. Income			12,149.00
Property Tax		817,475.00	672,700.00	Grant Recd from UGC (Current Year)		318,892,000.00	218,153,000.00
College Security & other Arrangement		7,854,661.00	3,507,694.00	Grant Recd from UGC (Previous Year)		55,593,000.00	22,500,000.00
House Examination Exp		126,056.00	80,088.00	Grant Recd. From DSGMC for Financial Year 2011-12		5,752,550.00	4,188,436.60
Gardening Exp		26,472.00	23,677.00	Grant Recd. From DSGMC for Financial Year 2010-11			3,670,791.00
Excess of Income over Expenditure transferred to Gen. Reserve A/c		121,536,506.00		Excess of Expenditure over Income transferred to Gen. Reserve A/c			4,935,261.80
Total		392,680,794.00	263,012,384.00	Total		392,680,794.00	263,012,384.00

Significant Accounting Policies & Notes to Accounts

Admin Officer

S.O (Accts)

BURSAR

As per Auditors Report of even date

For G. DEEP & CO.

CHARTERED ACCOUNTANTS

(CA. Gagandeep Singh)
PARTNER
M. NO. 92652

TREASURER

PRINCIPAL
Sri Guru Tegh Bahadur
Khalsa College, Delhi-7

CHAIRMAN

Place : New Delhi
Dated : SEPTEMBER 2013

18 SEP 2013

Income Expenditure Statement (GF) 2012-13

SRI GURU TEGH BAHADUR KHALSA COLLEGE (UNIVERSITY OF DELHI), DELHI 110007
BALANCE SHEET OF GENERAL FUND AS ON 31ST MARCH 2012

Liabilities	SCH	Current year Amount	Previous Year Amount	Assets	SCH	Current year Amount	Previous Year Amount
FUND & RESERVES				**FIXED ASSETS**	C	58,640,760.88	27,843,151.88
Endowment Fund		1,385,329.32	1,385,329.32	INVESTMENTS - 100 Shares of Punjab & Sind Bank		5,000.00	5,000.00
Development Fund				**CURRENT ASSETS**	D		
Opening Balance	11,816,250.58			FDRs.			
Add: Amount Received	16,130,397.00			Fixed Deposit (Agst Endowment Fund)	5,147,415.00		4,580,576.00
	27,946,647.58			Bank FDRs. (Punjab & Sind Bank)	11,771,441.00	16,918,856.00	12,000,000.00
Less: Expenses during the year	(1,765,112.00)						
Less: Amount tranfered to Women Girl Hostel fund	(11,672,360.00)			**ADVANCES to Staff**	E	27,581,249.72	31,167,848.45
Less: Repair and Improvement of Auditorium	(1,808,727.00)						
Less: New Science Building	(8,632,545.00)	4,067,903.58	11,816,250.58	**CASH & BANK BALANCE**	F		
				Advance Against LTC		219,000.00	266,300.00
Medical Revolving Fund				Advance Against Project		6,027,688.39	3,789,300.00
Opening Balance	975,668.04						
Add - Recd during the year	81,937.00			Festival Advance to Staff		153,000.00	150,900.00
Less: Expenses during the year	19,974.00	1,037,631.04	975,668.04	Vehicle - Car Scooter Advance		461,300.00	518,400.00
Capital Equipment Reserve				**SECURITY DEPOSIT**	G	72,900.95	72,900.95
Other Fixed Assets							
Opening Balance	24,926,414.56			**ADVANCES-OTHERS**			
Add : Addition during the year	30,797,609.00	55,724,023.56	24,926,414.56	Amount due from Building Fund		1,091,788.00	1,091,788.00
				Advance to Contractor (Impact. Buildcon. Pvt Ltd)		8,362,688.00	968,599.00
General Reserve				Advance paid on cost of Material (Impact Buildcon.)		604,389.00	734,877.00
Opening Balance	5,575,290.82			NSDL Charges Recoverable		1,538.81	4,624.00
Less: Excess of Expenditure over Income for the year	4,935,263.80	640,027.02	5,575,290.82	Advance to Modern Tech		25,000.00	
				Advance to Moriya Contruction		50,000.00	
Fund / Grants Pending Utilisation	A	7,043,009.52	18,879,619.55	Advance to Racold		637,560.00	
				Advance to Relief Kitchen Systems Pvt. Ltd.		400,000.00	
CURRENT LIABILITIES				Advance to Tap Coats		200,000.00	
Unclaimed & Lapsed Security		4,647,780.41	4,243,780.41	Advance to am Tech Fire Systems		383,186.00	
Payable to Student Fund		45,262,116.00	14,814,028.00				
Other Liabilities	B	2,028,085.30	577,884.00				
TOTAL		121,835,905.75	83,194,265.28	**TOTAL**		121,835,905.75	83,194,265.28

Significant Accounting Policies & Notes
to Accounts   I

S.O (Accts)   Admin Officer   BURSAR   PRINCIPAL

Sr. Asst / Asst

FOR G. DEEP & CO,
CHARTERED ACCOUNTANTS

(CA. Gagandeep Singh)
PARTNER
M. NO. 92657

Place :   New Delhi

Dated : 27 DEC 2012

TREASURER   CHAIRMAN

Balance Sheet (GF) 2011-12

SRI GURU TEGH BAHADUR KHALSA COLLEGE (UNIVERSITY OF DELHI), DELHI 110007

INCOME & EXPENDITURE A/C GENERAL FUND FOR THE YEAR ENDED 31ST MARCH 2012

Expenditure	SCH	Current Year	Previous Year
Staff & Salary Cost	H	249,719,981.00	256,282,660.00
Advertisement /Recruitment Exp		49,172.00	223,869.00
Water Charges		4,006,249.00	3,598,849.00
Electricity Charges		3,092,623.00	2,525,984.00
Telephone Exp.		42,385.00	30,713.00
Postage & Telegram		17,752.00	12,353.00
Repair & Replacement		3,200.00	7,552.00
Botinical Excursion			1,500.00
Zoological Excursion / Botinical Garden		1,500.00	1,475.00
Education Conference		9,650.00	6,450.00
Contigencies Science		214,134.00	196,587.00
Science Appartus			3,800.00
Audit Fees		3,309.00	3,309.00
Contigencies Library		117,800.00	104,184.00
Contigencies Others		37,793.00	56,013.00
Library Book		995,197.00	848,165.00
Annual Function		1,500.00	
Legal Exp.		4,950.00	19,400.00
Printing & Stationery		410,259.00	447,936.00
Bank Charges		771.00	6,297.00
Property Tax		672,700.00	672,700.00
Security Exp.		3,507,694.00	2,217,655.00
House Examination Exp.		80,088.00	67,002.00
Gardening Exp.		23,677.00	52,079.00
Total		**263,012,384.00**	**267,386,532.00**

Income	SCH	Current Year	Previous Year
Tuition Fees		531,581.00	484,139.00
Admission Fees		7,520.00	6,315.00
Laboratory Fees		94,982.00	69,870.00
House Examination Fees		1,176,370.00	1,094,654.00
Water & Electricity Fees		1,463,424.00	1,372,419.00
Identity Card Fees		300,276.00	250,900.00
Gardening Fees		292,861.00	274,975.00
Library & Reading Room Fees		1,171,680.00	1,095,093.00
Income from Magazine		469,581.00	208,864.00
Receipt from Sales of Prospectus		307,300.00	691,700.00
Sale of Scrap Books (Library)		8,050.00	6,300.00
Receipt from Lost Library Books		7,231.00	1,417.00
Recovery of Water & Electricity Charges (Contractor)		92,364.86	131,549.00
Recovery of Residents Rent		25,740.00	25,740.00
Intt Recd on Vehicle Advance		95,229.00	57,320.00
Intt Recd on fixed Deposits		1,499,635.00	1,379,587.00
Intt. Recd. On Saving Bank		1,808,919.34	1,097,835.70
Misc. Income		12,149.00	
Grant Recd from UGC for (Current Year)		218,153,000.00	231,354,025.00
Grant Recd from UGC for (Earlier year)		22,500,000.00	13,181,000.00
Grant Recd. From DSGMC for financial year 2010-11		4,188,436.00	
Grant Recd. From DSGMC for financial year 2009-10		3,870,791.00	
Excess of Expenditure over Income Transferred to Gen. Reserve/ Balance Sheet		4,935,263.80	14,602,829.30
Total		**263,012,384.00**	**267,386,532.00**

S.O (Accts)   Admin Officer   BURSAR   PRINCIPAL   TREASURER   CHAIRMAN

Sr.Asstt./Asst.

Place: New Delhi

Dated: 2 7 DEC 2012

FOR G. DEEP & CO.
CHARTERED ACCOUNTANTS

(Ca. Gupinder Singh)
PARTNER
M. NO. 92057

Income Expenditure Statement (GF) 2011-12

6.4.4   Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

1. Procurement of development grants under UGC's five year plan: College makes the best use of UGC's Five Year plans in terms of making meaningful proposals for development. During XI, and XII Plan period, the College has been given such grants by UGC as detailed below:

Plan	Head and Sanction Year	Amount Sanctioned (Rs.)	Amount Received (Rs.)	Amount Utilized* (Rs.)
XI (2008-11)	Repair and Improvement of Auditorium (2011)	40,00,000	40,00,000	75,25,118
	Construction of Girls' Hostel (2009)	1,00,00,000	1,00,00,000	4,47,96,545
	New Science Block (2009)	2,00,00,000	2,00,00,000	3,04,72,006
	Merged Scheme (2008)	59,49,000	37,80,000	45,51,760
	Development Assistance (2008)	17,25,000	10,00,000	17,10,127
XII (2012-16)	Development Assistance (2013)	34,99,600	32,43,600	30,16,611

*include contribution by the College

2. The College approaches State Government or other such avenues to procure additional funds for development, where possible, having some part of its development plan sanctioned / funded / approved by UGC or University. Following are the details of such an instance:

Agency	Amount Sanctioned (Rs.)	Amount Received (Rs.)	Amount Utilized (Rs.)
Delhi Kalyan Samiti, Government of Delhi (for construction of Girls Hostel)	25,00,000	25,00,000	25,00,000

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?

Yes, IQAC has recently become functional, and appropriate formalization of its establishment shall soon be completed. At present the working in-charge of IQAC has started establishing with important cornerstones of QA at the College Level.

b. How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?

First formal meeting of IQAC is still awaited, and shall be post its formalization by the Governing Body resolution. However, the working in-charge has already started with important meetings with departments and units of the College and fundamental QA activities have started. The Principal has accepted all his recommendations regarding process-visibility.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

External members shall be included at the time of formalization of IQAC in consultation with present members and Governing Body very soon.

d. How do students and alumni contribute to the effective functioning of the IQAC?

Channels shall be soon established to obtain such contributions.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

At present, direct meetings are the preferred mode of interaction. IQAC in-charge has already met every department, society, administrative units, and library staff for introducing IQAC and first set of recommendations, along with the Principal.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalization.

Formal framework and flow is being created and shall be published soon.

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 formal trainings for QA procedures shall begin in the ensuing Semester of 2015-16.

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?

Not yet. At present University statutes and curricula is the reference point. IQAC shall establish procedures for Academic Audit and external review of academic provisions and communicate the findings to College and University authorities.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

Relevant requirements of University of Delhi, UGC, and AICTE (for on-going B.Tech. programmes) have always been fulfilled. As these agencies communicate their formal QA requirements, IQAC shall start the process of mapping accordingly.

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?

IQAC has recommended institution of Course-wise mentors/coordinators and Departmental Monitoring Committees which has representation of students, and shall meet every two weeks. The latter is a tool and platform to continuously review teaching-learning process, under the supervision of Academic Affairs committee of the Staff-Council as well as IQAC. The initial meetings of these committees have just been completed in the past Semester, and after 2-3 meetings, the issues and outcomes shall be analyzed and fine-tuning shall start.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

The outcomes as mentioned in 6.5.6, shall be appropriately communicated to internal and external stake-holders after first set of tools become operational for a while, which should be by the middle of ensuing Semester of 2015-16.

Any other relevant information regarding Governance Leadership and Management which the college would like to include.

Criterion VII: Innovations and Best Practices

7.1   Environment Consciousness

7.1.1   Does the Institute conduct a Green Audit of its campus and facilities?
         No. Though, the College is aware and concerned about environment and takes active initiatives to make Campus as green as possible.

7.1.2   What are the initiatives taken by the college to make the campus eco-friendly?

- Energy conservation
  Most classrooms are naturally well-lit during day hours. College is switching to low-power consumption electrical equipment in small installments as per availability of funds. 'Switch-Off Equipment When Not in Use' is aggressively campaigned, alongwith daily periodic inspection by designated staff.
- Use of renewable energy
  o Solar water-heating equipment has been installed in the Girls Hostel since the very beginning.
  o Solar street lighting in the campus area has been operational for about five years now.
- Water harvesting
  o Rain-water harvesting facility is used to collect drained rainwater and use it for irrigation of Ground and lawns.
  o Central plant for distilled water is going to be installed so as to reduce the wastage due to traditional smaller plants in individual departments of Chemistry, Botany and Zoology.
- Check dam construction
  Not applicable
- Efforts for Carbon neutrality
  o Tree droppings are used to make manure.
  o Efforts are made to reduce paper consumption.
  o Waste paper is recycled with the help of an external recycling agency and reused.
- Plantation
  There are about 150 new trees planted in past 4 years. Total number of trees in campus is about 600.
- Hazardous waste management
  No
- e-waste management

o Wherever companies provide buy-back of dated equipment, it is preferred as a rule when purchasing new.
o All batteries are procured with old ones on buy-back/safe-disposal terms
o Wherever the e-waste cannot be disposed by College directly, since only duly constituted write-off committee has the authority, it is safely collected till such process is complete. After due write-off procedure, agencies which dispose e-waste in an environment friendly way are sought to dispose the same.

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.

The following are the most dominant innovations in recent years in the College which have created a positive impact on the functioning of the College, one administrative and the other pedagogical:

1. Use of technology in improvement of College processes
   a. In-house development and deployment an application for students records management and processes
   b. Deployment of a full-text searchable Digital Repository for College Documents using Dspace on Linux server.
   c. Resource sharing of labs by deployment of high-throughput common facilities so as to reduce waste and improve coordination
   d. Preparation of zero-defect timetable every semester by specialized faculty using custom-built software technology, which optimally utilizes the resources
2. Use of Concept-Inventory methods of teaching science
   Used by certain faculty members in Physics, Electronics, and Computer Science
3. Participation of students in Innovation Projects funded by the University, which started to create a culture of research and innovation among undergraduate students.

7.3 Best Practices

7.3.1 Two best practices **in the given format** which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college are given in **7.3.1.1** and **7.3.1.2** below.

7.3.1.1 Best Practice - 1

1. **Title of the Practice**
   In-house development and deployment of software for Student Records Management in the College.

2. **Goal**
   To create software that is completely built, operated and maintained by the College in-house and is used for:
   Admission, Fees, Conduct of classes, Attendance, Internal Assessment, Examination documentation, transcripts, and other documents/records pertaining to the duration of a student's stay in the College.

3. **The Context**
   The life-cycle of students from admission to transcripts generates an enormous amount of data at every stage, which is shared by different processes in the College ranging from filling of forms, library use, classroom attendance, examinations, and so on, repetitively. The management of this data is a challenge for the institution, and experiences with piece-meal market based turn-key technology deployment to store, process, and share this often have to be abandoned, since the process itself keeps redefining itself escalating the cost of maintenance, which almost borders onto redoing the whole thing. Budget for such work is practically non-existent.

   College has in-house expertise in Computer Science and IT, though the deployment of this staff is for the teaching-learning process primarily. The same, as extra challenge, took up the project to build a solution for the College in an organic mode project using exclusively free-open-source technologies, so that immediate tasks are automated / supported, a meaningful continuum could be achieved, and elaborate archiving for years to come becomes possible.

4. **The Practice**
   An application that uses multi-tier approach to model workflow of mutually dependent processes on College intranet was developed from summer of 2014 in stages using the following:
   - Linux Operating System
   - Postgresql DBMS as backend storage
   - Apache http web server
   - PHP, Javascript, and AJAX for interfaces
   - GCC, file utilities, and drivers
   - Integration with external databases using scripts

At present stage of deployment the application supports:

- Pre-application for admission for College-bound courses, i.e. where University's central application form does not work
- Integration of database of University's Central Applications
- Integration of databases of School Board Results such as CBSE
- Admission process and reports
- Fee payment/refund/adjustment and accounting of Fee-Accounts with reports
- Generation of Identity Card/Library Cards
- Registration of various courses/papers every semester with scheme and programme specific constraints of University Statutes and College resources
- University Examination Forms
- Class, Section and group schedules
- Recording of class attendance, its compilation and reports
- Recording of Internal Assessment components and its compilation and reports specific to scheme/ programme constraints and University Statutes
- Incorporation of external data due to migration in
- Differential fee-generation and adjustment for migration in
- Readmission to ex-students with continuity to past records
- Recording and use of Semester end examination results for promotion
- Recording and use of incentives such as attendance relief for students who participate in sports or extracurricular events or medical leave as per University Rules
- Refund of security deposit in passing-out / leaving the course as admissible under rules
- Assistance in scrutiny of nominations for Student Union Election
- Preparation of electoral rolls for Students Union Election
- Updation and modifications in the above data as well as processes as the attributes and situations change, with audit trails and timestamping the changes

The application is used by different desks in the Office who see only the interfaces applicable to them, based on access-rights and authorization of the use involved. The data-input or transactions they perform are recorded with their user-id in the database along with other logging information. No records are deleted in any case, and each value is maintained forever, with timestamps to choose the most current, or a past snapshot of things. Upon use-edit, the old values also remain, along with newer ones, so that there will never

be a situation of discontinuity, and even contradicting realities can co-exist. The administrator of the system very carefully negotiates the process integrity as new dimensions of the processes are made available by University Rules or College decisions.

The application runs on mirrored database and web servers to enhance availability, with standard web-security techniques on College intranet.

Regular incremental and full backups on Network Attached Storage Device are maintained, with redundancy.

5. **Evidence of Success**

The application is now in its second year of successful deployment and growing slowly but steadily to include more and more functions and interfaces.

The integration of various departments and units of the College has improved greatly and duplication of work and resultant inconsistencies of data has disappeared. The access time to any record, at its present state is immediate, and for past trails a few seconds. Routine and frequent reports, such as bona-fide certificate for an enrolled student are generated and made available immediately, which could take earlier a day or more. Student queries about their data about fee-payment, attendance, or internal assessment can be answered on the spot without a need to sift through voluminous heaps of paper. Management reports are instantaneous or in a minute depending upon volume of data involved.

Overall, the efficiency of the College Office has increased, and amount of burden has reduced. Teachers get to see the updated list of students as soon as a student joins-in or leaves, reducing the confusion. Accounts reports regarding fee are accurate and quick, and so are the documents pertaining to transactions.

The application has made College better integrated and efficient, reducing the anomalies that would be frequent in such a large enterprise.

6. **Problems Encountered and Resources Required**

The biggest problem was finding time to create the application, since the creator knew the business logic very well already, having otherwise been involved in the said processes for some time. Extra-hours and continuous dedicated homework overcame it however.

Also, PHP interfaces needed to be tested extensively before deployment, and there was very little time to do so on offline dummy data, since the deployment was almost following the creation. In fact some of the interfaces were to come live with zero testing, which required very careful design and creation.

Second, though smaller problem that persists is that the College network is non-redundant and in the event it fails due to some reason, the entire business comes to pause, until network comes up again.

Other hardware resources were the ones where money had to be spent, and this was made available by the College. Two identical rack servers, NAS, and a couple of notebook computers were made available by the College for the purpose. Network existed already.

7. **Notes (Optional)**

Creation of such an application may be considered common-place by many, so it is important to highlight the special features, which are rather uncommon, but would be of help to others:

- The business logic which is implemented by usual engineers is often exclusive in the sense that simultaneously many realities cannot co-exist (there can be only one 'correct thing'). This application is inclusive, wherein complementary, supplementary, and even contradicting realities can simultaneously exist and remain non-interfering. This helps in the long run, since educational and operational frameworks and rules are fluid and subject to revision at any time.

- The business logic involved is complex and ever-changing which diminishes the possibility of having a matured application from an external-agency that would not need day-to-day customization. Such applications straight-jacket the user and become a pain and get ultimately replaced by another, and the process keeps repeating. This creates repeating discontinuities on the tracks, since different architectures do not often integrate the past data with correct semantics.

- Free-open-source software in terms of actual use, need expert and committed in-house resource persons.

8. **Contact Details**

Name of the Principal:	Dr. Jaswinder Singh
Name of the Institution:	Sri Guru Tegh Bahadur Khalsa College, University of Delhi
City:	Delhi
Pin Code:	110007
Accredited Status:	Cycle-1
Work Phone:	91-11-2766-7469, 91-11-6466-8585
Fax:	91-11-2766-6220
Website:	www.sgtbkhalsadu.ac.in
E-mail:	jaswindi@yahoo.co.uk
Mobile:	9999797188

7.3.1.2 Best Practice - 2

1. **Title of the Practice**
    Implementation of a full-text searchable Digital Repository for College Documents and Records

2. **Goal**
    To make various documents pertaining to functioning of the College, Notices, Communications from University, and information archives of the College available in full-text searchable form, tagged with various meta-data, on the College intranet for quick access in order to speed-up reference, communication, and decision-making.

3. **The Context**
    There are tons of documents that arrive-in and are sent-out by the College on a daily basis. These involve mostly some aspects of information from various sources which is actually meant for access by faculty, staff, and students. These documents are routinely routed through several hands before finally reaching into respective files, which over a period of time become so voluminous that classifying them, storing and then retrieving them becomes a formidable task in itself. Often it leads to delays in accessing the requisite information, proportional to the time-lapsed since their archiving, being buried in heaps of files. Also, the files are difficult to search directly by the intended user, and loss of information/precision leads to further snags in locating the appropriate information.

    It was decided by the Department of Computer Science to digitize as much information as possible, and store it in a Digital Archive, with appropriate tagging of each document, and enable a full-text search on these for quick perusal based on access-rights of the prospective users from anywhere on the College Intranet.

4. **The Practice**
    A Digital Repository on Linux Servers of the College, using Dspace was implemented by the Computer Science faculty in Feb-2014, with small support of funding from DBT STAR College scheme going on then in the College. Use of free software in doing so, was within the policy of the College to migrate entirely to Free Open-Source Software.

    A Community for the College, having several Sub-Communities, Collections, and Sub-Collections was created, with appropriate mete-data fields chosen for items to be populated in

these.

There are Collections for Governing Body, Staff Council, Departments, University Notices, Faculty-Publications, Syllabi and Old Question Papers, Curricular and Extra-curricular events, Student Societies, Projects, and so on. The documents that arrive-in, and several bunches of past documents which were apparently useful for reference were uploaded in this Repository.

At the time of writing, over 1000 documents totaling to several thousand pages have been uploaded in these collections, with appropriate metat-data tagged to theses. These documents are displayed to users of the following categories, with increasing rights of viewing and comments:

- General – Everyone
- Student Groups – specific student groups organized by interest
- Staff – Faculty and Other staff
- Special groups/individuals – such as Principal, Bursar, AO etc.
- Collection/Community Administrator
- System Administrator

An assistant uploads these documents in general, and upload rights are also given to respective Collection/Community uploaders. The documents that are uploaded are scrutinized and approved by the respective Collection/Community Administrators for correctness of meta-data and access privileges, and accordingly made available/visible, or corrected/removed/rejected. The overall Administrator can organize the collections and create further access-levels and groups, as well as more communities/collections.

It is envisaged that in furture, application forms, testimonials, and all internal/external correspondence shall be uploaded, to make the office-operation free from paper-file access, and thus quicker. Also, integrating the Repository into routine workflow may require further integration with specialized transactional databases.

5. **Evidence of Success**

The documents need not be searched in voluminous paper files, when a reference is to be made, unless specific verification/presentation is required. The relevant documents can be perused or saved by the users, and access is by browsing based on dozens of meta-data fields such as source, author, date, subject, issue/validity date, and so on, or by search. The search engine searches documents by scope, meta-data, or even full-text.

Information of diverse types has become available at a click to the entire College – students, staff, and visitors included, up to their acess- rights. System transparency has increased, and responsiveness and untilization of information has increased. It is as

if the entire-College records and correspondence have been put in a quick reference searchable library, available from anywhere on the College-network through wired and wireless connection.

6.   **Problems Encountered and Resources Required**
        Implementation required minimum resources in terms of hardware and software, since existing facilties were used. However, uploading, which may at times require scanning the paper is an additional step in the work-flow. Also, populating meta-data correctly requires some training and patience for a large section of uploaders.
        Overall the biggest challenge is curating the collection, for which a curator with sufficient expertise on Dspace is required. At present two faculty members are looking-after the curation task within the scope of time available to them, but services of specialized curator(s) would certainly be needed if the respository has to remain usable in the long-run.

7.   **Notes (Optional)**
        Installation of Dspace on Linux and creation of a usable Repository would require someone with a good degree of expertise in open-source systems. Also, once implemented, curation task becomes more and more dominant as the Repository will grow, and specialized curators may be required. It is important to take automatic backups of the system, and/or mirror the servers to make the effort useful in the long-run and increase availability.

8.   **Contact Details**
        Name of the Principal: Dr. Jaswinder Singh
        Name of the Institution: Sri Guru Tegh Bahadur Khalsa
                                                     College, University of Delhi
        City: Delhi
        Pin Code: 110007
        Accredited Status: Cycle-1
        Work Phone: 91-11-2766-7469, 91-11-6466-8585
        Fax: 91-11-2766-6220
        Website: www.sgtbkhalsadu.ac.in
        E-mail: jaswindi@yahoo.co.uk
        Mobile: 9999797188

Evaluative Report of the Departments

1. Evaluative Report of the Department of Physics

1.   Name of the department   **Physics**

2.   Year of Establishment   **1971**

3.   Names of Programmes / Courses offered
     (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
     - B.Sc. (Hons.) Physics
     - M.Sc. Physics

4.   Names of Interdisciplinary courses and the departments/units involved
     - B.Sc. Programme Physical Sciences - involves Chemistry, Computer Science, and Mathematics

5.   Annual/ semester/choice based credit system (programme wise)
     For all undergraduate programmes:
     - 2010-17 : Semester Based
     - 2015-16 onwards Choice Based Credit System
     Postgraduate Programme: Semester Based

6.   Participation of the department in the courses offered by other departments
     - B.Sc. (Hons.) Chemistry
     - B.Sc. (Hons.) Mathematics

7.   Courses in collaboration with other universities, industries, foreign institutions, etc.
              None

8.   Details of courses/programmes discontinued (if any) with reasons
              None

9.   Number of Teaching-posts

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	10
Asst. Professors	14	3

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
Sanjeev Kant Soni	Ph.D.	Associate Professor	High Energy Physics, Analytical Mechanics	30	1
Anuradha Gupta	Ph.D.	Associate Professor	Particle Physics	31	Nil
Deepak Chandra	Ph.D.	Associate Professor	Astroparticle Physics	34	Nil
Ravi Shankar Bhattacharjee	Ph.D.	Associate Professor	Quantum Mechanics, Physics Education	30	Nil
Ajay Wadhwa	Ph.D.	Associate Professor	Astroparticle Physics, Physics Education	23	Nil
Mamta	Ph.D.	Associate Professor	High Energy Physics	22	Nil
Sukanta Dutta	Ph.D.	Associate Professor	High Energy Physics	22	2
Hiyong Ramo Chotte	M.Sc.	Associate Professor	Cosmology	17	Nil
Nimmi Singh Rooprai	Ph.D.	Associate Professor	Cosmology	17	Nil
Kuldeep Kumar Kapil	Ph.D.	Assistant Professor	Material Science	10	Nil
Savinder Kaur	Ph.D.	Associate Professor	Atomic and Molecular Collision Physics	16	Nil
Sushil Kumar Singh	M.Sc.	Assistant Professor	Cosmology and Physics Education	14	Nil
Akshat Kholia	Ph.D.	Assistant Professor	Nuclear Fusion	2	Nil

11. List of senior visiting faculty **Nil**

12.   Percentage of lectures delivered and practical classes handled
       (programme wise) by temporary faculty   **16.7%**

13.   Student -Teacher Ratio (programme wise)
        B.Sc. (Hons.) Physics   1 : 13
        B.Sc. Programme Physical Sciences   1 : 25

14.   Number of academic support staff (technical) and administrative
       staff; sanctioned and filled
               Sanctioned:
               Filled Lab. Assistants   8
                       Attendants   2

15.   Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.
                                                   11 - PhDs, 2 - MSc.

16.   Number of faculty with ongoing projects from a) National b)
       International funding agencies and grants received
                                               2 Funded by CSIR
                                               Rs.4,53,000/- so far

17.   Departmental projects funded by DST - FIST; UGC, DBT, ICSSR,
       etc. and total grants received
                       6 Major Projects funded by DST/UGC/CSIR
                       4 Minor Projects funded by UGC
                       4 Projects funded by University of Delhi
                       1 Minor Project funded by DBT
                       Total Fund: Rs.1,50,22,021/-.

18.   Research Centre/facility recognized by the University
                       High Energy Physics Lab

19.   Publications:

Publication per faculty	232/13 = **17.84**
Number of papers published in peer reviewed journals (national /international) by faculty and students	192
Number of publications listed in International Database (e.g: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	192

Monographs		1
Chapter in Books		31
Books Edited		Nil
Books with ISBN/ISSN numbers with details of publishers		9
0849309891	Narosa Publishing House	
812034545452/12	Prentice Hall Learning	
8120340132/10	Prentice Hall Learning	
8124108137/10	Har-Anand Publications	
8124108145/10	Har-Anand Publications	
9788124117095	Har-Anand Publications	
9788124117514	Har-Anand Publications	
9788124117453	Har-Anand Publications	
978-3-639-76775-9	Scholar's Press, Germany	
Citation Index (Aggregate No. of Citations)		2186
SNIP		Various
SJR		Various
Impact Factor		Various
h-index		Max. 11

20. Areas of consultancy and income generated **Nil**

21. Faculty as members in
   a) National committees   Nil
      1. Deepak Chandra, Selection Committee for Indian team, 46th, International Physics Olympiad, 2015.
      2. Mamta, Bureau of Indian Standards, Educational Instruments and Equipment, Sectional Committee, 2012-2016.
      3. Mamta, Finance Committee, 13th Asian Physics Olympiad, Delhi, 2012.
      4. Mamta, National SERC School Planning Committee, DST, 2008-2009.
      5. Sukanta Dutta, National SERC School Planning Committee, DST, 2008-2009.
      6. Sukanta, National SERC School Selection Committee, DST, 1997-1998.
      7. Savinder Kaur, Organising Committee, 13th, Asian Physics Olympiad, Delhi 2012.

   b) International Committees
      1. Ravi S. Bhattacharjee, Leader, Indian Team, International Physics Olympiad, Indonesia, 2002.

2. Ravi S. Bhattacharjee, Leader, Indian Team, International Physics Olympiad, Taiwan 2003.
3. Ravi S. Bhattacharjee, Leader, Indian Team, International Physics Olympiad, Salamanca 2005.
4. Ravi S. Bhattacharjee, Leader, Indian Team, Asian Physics Olympiad, Almaty, Kazaksthan 2006.
5. Ravi S. Bhattacharjee, Leader, Indian Team, Asian Physics Olympiad, Shanghai, China 2007.
6. Ravi S. Bhattacharjee, Leader, Indian Team, Asian Physics Olympiad, Ulaanbaatar, Mongolia 2008.
7. Ravi S. Bhattacharjee, Leader, Indian Team, Asian Physics Olympiad, Tel Aviv, Israel, 2011.
8. Ravi S. Bhattacharjee, Leader, Indian Team, Asian Physics Olympiad, Bogor, Indonesia 2013.
9. Ravi S. Bhattacharjee, Leader, Indian Team, Asian Physics Olympiad, Hangzhou, China, 2015.

c) Editorial Boards   **Nil**

22. Student projects
a) Percentage of students who have done in-house projects including inter departmental/programme   **~70%**

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
          UGC Research Award 2009 to Dr. Sukanta Dutta.

24. List of eminent academicians and scientists / visitors to the department
1. Prof. Bogdan Dobrecue, Fermi-National Lab., Chicago, USA
2. Prof. Kaoru Hagiwara, High Energy Accelerator Organization, Japan
3. Prof. Nobuchika Okada, University of Alabama, USA
4. Prof. R.S. Rawat, NIE, NTU, Singapore
5. Prof. Parampreet Singh, Louisiana State University, USA
6. Prof. B. Ajith, IUAC
7. Prof. Ajit Kembhavi, IUACA
8. Prof. Biswaroop Mukhopadhyaya, HRI
9. Prof. S.M. Prasad, NPL
10. Prof. Ram Ramaswamy, JNU

11. Prof. S. Annapoorni, Department of Physics, University of Delhi
12. Prof. Patrick Dasgupta, Department of Physics, University of Delhi
13. Prof. K.K. Dutta, Department of Physics, University of Delhi
14. Prof. Sanjay Jain, Department of Physics, University of Delhi
15. Prof. Kapilanjan Krishnan, JNU
16. Prof. T.R. Seshadri, Department of Physics, University of Delhi
17. Prof. Amitabha Mukherji, Depatment of Physics, University of Delhi

25. Seminars/Conferences/Workshops organized & the source of funding:

a) National
1. Preparatory SERC School on Theoretical High Energy Physics sponsored by DST. September 23 -October 20, 2008. Total Participants =50
2. "Emerging Trends in Physics" Conference for undergraduates and post- graduates, sponsored by DST, UGC, CSIR and DAE. September 20-23, 2006. Total Participants =150
3. Preparatory SERC School on Theoretical High Energy Physics sponsored by DST. September 22-October 19, 1997. Total Participants: 50
4. Conference cum Workshop on High Energy and Computational Physics, sponsored by UGC and DST. Total Participants =60

b) International
"Think Tank on Physics@LHC: Monte Carlo Event Generators at NLO and Jet Physics" sponsored by HRI (DAE) and DST at Sariska Palace, Rajasthan. December 5-9, 2011. Total Participants = 55.
Speakers included**:-**
1. CACCIARI, Matteo, (LPTHE France)
   Jet physics: from algorithms to Jetography
2. FREDERIX, Rikkert (Univ. of Zurich, Switzerland)
   Automatic NLO computations: MadLoop and MadFKS
3. MALTONI, Fabio (University of Louvian)
   QCD at NLO and accurate Monte Carlo event generators
4. TORRIELLI, Paolo (EPFL, Lausanne, Switzerland)
   Interfacing NLO computation with parton showers

26. Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.Sc. (Hons.) Physics					
2011-12		67	51	16	96.08
2012-13		41	33	8	51.39
2013-14		48	43	5	74.29
2014-15	82998	80	53	27	71.05
2015-16	70836	58	45	13	-
B.Sc. Physical Sciences					
2011-12		102	61	41	34.38
2012-13		69	49	18	38.67
2013-14	NA	Nil	Nil	Nil	64.36
2014-15	NA	112	90	22	45.45
2015-16	31508	82	71	11	-
M.Sc. Physics					
2011-12	NA	6	2	4	66.67
2012-13	NA	8	5	3	33.33
2013-14	NA	5	4	1	100.00
2014-15	NA	8	8	Nil	66.67
2015-16	NA	13	9	4	-

*M = Male   *F = Female

27. Diversity of Students (data is for current batches)

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Sc. (Hons.) Physics	27.53	72.46	Nil
B.Sc. Physical Science	32.47	67.52	Nil
M.Sc. Physics	28.57	71.42	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

       6 NET (12 since 1987)   2 GATE   3 Defense

29. Student progression

Student progression	Against % enrolled
UG to PG	30%

PG to M.Phil.	NA
PG to Ph.D.	5% (since 2012)
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	 15% 15%
Entrepreneurship/Self-employment	15%

30. Details of Infrastructural facilities
    a) Library   Common/Central Library

    b) Internet facilities for Staff & Students: All on wired and wireless

    c) Class rooms with ICT facility   Two Classrooms and One Lab

    d) Laboratories   Four
                                           (2 Physics, 1 Electronics, 1
                                           Computer, + 1 timeshared with
                                           Computer Science)

31. Number of students receiving financial assistance from college,
    university, government or other agencies   **35**

32. Details on student enrichment programmes (special lectures /
    workshops / seminar) with external experts
    1. "Emerging Trends in Physics" Conference for undergraduates
       and post-graduates, sponsored by DST, UGC, CSIR and DAE.
       September 20-23, 2006.
    2. Workshop on "Innovative Experiments with Phoenix" sponsored
       by IUAC, Delhi. 2006.

33. Teaching methods adopted to improve student learning
    Core teaching on chalk-board supplemented with ICT enablers for
    theory as well as practical

34. Participation in Institutional Social Responsibility (ISR) and
    Extension activities   **Nil**

35. SWOC analysis of the department and Future plans
    Strengths:
    • Highly qualified and dedicated faculty

- Well-equipped Labs

Weaknesses:
- Large practical groups
- Lack of organized alumni Association

Opportunities:
- Generic Elective Courses and Skill based Courses for all interested students under CBCS

Challenges:
- Mixed language instruction to address needs of heterogeneous language medium

Future Plans:
- To explore the possibility of specialized Masters Programme in Computational Physics and Simulation

2. Evaluative Report of the Department of Chemistry

1. Name of the department **Chemistry**

2. Year of Establishment **1951**

3. Names of Programmes / Courses offered
    (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
    *   B.Sc. (Hons.) Chemistry
    *   M.Sc. (Chemistry)
    *   PG Diploma in Forensic Science

4. Names of Interdisciplinary courses and the departments/units involved
    *   B.Sc. Programme Life Sciences
        Involves Botany, Zoology, Computer Sc., English, Mathematics
    *   B.Sc. Programme Physical Sciences
        Involves Physics, Computer Science, Mathematics, English, Botany, Zoology

5. Annual/ semester/choice based credit system (programme wise)

B.Sc. (Hons.) Chemistry	Semester based 2014-17 CBCS 2015-16
B.Sc. Life Sciences	Semester based 2014-17 CBCS 2015-16
B.Sc. Physical Sciences	Semester based 2014-17 CBCS 2015-16
M.Sc. Chemistry	Semester Based
PG Diploma Forensic Sc.	Semester Based

6. Participation of the department in the courses offered by other departments
    B.Sc. (Hons.) Botany
    B.Sc. (Hons.) Zoology
    B.Sc. (Hons.) Physics
    B.Sc. (Hons.) Mathematics
    (Chemistry core/optional papers in these under Semester Scheme, All other courses under CBCS scheme)

7. Courses in collaboration with other universities, industries, foreign institutions, etc.

Lateral entry for students who have successfully completed PG Diploma in Forensic Science to M.Sc. Forensic Science Part-II (2nd year) at the following institutes:

- Sam Hagginbottom Institute of Agriculture, Technology and Sciences, Allahabad
- Chandigarh University, Mohali

8. Details of courses/programmes discontinued (if any) with reasons
    B.Sc. (Gen.) Industrial Chemistry was discontinued in 1988, due to insufficient opportunities for students after passing out.

9. Number of Teaching-posts

	Sanctioned	**Filled**
Professors	-	-
Associate Professors	-	7
Asst. Professors	14	5

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
Gurmeet Kaur	Ph.D.	Associate Professor	Physical Chemistry	35	-
G.S. Sodhi	Ph.D.	Associate Professor	Inorganic Chemistry	31	1
Gurvinder Kaur	Ph.D.	Associate Professor	Organic Chemistry	30	-
P.S. Jassal	Ph.D.	Associate Professor	Physical Chemistry	30	2
Satnam Kaur	Ph.D.	Associate Professor	Physical Chemistry	23	-
Sumanjeet Kaur	Ph.D.	Associate Professor	Inorganic Chemistry	24	-
Neelam Anand	Ph.D.	Associate Professor	Organic Chemistry	18	-
Vimal Rarh	Ph.D.	Assistant Professor	Organic Chemistry	16	-
Vandana Sharma	Ph.D.	Assistant Professor	Organic Chemistry	8	-
Amarpreet Kaur	Ph.D.	Assistant Professor	Inorganic Chemistry	8.5	-
Archana Gautam	Ph.D.	Assistant Professor	Organic Chemistry	7	-
Roopa Kumari	M.Sc.	Assistant Professor	Physical Chemistry	2.5	-

11. List of senior visiting faculty   Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty   ~40%

13. Student –Teacher Ratio (programme wise)
    B.Sc. (Hons.) Chemistry   15: 1
    B.Sc. Programme   22: 1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/Mphil/PG.
    Ph.D.'s – 11   M.Sc. – 1

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

S. No	Title	PI(s)	Funded by	Duration	Grant Received (Rs.)
1	Polysaccharides Nanoparticles and Cross-Linked Derivatives for Adsorption of Toxic Substances from Industrial Effluents	P.S. Jassal	DRDO	28-07-2013 to 27-7-2016	3744000
2	e-PG Pathshala Project for e-Content Development for Post-Graduate Courses in Chemistry	Vimal Rarh	UGC/ MHRD	01-10-2013 – Till Date	11200000
3	e-PG Pathshala Project for e-Content Development for Post-Graduate Courses in Forensic Science	G.S. Sodhi (Co-PI)	UGC/ MHRD	01-10-2013 – Till Date	11200000
4	Detection of Fingerprints on Despoiled Crime Scenes	G.S. Sodhi Gurvinder Kaur Harjinder Singh	University of Delhi	20-08-2015 to 19-08-2016	350000

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	245/12 = **19.16**	
Number of papers published in peer reviewed journals (national /international) by faculty and students	228	
Number of publications listed in International Database (e.g: Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.)	226	
Monographs	Nil	
Chapter in Books	9	
Books Edited	Nil	
Books with ISBN/ISSN numbers with details of publishers	8	
978-81-7319-809-0	Alpha Science Publishers, London	
978-81-8052-198-2	Ane Books Pvt. Ltd., New Delhi	
978-81-309-2920-0	Viva Books Pvt. Ltd., New Delhi	
978-81-230-1811-9	Publication Division Ministry of Information and Broadcasting Government of India, New Delhi	
978-81-9267-96-0-0	Access Publishing, New Delhi	
978-93-834-5421-1	Access Publishing, New Delhi	
978-81-9267-96-5-5	Access Publishing, New Delhi	
978-81-2191-80-77	S. Chand & Co., New Delhi	
Citation Index (Aggregate No. of Citations)	659	
SNIP	-	
SJR	-	
Impact Factor	-	
h-index	-	

20.   Areas of consultancy and income generated
       Dr. Vimal Rarh: e-Learning and e-content development (Providing Technical consultancy for e-PG Pathshala Project of UGC in 5 subjects as Technical Coordinator (Forensic Science, Commerce,

Economics, Psychology, & Business Economics) Rs.1.12 crores each (Total: Rs.5.6 Crores).

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   ~55%

        b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies   ~12%

23.   Awards / Recognitions received by faculty and students

Dr. Gurmeet Kaur	(i) Smt. Annapurna Award for the year 1991 in appreciation of research paper entitled, Inhibition of corrosion by benzotriazole & benzimidozole in KOH Solution, surface characterization by ESCA & SEM published in Trans. SAEST 26, No 2-3, 182-88,1991 (given in April, 1994) by Society for Advancement of Electrochemical Science & Technology (ii) Distinguished Teacher Award 2009, University of Delhi
Dr. G.S. Sodhi	International: (i) Received WIPO-2001 International Award, for the innovation, *Novel spray formulations based on xanthen dyes for detecting latent finger prints*, judged as the best invention for the year 2001, by *World Intellectual Property Organisation, Geneva*, a UNO subsidiary, and presented on its behalf by National Research Development Corporation, New Delhi on May 11, 2002. National: (i) Received National Technology Day Award for the invention entitled, *Novel spray formulations based on xanthen dyes for detecting latent finger prints*, presented by *National Research Development Corporation*, *New Delhi* on May 11, 2000. (ii) Received 3rd prize for the innovation, *A novel fluorescent reagent for detecting fingerprints on difficult items*, at the India Innovation Initiative – i3 National Fair, presented by *Agilent Technologies, Department of Science and Technology and Confederation of Indian Industry at New Delhi* on October

	27, 2009.
	(iii) Received National Award for Commercializable Patents for filing the Indian Patent entitled, *A spray formulation for detecting latent fingerprint on sticky side of adhesive tape*, No. 251802, dated April 13, 2012, presented by *Technology Information Forecasting and Assessment Council, Ministry of Science and Technology*, *New Delhi* on February 10, 2014.
	<u>Others:</u>
	(i) Received Best Research Paper Award for the communication entitled, *Fingermarks' detection by eosin-blue dye*, presented at the Forensic Science Forum of the *87th Session of Indian Science Congress, held at University of Pune, Pune*, from January 3-7, 2000.
	(ii) Received Best Presentation Award for the paper entitled, Detection of latent fingerprints by xanthen dyes, presented by Bureau of Police Research and Development, New Delhi, at the Forensic Science Forum of the 88th Session of Indian Science Congress, held at Indian Agricultural Research Institute, New Delhi, from January 4-7, 2001.
	(iii) Received Best Paper Award for the paper entitled, Application of phase transfer catalysis for detecting latent fingerprints, presented by the SGE Group of Companies, Mumbai, at the National Seminar on Role of Chemistry in Emerging Areas of Applied Sciences, held at S.V. University, Tirupati, from March 15-17, 2004.
	(iv) Received Gold Medal at the Innovators Competition for Lockheed Martin India Innovation Growth Programme, presented jointly by IC^2 Institute, University of Texas at Austin and Federation of Indian Chambers of Commerce and Industry, at New Delhi on May 2, 2008.
	(v) Received Teaching Excellence Award for Innovation for the innovation project, A novel multipurpose composition for detecting fingerprints on crime scene evidence, presented at the 93rd Foundation Day of the University of Delhi, Delhi on May 1, 2015.
Dr. Gurvinder Kaur	(i) Received Teaching Excellence Award for Innovation for the innovation project, A novel multipurpose composition for detecting fingerprints on crime scene evidence, presented at the 93rd Foundation Day of the University of Delhi, Delhi on May 1, 2015.
Dr. Vimal Rarh	i) Received IDA -2014 Special Award in the international exhibition cum conference "WORLD DIDAC-2014" for the category "Digital Content in Education"
	(ii) Received Teaching Excellence Award for Innovation for the innovation project, A novel multipurpose composition for

	detecting fingerprints on crime scene evidence, presented at the 93rd Foundation Day of the University of Delhi, Delhi on May 1, 2015.

24. List of eminent academicians and scientists / visitors to the department
    1. Prof. J.M. Khurana, Department of Chemistry, University of Delhi
    2. Mr. V. N. Sehgal, Central Forensic Science Lab, New Delhi
    3. Prof. A.K. Gupta, Sam Higginbottom Institute of Agriculture, Technology and Sciences, Allahabad
    4. Prof. Gurmeet Singh, Department of Chemistry, University of Delhi
    5. Prof. V.K. Srivastava, Department of Anthropology, University of Delhi
    6. Prof. O.P. Jasuja, Punjabi University, Patiala
    7. Prof. S.L. Malik, Department of Anthropology, University of Delhi
    8. Dr. A.K. Mishra, Institute of Nuclear Medicine and Allied Studies (INMAS), New Delhi
    9. Prof. M.P. Sachdeva, Department of Anthropology, University of Delhi
    10. Prof. Mukesh Thakar, Punjabi University, Patiala
    11. Prof. A.K. Bakshi, Vice Chancellor, UP Rajarshi Tandon University, Allahabad
    12. Dr. Karuna Karan, Deputy Commissioner of Police, Delhi Police
    13. Dr. Gagandeep Singh, Punjabi University, Patiala
    14. Dr. Atul Ambedkar, All India Institute of Medical Sciences, New Delhi
    15. Dr. Ranjit Kumar, Department of Anthropology, University of Delhi

25. Seminars/Conferences/Workshops organized & the source of funding:
    a) National
    - National Symposium and Workshop on *Fingerprint Technology*, February 4-5, 2014 [funded by UGC].
    - National Symposium on *Criminology and Forensic Science*, March 5-6, 2012 [funded by UGC].
    - National Symposium on *Challenging Areas in Forensic Science*, February 5, 2010 [funded by UGC].
    - National Symposium on *Emerging Areas of Forensic Science*, December 4-6, 2004 [funded by UGC, CSIR and DST].

b) International

International Symposium on *Advances in Fingerprint Technology*, February 14-15, 2006 [funded by UGC, CSIR and DST].

26.   Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.Sc. (Hons.) Chemistry					
2011-12		60	34	26	82.86
2012-13		29	10	19	61.76
2013-14		49	36	13	71.19
2014-15	87804	45	33	18	92.59
2015-16	75993	51	35	16	-
B.Sc. Physical Science					
2011-12		102	61	41	34.38
2012-13		69	49	18	38.67
2013-14	NA	Nil	Nil	Nil	64.36
2014-15	NA	112	90	22	45.45
2015-16	31508	82	71	11	-
B.Sc. Life Sciences					
2011-12		55	22	33	52.17
2012-13		51	16	35	70.59
2013-14	NA	Nil	Nil	Nil	71.15
2014-15	NA	49	13	36	71.43
2015-16	27468	43	17	26	-
M.Sc. Chemistry					
2011-12	NA	5	2	3	100.00
2012-13	NA	3	1	2	100.00
2013-14	NA	7	2	5	100.00
2014-15	NA	11	2	9	100.00
2015-16	NA	9	Nil	9	-
PG Diploma in Forensic Science					
2011-12		27	10	17	96.30
2012-13		31	10	21	96.55
2013-14		40	10	30	100.00
2014-15		38	10	28	100.00
2015-16		35	14	21	-

*M = Male   *F = Female

27.   Diversity of Students (data is for current batches)

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Sc. (Hons.) Chemistry	41.28	58.82	Nil
B.Sc. Physical Science	32.47	67.52	Nil
B.Sc. Life Sciences	66.31	33.69	Nil
M.Sc. Chemistry	55.00	45.00	Nil
PG Diploma in Forensic Science	77.15	22.85	Nil

28.   How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
       Data not maintained

29.   Student progression

Student progression	Against % enrolled
UG to PG	Data not maintained
PG to M.Phil.	Data not maintained
PG to Ph.D.	Data not maintained
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	Data not maintained
Entrepreneurship/Self-employment	Data not maintained

30.   Details of Infrastructural facilities
       a) Library   Common Central Library

       b) Internet facilities for Staff & Students: All on wired and wireless

       c) Class rooms with ICT facility   Three

       d) Laboratories   Four well-equipped

31. Number of students receiving financial assistance from college, university, government or other agencies   30

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts
Refer item 25.

33. Teaching methods adopted to improve student learning
   - Reading list and references provided at regular intervals.
   - Reprints of review articles pertaining to curriculum topics distributed.
   - Power point presentations used frequently.
   - Interactive mode through use of internet, animation, videos, interactive boards, etc.
   - Involving the students in innovative and research projects.
   - Interaction with industry

   Specific for Forensic Science Students
   - Collaboration with Delhi Police to visit scenes of crimes regularly.
   - Learning processing of evidence by creating mock crime scenes.
   - Research dissertation in areas of scientific techniques for combating crime.
   - Regular interaction with forensic scientists, criminologists and police officers.
   - Visits to police lines and forensic science libraries.
   - Participation in national and international conferences.
   - Teaching through videos on crime scene management.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
Organized the following outreach activities.
   - *Seminar on Fingerprint Technology* for personnel of Delhi State Fingerprint Bureau on May 4, 2013.
   - *Workshop on* Fingerprints for Delhi Police personnel on April 20, 2012.
   - *Training* Program *in Forensic Science* for the Military Police personnel, from July 25 to October 14, 2011.
   - Enlightenment of citizens on environmental issues by Environment Club of College.
   - Adopting Green Chemistry approach for cleaner environment.

35. SWOC analysis of the department and Future plans
     Strengths:
     - Faculty is involved in active research work in which the students also participate
     - Post-Graduate Diploma (Forensic Science) course is conducted under the aegis of the Department of Chemistry.
     - e-learning expertise is at par with world standards
     - Hands-on training received by students on the state-of-art instruments offers them opportunity to get optimum placements, as well as chances for pursuing higher education.
     - Forensic science students collaborate with mobile crime lab personnel of Delhi Police and regularly visit scenes of crime to gain first-hand experience in crime scene management, and often assist the scene of crime investigators in collecting and processing evidence

     Weaknesses:
     - Forensic science is not taught as an undergraduate discipline at present, as a result of which academic and outreach activities are somewhat restricted.
     - Postgraduate teaching is unstructured for College

     Opportunities:
     - B.Sc. (Hons.) Forensic Science will be starting from 2016-17.
     - Enhancement of interaction with industry

     Challenges:
     - To create environment conducive to academia-industry interaction.
     - To make the students proactive and self-reliant.
     - To mold the interest of students towards research and innovations.

     Future Plans:
     - To organize a UGC sponsored symposium on Crime Scene Management
     - To prepare check-list for scene of crime investigators for practical use
     - To organize and maintain alumini data for use of department and stuents

3. Evaluative Report of the Department of Botany

1.   Name of the department   **Botany**

2.   Year of Establishment   1953

3.   Names of Programmes / Courses offered
      (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
            B.Sc. (Hons.) Botany
            M.Sc. Botany

4.   Names of Interdisciplinary courses and the departments/units involved
            B.Sc. Programme Life Sciences
            (Involves Zoology, Chemistry, Mathematics, English,
            Computer Science)

5.   Annual/ semester/choice based credit system (programme wise)
            B.Sc. (Hons.) and Programme 2015-16 onwards CBCS,
            before that Semester based
            M.Sc. Semester based

6.   Participation of the department in the courses offered by other departments
            B.Sc. Programme Physical Sciences
            Environmental Science paper of all UG courses
            All courses under CBCS for Generic Electives

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	-	6
Asst. Professors	10	5

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
Inderjeet Sethi	Ph.D	Associate Professor	Mycology & Plant Pathology	40	Nil
Darshan Kaur Cheema	Ph.D	Associate Professor	Mycology& Plant Pathology	34	Nil
Sukhbir Kaur	Ph.D	Associate Professor	Plant Physiology	32	Nil
Gavinder Kaur	Ph.D	Associate Professor	Reproductive Biology	35	Nil
Inderdeep Kaur	M.Phil, Ph.D	Associate Professor	Reproductive Biology	25	2
Surinder Kaur	M.Phil, Ph.D	Associate Professor	Mycology& Plant Pathology	19	Nil
Anjana Sagar	M.Sc.	Assistant Professor	Environmental Biology	9	Nil
Gladys	Ph.D	Assistant Professor	Plant Tissue Culture	4.5	Nil
Priyanka Srivastava	Ph.D	Assistant Professor	Ecology	3.5	Nil
Prabhavathi Patil	Ph.D	Assistant Professor	Plant Tissue Culture	8	Nil
Gurpreet Kaur	Ph.D	Assistant Professor	Plant Biotechnology	2.5	Nil

11.   List of senior visiting faculty   Nil

12.   Percentage of lectures delivered and practical classes handled
      (programme wise) by temporary faculty   28%

13.   Student –Teacher Ratio (programme wise)
            B.Sc. (Hons)   13 : 1
            B.Sc. Programme   22 : 1
            Others   15 : 1

14.   Number of academic support staff (technical) and administrative
      staff; sanctioned and filled

Sanctioned:
Filled: Lab Assistant – 10
                Lab Attendant - 2

15.   Qualifications of teaching faculty with DSc/D.Litt/Ph.D/Mphil/PG.
        Ph.D. – 10   PG – 1

16.   Number of faculty with ongoing projects from a) National b)
      International funding agencies and grants received
                1 Project funded by CSIR
                    Grant Received: Rs.10,94,815/-
                2 Projects funded by University of Delhi
                    Grant Received: Rs.9,00,000/-

17.   Departmental projects funded by DST – FIST; UGC, DBT, ICSSR,
      etc. and total grants received
        On Going Projects:
        • *Role of soil microbial communities on invasion success of
          Prosopis juliflora, an aggressive invasive species"*
                Duration: 3 years   Faculty: Dr. Surinder Kaur
                Funding Agency   :   CSIR
                Amount Sanctioned   :   Rs. 12 Lakhs (24pprox..)
                Amount Received   :   Rs.10,94,815/-
        • *Awareness and Treatment of Epilepsy at the Doorstep:
          Development of a Working Community based Model for Larger
          Outreach*
                Duration: One year   Faculty: Dr. Surinder Kaur
                Funding Agency   :   University of Delhi
                Amount Sanctioned   :   Rs. 7.00 Lakhs
                Amount Received   :   Rs.5,50,000/-
        • *Study of Selected Tribes of Jharkhand: An Ethnographic
          Approach.*
                Duration: One year   Faculty: Dr.Inderdeep Kaur &
                                                   Ms. Anjana Sagar
                Funding Agency   :   University of Delhi
                Amount Sanctioned   :   Rs. 5.00 Lakhs
                Amount Received   :   Rs.3,50,000/-
        Projects Completed
        1. *Effect of Arsenic on Ultrastructure and Secondary Metabolites of
           a Medicinally Important Plant Artemisia annua and a Staple
           Legume Cicer arietinum.*
                Duration   : Three Years (2011-2014)
                Funding Agency   : UGC
                Faculty   : Dr.Inderdeep Kaur

2. *Analysis of Ecological Footprints of Various Socio-economic Strata of   the Society*

Duration	: One Year (2013-2014)
Funding Agency	: University of Delhi
Amount Sanctioned	: Rs. 6.5 Lakhs
Faculty	: Dr.Inderjeet Sethi & Inderdeep Kaur

3. *Phosphonium compounds as inhibitors of Microbial Corrosion*

Duration	: One Year (2013-2014)
Funding Agency	: University of Delhi
Faculty	: Dr.Sukhbir Kaur

18.   Research Centre/facility recognized by the University
         Microbial Ecology Lab

19.   Publications:

Publication per faculty	115/11 = **10.5**
Number of papers published in peer reviewed journals (national /international) by faculty and students	60
Number of publications listed in International Database (e.g: Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.)	60
Monographs	Nil
Chapter in Books	30
Books Edited	3
Books with ISBN/ISSN numbers with details of publishers	17

978-1-4398-8126-2	CRC Press, Taylor and Francis Group, New York
978-953-51-0151-2	Intech Janeza Trdine 9,51000 Rijeka, Croatia
978-81-905131-0-4	Academic World Press, Bhopal
978-81-88237647	IK International Pvt. Ltd, New Delhi
9788188237425	IK International Pvt. Ltd, New Delhi
9781402019760	Kluwer Academic Publisher, Netherlands
9788123906447	CBS Publishers and Distributors
9788131305416	Ashish Publishing House.
9780306461040	Kluwer Academic Press
9788185353449	Aditya Books
9788185353371	Aditya Publishers
978-93-82332-90-9	IK International Pvt. Ltd, New Delhi
10: 0230-32446-0	Macmillan India Ltd., New Delhi

978-0230-33077-1	Macmillan India Ltd., New Delhi
81-7024-879-5	APH Publishing Corporation New Delhi
81-7169-261-3	Commonwealth Publishers, New Delhi
81-7169-177-3	Commonwealth Publishers, New Delhi
81-7169-123-4	Commonwealth Publishers, New Delhi
81-7141-128-2	Commonwealth Publishers, New Delhi
81-7169-112-9	Commonwealth Publishers, New Delhi
81-7141-065-0	Commonwealth Publishers, New Delhi
Citation Index (Aggregate no. of citations)	
SNIP	
SJR	
Impact Factor	
h-index	

20. Areas of consultancy and income generated   NA

21. Faculty as members in
     a) National committees
        1. Dr. Inderjeet Sethi: Member, Indian Women Scientists'
           Association (IWSA)
        2. Dr. Inderjeet Sethi: Member, International Society of Plant
           Morphologists
        3. Dr. Darshan Kaur Cheema: Life member of: Indian Women
           Scientists Association (IWSA)
        4. Dr. Sukhbir Kaur Gujral: Life member of: Indian Women
           Scientists Association (IWSA)
        5. Dr. Inderdeep Kaur: Life member of Krishi Mela, Indian
           Agriculture and Research Institute, Delhi
        6. Dr. Surinder Kaur: Life Member, Association of
           Microbiologists of India
        7. Dr. Surinder Kaur: Life Member, Mycological Society of
           India
        8. Dr. Priyanka Srivastava: Member of "International Society
           of Tropical Ecology" (ISTE), BHU, Varanasi

     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   100%

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

Year	Award	Student & class
2014-2015	S. Amolak Singh Sethi Memorial award **Best Student in Botany**	Siddartha Kaushal, (B.Sc. (H) Botany III yr
2013-2014	Gurdeep Singh Anand Memorial Award – Excellence in Academics	Sakshi Sehgal B.Sc. (Prog.) Life Sc.II yr
	Sdn. Prakash Kaur Shani Memorial Award – **Best student in Science Stream**	Vishakha Singh , B.Sc. (H) Botany II yr
2012-2013	S. Amolak Singh Sethi- **Best Student in Botany**	Deepti Sawhney, B.Sc. (H) Botany III yr
2011-2012	Dr. Jasjeet Kaur Memorial Scholarship – Best Student (Academics)	Arpana Kumari, B.Sc (Prog) LS IIIyr
2010-2011	Sdn Sital Kaur Virdi Memorial Award – **Best All-rounder in Biological Sciences**	Gulshan, B.Sc. (H) Botany II yr
	S. Amolak Singh Sethi memorial award – **Best Student in Botany**	Swati Tyagi, B.Sc. (H) Botany III yr
2008-2009	S. Gagandeep Singh Anand Memorial Award	Anushka Bose, B.Sc. (H) III yr
	S. Amolak Singh Sethi memorial award **Best Student in Botany**	Garima Oberoi, B.Sc. (H) Botany III yr
2007-2008	Ist position in the University-Merit Scholarship	Sakshi Nagpal, B.Sc. (P) LS II year

24.   List of eminent academicians and scientists / visitors to the department
   1. Prof. Arun Jagannath, Dept. of Botany, University of Delhi
   2. Prof. Rupam Kapoor, Department of Botany, University of Delhi
   3. Prof. A.K. Bhatnanagar, Dept. of Botany, University of Delhi
   4. Prof. R.K. Saxena, Dept. of Microbiology, University of Delhi
   5. Prof. Paramjeet Khurana, Department of Plant Molecular Biology, University of Delhi
   6. Dr. Rajender Gupta, Department of Botany, University of Delhi
   7. Dr. S.C. Mittal, Forensic Scientist
   8. Dr. Gauhar Raza, Senior Scientist, NISTADS

9. Prof. Dinesh Puri, University College of Medical Sciences
10. Dr. S. Natesh, Dept. of Biotechnology, Government of India
11. Mr. Ashish, Environmental Consultant at IIT Delhi

25. Seminars/Conferences/Workshops organized & the source of funding:
    a) National   Nil
    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.Sc. (Hons) Botany					
2011-12		50	18	32	70.00
2012-13		41	14	27	75.00
2013-14		32	19	13	51.28
2014-15	30251	71	30	41	87.80
2015-16	30223	87	29	58	-
B.Sc. Life Sciences					
2011-12		55	22	33	52.17
2012-13		51	16	35	70.59
2013-14	NA	Nil	Nil	Nil	71.15
2014-15	NA	49	13	36	71.43
2015-16	27468	43	17	26	-
M.Sc. Botany					
2011-12	NA	1	Nil	1	100.00
2012-13	NA	2	1	1	100.00
2013-14	NA	Nil	Nil	Nil	100.00
2014-15	NA	1	1	Nil	-
2015-16	NA	3	1	2	-

*M = Male   *F = Female

27. Diversity of Students (data of current batches)

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.Sc. (Hons.) Botany	54.34	45.66	Nil
B.Sc. Life Sciences	66.31	33.69	Nil
M.Sc. Botany	75.00	25.00	Nil

31.   How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
      Data not maintained

32.   Student progression

Student progression	Against % enrolled
UG to PG	40% (2012-15) 35% (2011-14)
PG to M.Phil.	~15%
PG to Ph.D.	~10%
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	Data not maintained
Entrepreneurship/Self-employment	Data not maintained

30.   Details of Infrastructural facilities
      a) Library   Common/Central College Library

      b) Internet facilities for Staff & Students: All via wired and wireless

      c) Class rooms with ICT facility: Two with ICT enablers

      d) Laboratories   Three – well equipped with LCD projection

      Besides above there is a Museum, Herbarium, Botanical Garden, and green house.

31.   Number of students receiving financial assistance from college, university, government or other agencies   10

32.   Details on student enrichment programmes (special lectures / workshops / seminar) with external experts
      Lecture workshop series was organized under Science Setu programme on 16.10.2015. It was   followed by visit to NII on 19.10.15. Ten students of III Year visited labs of Dr. Sengupta and Dr. Sehgal and had hands on experience:

- Dr. Sagar Sengupta delievered lecture on Cell Biology & Cancer
- Dr. Devinder Sehgal talked on Inducing Protective Immunity to keep Pathogens at Bay.
- A special lecture on," The vexed relationship between an autoimmune responses and autoimmune diseases" by Dr. Satyajit Rath was organized on 8.10.2015.
- Students attended one day workshop on Stem cell Science and Applications: Hype & Reality on 22.10.2015 at Zakir Hussain College.
- Students and teacher of Botany Department exhibited the e-labs (e-learning modules) developed under DBT star college scheme at WORLD DIDAC INDIA 12 , an international exhibition cum conference on education and training material at Pragati Maidan, Delhi from 19.09.12-21.09.12.
- Awareness of the "International Ozone Day" by encouraging participation in poster making and slogan writing.
- A full day activity organized to collect and sort out waste from the college lawns so that the concept of Shram-Dan is understood and practised.

Various trips were organized for students to enhance learning & gain firsthand experience

- Visit to Central soil & water conservation Research & Training Centre, FRI, Dehradun in October, 2014.
- Visit to International Centre for Genetic Engineering and Bio-technology (ICGEB) on 24.02.14.
- Visit to Aravali Biodiversity Park on 21.03.13.
- Visit to Centre for Science and Environment, New Delhi 4.10.12.
- Visit to National Bureau of Plant Genetic Resources, New Delhi on 13.09.12.
- Visit to Yamuna Biodiversity Park, Delhi on 20.01.12 for appreciating the flora and fauna in their natural habitat.
- Visit to Biochemical and Biotechnology Research Lab of Dr Prashant Misra, Associate Professor, Department of Biochemical Engineering and Biotechnology, IIT on 04.10.12.
- Visit to Biomedical Research Lab of Prof Alok Ray, Department of Biomedical Engineering, IIT, New Delhi on 17.12.12.
- Algal Technology Research Centre, Indian Agricultural Research Institute, New Delhi.
- Sulabh International Institute of Technical Research & Training, Sulabh Bhawan, Mahavir Enclave in 2006.
- Mahatama Gandhi Institute of Integrated Rural Energy Planning and Development (MGIIREPG) at Bakoli, Alipur, Delhi in

February, 2002.

33. Teaching methods adopted to improve student learning
    - Apart from the chalk and board learning process, teachers have been making use of Power Point presentations to demonstrate various aspects of Botany in classroom with the help of projectors and laptops provided to the department. Field trips, Botanical excursions and visit to research laboratories of other institutes to impart practical implementation of theoretical knowledge are regularly organized.
    - The class tests and discussions are conducted after the completion of each topic for the clarity of concepts and better understanding of the subject.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
    - Waste paper recycling project started in collaboration with JAAGRUTI Waste Paper Recycling Services.
    - A MoU has been signed by the College and Centre for Environment Education. New Delhi, in 2015.
    - A MoU for implementing the Science Setu Programme has been signed by the College and National Institute of Immunology (NII) to contribute to the national goal of encouraging more and more bright young minds to take up the pursuit of science and technology as a career option.
    - Students of Botany have also been involved in the restoration of Kamla Nehru Ridge, an initiative undertaken by the CEMDE (Centre for Management of Degraded Ecosystems), University of Delhi.
    - One faculty member was appointed as Jury member for 2nd, 3rd and 4th and 5th National Level Exhibition and Project Competition (NLEPC) 2013 under INSPIRE Awards component of DST organized in 2012, 2013, 2014 and 2015 respectively.

35. SWOC analysis of the department and Future plans
    Strengths:
    - The Faculty has a focused approach towards guiding the students in understanding the concepts of the syllabi and recent advances in the field of science.
    - The students are encouraged to attend seminars/ conferences/ summer training programs and workshops to enhance their exposure to science and keep them aware of the latest tools and techniques. Visits were made to ICGEB, NII, NBPGR, IIT for experiencing/ learning new techniques from researchers.

- The department organizes invited lectures, workshops and conferences on regular basis.
- The staff is cooperative and always keen to reach out to students. Teaching staff is always available during the preparatory leave to clear the doubts and answer queries of students.
- Students are encouraged to pursue higher education in the field of Botany/Environmental Sciences/biotechnology/forensic sciences and every year a lot of students enroll themselves for advanced courses.
- Teachers facilitate students to prepare for various competitive examinations by guiding them about preparation for these exams and giving them reference books and study material.
- The skills of the technical staff are also regularly updated through Lab skill training workshops etc.
- The department takes ample initiatives to help and support students needing special attention in class due to weak educational background.
- The faculty takes utmost care to plan in advance and complete the prescribed syllabus in the given time frame. The Department holds regular meetings to monitor the progress of coverage of syllabus.
- The department has a botanical society 'Prakrati' for the students. The activities include lecturers, quizzes and seminars, which remarkably adds on to the class room teaching.

Weaknesses:
- The maintenance of the existing instruments on regular basis is required through an Annual Maintenance Contract.
- A special grant is necessary for students to pursue simple/basic research projects during the summer/autumn/mid-semester breaks.
- Lab staff needs to be trained for maintenance of microscopes.
- It is absolutely necessary for students to get training in field studies involving collection, identification and taxonomy. They must be taken to educational trips for which the financial aid is to be provided by the University.

Opportunities:
- The students are involved in various interdisciplinary researches which allow them to interact with their fellow students from other courses.
- The department plans to introduce B.Sc. (Hons.) Biomedical Sciences in coming session.
- The Department is also planning to introduce some skill

enhancement courses like mushroom cultivation, mycorrhizal technology, gardening in the form of add on courses. The main objective being the employability after graduation.

Challenges:
- Diverse educational background of students admitted to the first year poses a challenge for the teachers to ensure uniformity in understanding and effective learning.
- Motivate students to look at avenues and pursue higher education.
- To prepare students for examinations for higher studies at reputed institutes.
- The biggest challenge is to motivate the students to pursue Botany. This has become important given the scenario where after school there is a drop in number of students opting sciences. Botany as a subject is taken by a large number of students when they are left with no other option. The students come to classes half-heartedly and the faculty struggles hard to make them understand the value of the subject. However with constant encouragement and counseling the students perform well in the university examinations.

4. Evaluative Report of the Department of Zoology

1. Name of the department   **Zoology**

2. Year of Establishment   **1953**

3. Names of Programmes / Courses offered
   (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
   > B.Sc. (Hons.) Zoology
   > M.Sc. (Zoology)

4. Names of Interdisciplinary courses and the departments/units involved
   > B.Sc. Programme Life Sciences
   > (involves Botany, Chemistry, Mathematics, Computer Science and English)
   > B.Sc. Programme Physical Sciences
   > (involves Physics, Chemistry, Mathematics, Computer Science, English)

5. Annual/ semester/choice based credit system (programme wise)
   > B.Sc. (Hons.) and Programme 2015 onwards CBCS
   > Prior to that Semester based
   > M.Sc. Semester based

6. Participation of the department in the courses offered by other departments
   > Environmental Science paper for all courses
   > Generic Electives for all courses under CBCS

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	-	2
Asst. Professors	11	8

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
Komal Kamra	M.Phil., Ph.D.	Associate Professor	Cell Biology, Microbiology	40	2
Manoj Kumar Nimesh	Ph.D.	Assistant Professor	Fisheries, Medical Entomology	13	
Jeepinder Jeet Kaur	Ph.D.	Assistant Professor	Entomology	12	
Rigzin Kang	M.Sc.	Assistant Professor	Stress Physiology	12	
Parminder Kaur Narang	M.Sc., M. Phil.	Assistant Professor	Fish Biology Aquaculture	9	
Gaganjot Singh	Ph.D.	Assistant Professor	Reproductive Physiology and Molecular Endocrinology, Cancer Proteomic	5	
Sudhir Kumar Pandey	Ph.D.	Assistant Professor	Fishes and Inland Fisheries, Environmental Toxicology	5	
Usha	M.Sc.	Assistant Professor	Reproductive Physiology, Immunobiology	11m	
Jasbir Singh	Ph.D.	Assistant Professor	Parasitology, Cell and Molecular Biology	3	
Radhika Warikoo	Ph.D.	Assistant Professor	Cell and Molecular Biology, Entomology	2m	

11. List of senior visiting faculty   Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty   ~50%
      B.Sc. (Hons.) Zoology   52.72 (Theory) 35% (Practical)
      B.Sc. Life Sciences   57.14%(Theory) 66.66% (Practical)
      B.Sc. Physical Sciences   100% (Theory and Practical)
      Others   100% (Theory only)

13. Student –Teacher Ratio (programme wise)
     Honors Courses   15:1
     Programme courses   20:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled
     Lab. Assistants   10 (sanctioned)   10 (filled)
     Lab. Attendants   10 (sanctioned)   3 (filled)

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/Mphil/PG.
     Ph.D.'s = 7   M.Phil. = 1   PG = 2

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

Name	Type of Project	Funding Agency	Role	Funding Received
Dr Komal Kamra	Innovation Research Project	University of Delhi	PI	7 lakhs (tenure 1year)
Dr Komal Kamra	International Research Coordination Network for Biodiversity of Ciliates (IRCN-BC)	National Science Foundation (USA)	Collaborator	$ 554,267 (tenure 5 years)

17. Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received   **Nil**

18. Research Centre/facility recognized by the University
     Ciliate Biology Lab (Microbiology Unit)

19. Publications:

Publication per faculty	107/10 = **10.7**
Number of papers published in peer reviewed journals (national /international) by faculty and students	58
Number of publications listed in International Database (e.g: Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.)	58
Monographs	Nil
Chapter in Books	29

Books Edited	
Books with ISBN/ISSN numbers with details of publishers	20

13-978-93-5129-440-5	Walter Kluwer (India) Pvt Ltd
81-8332-146-1	Ratnasagar Pvt. Ltd.
978-3-319-12253-3	Springer Publications
81-7132-395-2	Pointer Publications
81-7319-273-1	Narosa Publications
978-81-8332-952-1	Ratnasagar Pvt. Ltd.
978-81-8332-953-8	Ratnasagar Pvt. Ltd.
978-81-8332-565-3	Ratnasagar Pvt. Ltd.
978-81-8332-716-9	Ratnasagar Pvt. Ltd.
978-81-8332-540-0	Ratnasagar Pvt. Ltd.
978-81-8332-541-7	Ratnasagar Pvt. Ltd.
978-93-5036-127-6	Ratnasagar Pvt. Ltd.
978-93-5036-128-3	Ratnasagar Pvt. Ltd.
978-93-5036-129-0	Ratnasagar Pvt. Ltd.
978-93-5036-130-6	Ratnasagar Pvt. Ltd.
978-93-5036-131-3	Ratnasagar Pvt. Ltd.
978-93-5036-132-0	Ratnasagar Pvt. Ltd.
978-93-5036-133-7	Ratnasagar Pvt. Ltd.
978-93-5036-134-4	Ratnasagar Pvt. Ltd.
978-93-81156-02-2	Variety Books Pub.

Citation Index (aggregate no. of citations)	260
SNIP	Various
SJR	Various
Impact Factor	Various
h-index	Various

20.   Areas of consultancy and income generated
- Dr. Komal Kamra, Peer Counselor, Indian Spinal Injuries Centre, Vasant Kunj, New Delhi, Voluntary
- Ms. Parminder Kaur Narang, Consultant for the development of e-learning content at Elipsis Consulting, New Delhi, (2006-2010)

21.   Faculty as members in
   d) National committees
   e) International Committees
   c) Editorial Boards

      Refer to table below:

Name of faculty	International	National
Komal Kamra	1. Founder Member, International Research Coordination Network for Biodiversity of Ciliates (funded by National Science Fund, USA) 2. Member, American Society for Microbiology	1. Life member, Indian Society of Cell Biology 2. Life member, Association of Microbiologists of India 3. Life member, Association of Teachers in Biological Sciences 4. Life member, Governing body, and Vice President (North), National Abilympic Association 5. Founder Member, Governing Body, Spinal Injury Association, India 6. Life Member, Spinal Cord Society, India 7. Vice- President, Spinal Cord Society Consumer Committee, India 8. Founder Member and Life Member, Ekatwam, Epilepsy support group 9. Director, Development, and Founder Life Member, The Spinal Foundation 10. Founder Member, Equal Opportunity Cell, University of Delhi
Gaganjot Singh	1. Member, Science Advisory Board 2. Member and Moderator for three forums on cancer, diagnostic and proteomics, Scientist Solutions Inc. 3. Former Member American Association of Advancement of Science (AAAS)	Former Member Indian Association for Cancer Research
Jasbir Singh	Member, American Society for Microbiology	Life member, Association of Teachers in Biological Sciences

22. Student projects
   a) Percentage of students who have done in-house projects including inter departmental/programme   ~33%

   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
   Awards received by Faculty:

Faculty	Award
Dr. Komal Kamra	1. Spinal Cord Society Life Time Achievement Award in recognition of excellent contribution towards the cause of improving the life of spine injured, Spinal Cord Society, Indian Spine Injuries Center, 2015. 2. Best Display of innovation project SGTB 208 Digital World Category during Antardhwani 2015, University of Delhi, 2015 3. Best Innovative Idea Award for innovation project SGTB 208 Digital World Category during Antardhwani 2015, University of Delhi, 2015 4. Kiran Achievement Award, National Women Excellence Award, Women International Network, 2009 5. Ojaswinishirshaalankaran, OjaswiniSamdarshi Nyas, M.P., 2007 6. National Award for Outstanding Employee of the Year, Ministry of Social Justice, Govt. of India, 2004. 7. Hind Prabha Award 2002, Uttar Pradesh Mahila Manch, 2002. 8. Bhanumati Memorial Ideal Mother's Award, Nehru Balsamiti, New Delhi,1998. 9. Teaching Excellence Award, University of Delhi
Dr. Gaganjot Singh	1. Special award for oral presentation at 5th International Translational Cancer Society Meeting, MD Anderson Cancer Center, New Delhi, 2014. 2. Selected for moderation of three modules of Cancer, Diagnostics and Proteomics, Scientist Solutions, 2011. 3. Srijan 2010 – Innovative Concept "MAGIC- Multiple affinity Gel Immunodepletion column" selected for the presentation of Business Concept, 2010. 4. MVP – Scientist Solutions – Abcam – 2009. 5. DST- Agilent India Innovation Initiative-2009 Most Innovative Project in Biology and over all 6th most innovative project entitled "MAGIC – Multiple affinity Gel Immunodepletion column" (Project was selected for

		incubation and support by IIM- Ahmedabad), DST, 2009.
	6.	6th Prize for the concept MAGIC: Multiple Affinity Gel Immunodepletion Column at i3 National Fair, 2009.
Dr. Manoj Kumar Nimesh	1.	2nd Prize for poster presentation during 9th symposium on Frontiers in Biomedical Research, 2014

24. List of eminent academicians and scientists / visitors to the department
   1. Dr. Alan Warren, Research Scientist, Natural History Museum, London, UK (Visits every year to collaborate with Dept. of Zoology)
   2. Dr. B.C. Joshi, Assistant Director, Delhi State AIDS Control Society
   3. Prof. V.S. Chauhan, ICGEB
   4. Prof. Alok Ray, (Stanford India Biodesign), IIT Delhi
   5. Prof. Rup Lal, Department of Zoology, University of Delhi

25. Seminars/Conferences/Workshops organized & the source of funding:
   a) National

   All the following were funded by DBT:

Date	Event
24.09.2015	Pink Chain Campaign 2015:Awareness drive about breast cancer and allied cancers of women; resource persons from AIIMS
2013-2014	"Odyssey of the Mind", NASA supported programme; two out of three participating teams from the college made it to the Internationals
25.03.2014	One day outreach programme International Purple Day in collaboration with Ekatwam, the support group for persons with Epilepsy, and with AIIMS
30.09.2013-04.10.2013	"I am the Tiger: Nine Colleges Initiative" in collaboration with Shivani Wazir Productions
16.09. 2013	Co-organized "Ozone Day" observed in college with debates and discussion
22.08.2013	Workshop on "Prevalence of substance abuse amongst youth" in collaboration with Manipur State AIDS Control Society and Manipur Network of Positive People, Imphal.
07.08 2013	"Pink Chain Campaign", awareness drive for Cancer in Women in collaboration with AIIMS
25.04.2013	"Youth Power and Climate Change", One day seminar as a culmination of a month long activity held in

	collaboration with Millennium India Education Foundation and Department of Environmental Studies, University of Delhi, under the aegis of Ministry of Earth Science
19.02.2013	An outreach program by the Spinal Cord Society Consumer Committee organized to spread awareness about spinal cord injuries. Guests for inaugural: MsStuti Kacker, Secretary, Department of Disability Affairs, Ministry of Social Justice and Empowerment, and Maj HPS Ahluwalia, Chairman, Indian Spinal Injuries Centre
10.02.2013	Workshop for practical component of Evolutionary Biology Paper for 30 teachers from different colleges- SGTB Khalsa College (Coordinators: Komal Kamra (SGTB Khalsa College), Dr Ravi Toteja and Dr Seema Makhija (AND College) and DrTanushri Saxena (SSN College)
20.01.2013	25 teachers from different colleges offering BSc (H) Zoology teaching paper 21, ZOHT 601 "Evolutionary Biology" deliberated on the theory component
30.05 2012-31.05. 2012	Conducted meeting of 57 Star College Principals and Coordinators for Department of Biotechnology
15.01.2012, 22.01.2012	Coordinated the workshop visit to ADEP Clinical Research Laboratory for educational excursion
27.08.2011-28.08.2011	"Phylogenetics: Principles and Practice" Workshop for Life Science Faculty"- SGTB Khalsa College, Department of Botany (University of Delhi), IIIL (University of Delhi)
17.03.2011-18.03.2011	Lecture workshop on" Brainwave: Inspiring Young Minds" under the aegis of Indian Academy of Sciences, Bengaluru
07.11.2010-08.11.2010	Srijan Cultural Fest for persons with disabilities under the aegis of Equal opportunity Cell, University of Delhi
05.02.2010	Co-organized: National Symposium on Challenging Areas in Forensic Science
14.02.2008	Co-organized: Delhi State Level Symposium on Forensic Science
2004	Co-organized: National Symposium on Emerging Areas of Forensic Sciences
19.02.2004	"Celebrating Science", Workshop conducted with Heart Care Foundation and NCSTC, Department of Science and Technology, GOI

b) International:

S No	Seminars/Conferences/ Workshops	Source of funding
1	International Symposium on Ciliate Biology (2007)	Government agencies: INSA, UGC, DST, DBT, MOEF, MOES, ICMR, DRDO, CSIR, University of Delhi
2	EpiCon 2014 International Conference on Epilepsy: Opportunities and Challenges (2014)	Government agencies: INSA, UGC, DST, DBT, ICMR Non-Government agencies: INTAS Pvt Ltd, Sun PharmaPvt Ltd
3.	Co-organized: International Symposium on Recent Advances in Fingerprint Technology	UGC

26.   Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled *M	Enrolled *F	Pass percentage
B.Sc. (Hons.) Zoology					
2011-12		50	22	28	97.22
2012-13		46	16	30	85.11
2013-14		48	22	26	76.19
2014-15	35656	52	18	34	71.79
2015-16	33805	41	18	23	-
B.Sc. Life Sciences					
2011-12		55	22	33	52.17
2012-13		51	16	35	70.59
2013-14	NA	Nil	Nil	Nil	71.15
2014-15	NA	49	13	36	71.43
2015-16	27468	43	17	26	-
M.Sc. Zoology					
2011-12	NA	1	1	Nil	50
2012-13	NA	2	1	1	100
2013-14	NA	Nil	Nil	Nil	100
2014-15	NA	Nil	Nil	Nil	-
2015-16	NA	5	3	2	-

 *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.Sc. (Hons.) Zoology	39.79	60.21	Nil
B.Sc. Life Sciences	66.31	33.69	Nil
M.Sc. Zoology	75.00	25.00	Nil

28.　　How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
　　　　Data not maintained

29.　　Student progression

Student progression	Against % enrolled
UG to PG	~70%
PG to M.Phil.	NA
PG to Ph.D.	~10%
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	NA
Entrepreneurship/Self-employment	NA

30.　　Details of Infrastructural facilities
　　　　a)　Library　　　　　　　Common Central Library of the College

　　　　b)　Internet facilities for Staff & Students: All on wired and wireless

　　　　c)　Class rooms with ICT facility:　　3

　　　　d)　Laboratories:　　　　　　　　3

31.　　Number of students receiving financial assistance from college, university, government or other agencies　　　　　~4 per year

32.　　Details on student enrichment programmes (special lectures /

workshops / seminar) with external experts
Refer to Item No.25

33. Teaching methods adopted to improve student learning
   - Interactive mode of teaching is followed through use of internet during class lectures. Power point presentations and online course components are included in instruction methods.
   - Consolidated reading lists and question banks from previous year's question papers and source materials are prepared and thoroughly discussed.
   - Regular class presentations, seminars, home assignments and class tests are conducted.
   - Alongwith tutorial support, relevant feedback is provided to students by e-mail and social methods by creation of online groups.
   - Students are exposed to research methodology by guiding short term projects, research paper writing and presentations.
   - They are encouraged to write for scholarships and grants from professional bodies to undertake research projects and participate in conferences and seminars.
   - Regular educational excursions are organized.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
   Refer to Table 3.6.4 in Criterion-III, most of these were organized and conducted by Department of Zoology.

35. SWOC analysis of the department and Future plans
   Strengths:
   - The teaching faculty comes from different specializations representing a deep knowledge of the many areas of the subject.
   - 80% faculty have Ph.D.'s and several publications emphasizing research orientation
   - Continual upgradation of teaching skills by attending workshops, refresher and orientation programmes.
   - Labs are well equipped with modern instrumental facilities like PCR, Thermo-cycler, Cooling centrifuge, BOD, Biosafety cabinet, incubators, triple distillation plant, high end spectrophotometer, Confocal microscope etc.
   - The department provides a platform to students for subject expert interaction through various events

Weaknesses:
- Non availability of platform for interaction between academic and industrial fields.

Opportunities:
- Need for students to be made aware of opportunities in the various field of Zoology.
- Use of technology to help in faster and better learning as well as collaboration between members of student bodies, academia and industry globally.
- Partnering with industry and alumni to enhance research focus and align teaching with real world prospects in order to improve student employability.
- Creation of a permanent alumni body in the department.

Challenges:
- Identifying industry and academic partners for collaboration
- Identifying avenues for research and other funding

Future Plans:
- To offer Generic Elective and Skill based courses to larger audience under CBCS
- To improve opportunities for industry instruction
- To organize and maintain alumni data for benefit of the department and students

5. Evaluative Report of the Department of Electronics

1.   Name of the department   Electronics

2.   Year of Establishment   1987

3.   Names of Programmes / Courses offered (UG, PG, M.Phil.,
      Ph.D., Integrated Masters; Integrated Ph.D., etc.)
           B.Sc. (Hons.) Electronics
           B.Tech. in Electronic Science (2013-17)

4.   Names of Interdisciplinary courses and the departments/units
      involved   None

5.   Annual/ semester/choice based credit system (programme wise)
           B.Sc. (Hons.) Electronics   2010 onwards Semester Based
                                        2015 onwards Choice Based
                                        Credit System
           B.Tech. Electronic Science   Semester Based

6.   Participation of the department in the courses offered by other
      departments
      Generic Electives in Electronics for all courses under CBCS

7.   Courses in collaboration with other universities, industries, foreign
      institutions, etc.   None

8.   Details of courses/programmes discontinued (if any) with reasons
      B.Tech. Electronic Science shall be a single batch (2013-17),
      consequent to roll-back of Four Year Undergraduate Programme
      (FYUP) by University and UGC

9.   Number of Teaching-posts

	Sanctioned	Filled
Professors	-	-
Associate Professors	-	3
Asst. Professors	5	2

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
Poonam Bedi	M.Sc., M.Phil	Associate Professor	Optical Fiber	28	Nil
Nirupama Kapoor	M.Sc., Ph.D.	Associate Professor	Semiconductor devices	23	Nil
P. Arun	M.Sc., Ph.D.	Associate Professor	Material Science	19	2
Nidhi Sinha	M.Sc., Ph.D.	Assistant Professor	Material Science	15	Nil
Inderpreet Singh	M.Sc., Ph.D.	Assistant Professor	Material Science	5	Nil

11.   List of senior visiting faculty   Nil

12.   Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty   16.7%

13.   Student –Teacher Ratio (programme wise)
              B.Tech. in Electronic Science   1.6 : 1
              B.Sc. (Hons.) Electronics   8 : 1

14.   Number of academic support staff (technical) and administrative staff; sanctioned and filled
       Lab Assistant Sanctioned = 4, Filled = 4
       Lab Attendant Sanctioned = 2, Filled = Nil

15.   Qualifications of teaching faculty with DSc/D.Litt/Ph.D/Mphil/PG.
              Ph.D. – 4   M.Phil. – 1

16.   Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
       Dr. P. Arun, Dr. Inderpreet Singh, "Solar Energy Harvesting using SnS thin films and ZnO", funded by University of Delhi, Rs. 5,50,000/- (Rs.3,50,000/- received)

17.   Departmental projects funded by DST – FIST; UGC, DBT, ICSSR, etc. and total grants received

S. No	Name	Title and File No	Time Period	Funding Agency	Amount (Rs.)
1.	P. Arun Inderpreet Singh Kuldeep Kumar	"To Fabricate and study Solar Cells with SnS nano-crystalline and ZnO nano-rod thin films."	2015-16	University of Delhi	5,50,000/-
2.	P. Arun Inderpreet Singh Kuldeep Kumar	"Role of Nano-Crystals in Energy Harvesting Us-ing SnS thin films."	2013-14	University of Delhi	6,00,000/-
3.	P. Arun Nidhi Sinha and P.S. Jassal	"Role of nano-crystal in energy harvesting and biomedical applications."	2011-12	University of Delhi	10,00,000/-
4.	P. Arun	"Study of surface plasmons in metal –insulator -metal nanocrystalline thin films."	2010-2014	UGC	4,05,500/-
5.	P. Arun Kuldeep Kumar	"Study of Surface Plasmon in Nano-composite Thin Films."	2010-2014	DST	12,00,000/-
6.	Kuldeep Kumar Dr P.Arun	"Characterization of Some Alkali Halide Thin Films."	2008-10	UGC	85,000/-
7.	(Chhaya Ravi Kant) P. Arun (Suresh Wadhwa)	"Study of the optical properties of Si:ZnO nanocom-posites."	2007-10	UGC	9,00,000/-
8.	P.Arun	"Physics of the non-linear pendulum:An investi-gation based on microprocessor interfacing."	2007-08	UGC	65,000/-

18.   Research Centre/facility recognized by the University

19.   Publications:

Publication per faculty	109/5 = **21.8**
Number of papers published in peer reviewed journals (national /international) by faculty and students	107

Number of publications listed in International Database (e.g: Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.)	107
Monographs	Nil
Chapter in Books	Nil
Books Edited	Nil
Books with ISBN/ISSN numbers with details of publishers	2
978-81-8487-147-0	Narosa Publications NCERT
Citation Index (Aggregate no. of Citations)	892
SNIP	Various
SJR	Various
Impact Factor	Various
h-index	Various

20. Areas of consultancy and income generated   Nil

21. Faculty as members in
     a) National committees   Nil

     b) International Committees   Nil

     c) Editorial Boards
         Dr. P. Arun, Member, Editorial Board, European Journal of
         Physics Education, ISSN 1309-7202.

22. Student projects
     a) Percentage of students who have done in-house projects
        including inter departmental/programme   45% (2011-15)
     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
     • Dr. Inderpreet Singh, **Young Scientist Award**, DST, 2012
     • Mr. Shivam Dwivedi, B.Sc. (Hons.) Electronics, INSPIRE
       Fellowship, DST, 2014.

24.   List of eminent academicians and scientists / visitors to the
      department
      1. Prof. P.K. Bhatnagar, Dept. of Electronics Science, South
          Campus, University of Delhi,
      2. Dr. B. Ajith, Scientist, IUAC, Delhi
      3. Dr. D. Haranath, Scientist, NPL

25.   Seminars/Conferences/Workshops organized & the source of
      funding:
      a) National   Nil
      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.Sc. (Hons.) Electronics					
2011-12		18	14	4	100.00
2012-13		16	11	5	60.00
2013-14	NA	NA	Nil	Nil	62.50
2014-15	70459	14	11	3	91.67
2015-16	42806	25	23	2	-
B.Tech. in Electronic Science					
2013-14		13	13	Nil	On going

   *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.Sc. (Hons.) Electronics	35.90	64.10	Nil
B.Tech. Electronic Science	61.54	38.46	Nil

28.   How many students have cleared national and state competitive
      examinations such as NET, SLET, GATE, Civil services, Defense
      services, etc.?
                6 - NET (12 since 1987)
                2 - GATE

3 - Defense

29.   Student progression

Student progression	Against % enrolled
UG to PG	33% (2012-15)
PG to M.Phil.	NA
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	Nil
Employed • Campus selection • Other than campus recruitment	 NA ~10%
Entrepreneurship/Self-employment	~0%

30.   Details of Infrastructural facilities
   a) Library
         Common College Library, no Departmental Library
   b) Internet facilities for Staff & Students
         For all by wired and wireless College-wide network
   c) Class rooms with ICT facility
         From amongst the common pool of classrooms
   d) Laboratories
         Two, with all required equipment and computers

31.   Number of students receiving financial assistance from college, university, government or other agencies   **2**

32.   Details on student enrichment programmes (special lectures / workshops / seminar) with external experts
   1. Workshop on 8051 micro-controller and its applications, Dec 14-15, 2013. Experts from Excel Technologies, Noida.
   2. Two day workshop on Exp-eyes kit, March 2012, Experts from IUAC, Delhi.

33.   Teaching methods adopted to improve student learning
   Department faculty other than the traditional method of imparting information, has over the years
   1. Used project like work culture in its practical / lab work. Experimental boards are discouraged and students are encouraged to design and fabricate circuits on their own.
   2. Encourage students to look for additional information on internet with internet access given in the department

3. Teachers try to be accessible to students through-out the day. Thus, acting more as mentors. This is important considering large fraction of outstation students.

4. Free-ware software are used so that students can install the software on their computers and freely use these to learn at their leisure.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities   None

35. SWOC analysis of the department and Future plans
    Strengths:
    - Regular student-teacher interaction giving individual attention made possible by the low student teacher ratio (12:1)
    - Laboratory size and space utilization is optimized. An occupation percentage as high as 90% is maintained. Expenditure is planned with an average outlay of Rs.4,50,000/- p.a. Number of equipment purchased is such that each student can work individually and gain hands on experience
    - Teachers are involved in research along with teaching resulting in high publication per faculty. This experience of research is actively used by the faculty in classroom teaching and lab work.
    - Dedicated non-teaching lab staff
    - Faculty actively encourages students to go for higher studies instead of taking a job immediately.
    - Open-source software has reduced the maintenance cost in terms of man-hours and part cost. The use of software like QUCS makes the Department a pioneer at the University level.
    - More and more students are encouraged to use Department computer resources during free time to prepare reports and files. Style of writing encouraged is as in research paper writing.
    - Department from its allocated library fund recommends both text-books and other important reference books, in order to ensure that students get best exposure of literature at par with global trends.

    Weaknesses:
    - Shortage of laboratory space hampers expansion plans
    - Lab staff requires periodic training which is not taken up by the University
    - Only 60% of faculty is permanent. Immediate recruitment of teachers on permanent basis is required.

- Removal of mandatory project from the curriculum by the University has reduced the space for innovative teaching and learning
- Sustained research grant from College would ease pressure on teachers to apply for research grants from external agencies
- The department has a very strong alumni presence in leading enterprises, which however could not be tapped in the absence of a suitable platform.

Opportunities:
- Enrolling students into research projects to make use of their summer vacations
- Planned research trips to national research labs
- Interation between former students from industry and present batches to promote understanding of industry requirements and increase opportunities for employment

Challenges:
- To make syllabus more practical based

6. Evaluative Report of the Department of Computer Science

1. Name of the department **Computer Science**

2. Year of Establishment **1984**

3. Names of Programmes / Courses offered
(UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
    B.Tech. in Computer Science (2013-17)
    B.Sc. Physical Sciences – with Computer Science option

4. Names of Interdisciplinary courses and the departments/units involved
    B.Sc. Physical Sciences
    (involves Physics, Chemistry, Mathematics, English and Environmental Science)

5. Annual/ semester/choice based credit system (programme wise)
    B.Tech. in Computer Science   Semester based
    B.Sc. Physical Science (2014-17)   Semester based
    B.Sc. Physical Science (2015 onwards)   CBCS

6. Participation of the department in the courses offered by other departments
    - Generic Electives in Computer Science for CBCS courses
    - Concurrent Credit Course in Semester based B.Sc. Physical Sciences (with Electronics and Chemistry options)
    - Foundation Course on IT under FYUP (2013-14)
    - Computational Skills course for B.Sc. (Hons.) Botany, B.Sc. (Hons.) Zoology, B.Sc. Programme Life Science
    - Programming and Data Structures Courses in B.Sc. (Hons.) Electronics

7. Courses in collaboration with other universities, industries, foreign institutions, etc.   **None**

8. Details of courses/programmes discontinued (if any) with reasons
    Undergraduate Programme B.C.A./B.I.T (1997-2004) was discontinued by the University itself

9.   Number of Teaching-posts

	Sanctioned	**Filled**
Professors	-	-
Associate Professors	-	2
Asst. Professors	4	1

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**
P.D. Sharma	M.Sc., M.S.	Associate Professor	Image Processing	22	Nil
Neelu Sanghi	M.C.A., M.Phil.	Associate Professor		17	Nil
Navjot Kaur	M.C.A., M.Phil.	Assistant Professor		4	Nil

11.   List of senior visiting faculty   **Nil**

12.   Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty
            B.Tech. in Computer Science   50%
            B.Sc. Physical Sciences   68%

13.   Student –Teacher Ratio (programme wise)
            B.Tech. in Computer Science   1:10
            B.Sc. Physical Sciences

14.   Number of academic support staff (technical) and administrative staff; sanctioned and filled
            Sanctioned   2 Senior Technical Assistants
            Filled   2 Senior Technical Assistants

15.   Qualifications of teaching faculty with DSc/D.Litt/Ph.D/Mphil/PG.
            M.Phil   2
            M.S.   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 with direct funding**
                              (2 under DBT STAR College Scheme)

18. Research Centre/facility recognized by the University   **None**

19. Publications:

Publication per faculty	15/3 = **5.0**
Number of papers published in peer reviewed journals (national /international) by faculty and students	11
Number of publications listed in International Database (e.g: Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.)	10
Monographs	Nil
Chapter in Books	4
Books Edited	Nil
Books with ISBN/ISSN numbers with details of publishers	2
978-81-322-2273-6 / Springer India — 81-7866-056-3 / Himalaya Publications	
Citation Index	-
SNIP	-
SJR	-
Impact Factor	-
h-index	-

20. Areas of consultancy and income generated
   - P.D. Sharma – Software consultancy for IP College for Women, University of Delhi, Mar-May 2004, upon invitation.
   - P.D. Sharma – Corporate Training for Techspan India Ltd., Jul-Aug 2005, appointed by Department of Computer Science, University of Delhi.
   - P.D. Sharma – Corporate Training for Techspan India Ltd., Jul-Aug 2006, appointed by Department of Computer Science, University of Delhi.

21. Faculty as members in
     a) National committees
        P.D. Sharma, Invited Member, Creation of Curation Benchmarks for Exhibitions, Ministry of Culture, Government of India, August 2015.

     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
                2014-15 (B.Tech.)   15% (Summer)
                                           100% (Semester)

     b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies
                2014-15 (B.Tech.)   30% (Summer)

23. Awards / Recognitions received by faculty and students
     Students Awards:
     • First Prize in National Robotics Competition at IIT Delhi in Maze Solving, 2014-15
     • First Prize in National Robotics Competition at IIT Bombay 2014-15
     • Second Prize in Analogic, IIT Delhi, 2013-14
     • Third Prize in Arjun, IIT Delhi, 2013-14
     • Third Prize in Escape Tunnel, IIT Delhi, 2013-14
     • First Prize in Robotryst Zonals, Hindu College, University of Delhi, 2013-14

24. List of eminent academicians and scientists / visitors to the department   **None**

25. Seminars/Conferences/Workshops organized & the source of funding:
     a) National   **None**

b) International   **None**

26.   Student profile programme/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			*M	*F	
B.Tech. in Computer Science					
2013-14		33	27	4	On going
B.Sc. Physical Science with Computer Science					
2011-12*					53.85
2012-13#		24	15	9	38.67
2013-14#		-	Nil	Nil	64.36
2014-15#		31	26	5	45.45
2015-16		37	33	4	-
(* Applied Physical Sc.)					
(# Combined Options)					

  *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.Tech. in Computer Science	80.00	20.00	Nil
B.Sc. Physical Science	48.72	51.28	Nil

28.   How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
         Data not maintained

29.   Student progression

Student progression	Against % enrolled
UG to PG	10
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA

Employed	
• Campus selection	Data not maintained
• Other than campus recruitment	Data not maintained
Entrepreneurship/Self-employment	Data not maintained

30. Details of Infrastructural facilities
    a) Library
        Common Library of the College, no departmental Library
    b) Internet facilities for Staff & Students
        For all on wired and wireless College-wide network
    c) Class rooms with ICT facility
        From amongst common pool of classrooms
    d) Laboratories
        Four Labs with desktop computers (150), servers (4), network (wired and wireless), software (proprietary and Open-source), and online UPS backup (total 40KVA)

31. Number of students receiving financial assistance from college, university, government or other agencies   **3**

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts
    Workshop on Dspace by Mr. Mukesh A Pund, Scientist, NISCAIR, New Delhi, Feb 2014.

33. Teaching methods adopted to improve student learning
    Operational:
    - Individual and group projects on topics selected to provide in-depth learning
    - Leading theory by practical experience
    - Peer reviewed presentations of projects, with qualitative and quantitative assessment, suggestions, and feedback
    - Iterative refinement of student's past-projects with progression in course-curriculum

    Motivational:
    - Encouragement to use and contribute to open-source software and necessary guidance to enrich experience
    - Individuated attention, supervision, and mentoring
    - Initiative to students to compare their achievements with their peers outside the College
    - Encouragement for thinking out-of-the-box where lies an opportunity

Textual:
- Perspective to place the course
- Explanation, analysis, and illustration of principles and practical trade-offs
- Organization of course-experience according to Bloom's taxonomy
- Emphasis on standard texts and in-depth study supported by discussions

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
- PD Sharma went to Kabul University, Kabul, Afghanistan during 22 May 2008 to 14 July 2008 under **World Bank – SHEP** (Strengthening Higher Education Programme) for reconstruction and curriculum design in Computer Science as a part of University of Delhi's delegation, and helped Kabul University as well as individual students.
- PD Sharma conducted training programme as co-coordinator as well as resource person for faculty members of Computer Science of Kabul University under **World Bank – SHEP** at Delhi in Dec 2008 – Feb 2009.
- PD Sharma conducted training programme as Coordinator and resource person for faculty members of Computer Science of Kabul University under **World Bank – SHEP** at Delhi during 02 Jan 2012 to 24 Feb 2012.
- PD Sharma developed software application for the College Students Records management from admission to transcripts, and continues to maintain and enrich the same, for the benefit of students and staff.

35. SWOC analysis of the department and Future plans
   Strengths:
- Faculty having rich experience in academics as well as industry
- Live handling of data for the College and related projects
- Good support by the College authorities in terms of equipment and other resources to keep labs state of the art.
- Good standing amongst the Colleges who offer Computer Science in University on the basis of history and common perception
- Advantage of close communication with University Department as well as College and University authorities

   Weaknesses:
- No Honors course so far to showcase

- Delay in hiring permanent faculty against vacant posts due to matter subjudice
- A reasonably large number of students in B.Sc. Physical Science Programme come from satellite towns of Delhi and are under pressure of commuting involved and getting adjusted
- Close proximity to Najafgarh drain exposes air-conditioning and other apparatus to corrosion

Opportunities:
- B.Sc. (Hons.) Computer Science shall be starting from 2016-17 in the College
- Handling/preparing/managing software, data, and processes for the College application, library, and digital repository shall present live experience to learners under close guidance of faculty
- At present IQAC in College is being looked after by a member of the department

Challenges:
- To cultivate habit of honest working in the students in this digital age of Internet and plagiarism
- To have a back-up plan for the College software applications in case current team is unavailable due to some reason
- To create sufficient redundancy in network to make it fault tolerant and more available
- To arrange appropriate placements for the single batch of B.Tech. Computer Science students

Future Plans
- To start a skill-based courses on Using R for statistical analysis available to all interested students
- To start a skill-based course on Using Scilab for mathematical work available to all interested students
- To upgrade/extend labs as per requirements of forth-coming B.Sc. (Hons.) Computer Science Course.

7. Evaluative Report of the Department of Mathematics

1.   Name of the department   **Mathematics**

2.   Year of Establishment   1951

3.   Names of Programmes / Courses offered
      (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
           B.Sc. (Hons.) Mathematics
           M.Sc. Mathematics

4.   Names of Interdisciplinary courses and the departments/units
      involved
           B.Sc. Programme Physical Sciences
           (involves Physics, Chemistry, Computer Science, English)
           B.Sc. Programme Life Sciences
           (involves Botany, Zoology, Chemistry, Computer Science)
           B.A. Programme
           (involves English, Hindi, Punjabi, History, Economics,
           Political Science)

5.   Annual/ semester/choice based credit system (programme wise)
           B.Sc. and B.A. from 2015 onwards CBCS
           B.Sc. and BA before 2015 Semester based
           M.Sc. Semester based

6.   Participation of the department in the courses offered by other
      departments
           B.Sc. (Hons.) Physics
           B.Sc. (Hons.) Chemistry
           Generic Electives for all courses under CBCS

7.   Courses in collaboration with other universities, industries, foreign
      institutions, etc.   Nil

8.   Details of courses/programmes discontinued (if any) with reasons
       B.A. (Hons.) Mathematics was merged with B.Sc. (Hons.) by
       University

9.   Number of Teaching-posts

	Sanctioned	**Filled**
Professors	-	-
Associate Professors	-	5
Asst. Professors	9	5

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
Ms. Daljeet I P Singh	M.Sc., M. Phil	Associate Professor	Numerical Analysis, Computer Programming, Sequencing Problem & Algebra	33	NA
Mr. Virender Kumar Mehra	M.Sc., M. Phil	Associate Professor	Mechanics, Differential Equations & Algebra	31	NA
Dr. Satish Verma	M.Sc., M. Phil, Ph.D.	Associate Professor	Analysis(Real, Complex and Functional), Abstract,Algebra, and Operator Theory	30	NA
Ms. Sunderjeet Kaur Bhatia	M.A., M. Phil	Associate Professor	Abstract Algebra, Statistics and Partial Differential Equations	30	NA
Ms. Jasvinder Bhalla	M.A.	Associate Professor	Computer Programming, Algebra and Analysis	28	NA
Ms. Amarpreet Kaur Sabherwal	M.Sc., M. Phil	Assistant Professor	Functional Analysis, and Mathematical Analysis	14	NA
Mr. Dharmendra Kumar	M.Sc., M. Phil	Assistant Professor	Statistics, Dynamical Systems, PDE and Mathematical Modelling	11	NA

Ms. Charanpreet Kaur	M.A., M. Phil	Assistant Professor	Analysis and Space Dynamics	15	NA
Ms. Ruchi Arora	M.Sc., M. Phil , Ph.D.	Assistant Professor	Mathematical Programming and Algebra	7	NA
Md. Sanam Suraj	M.Sc., Ph.D.	Assistant Professor	Celestial Mechanics, Space Dynamics, Astronomy, and Astrophysics	4	NA

11. List of senior visiting faculty   Nil

12. Percentage of lectures delivered and practical classes handled
     (programme wise) by temporary faculty
                          25% Theory   40% Practical

13. Student –Teacher Ratio (programme wise)
          B.Sc. (Hons.) Mathematics   15:1
          Other   25:1

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.
          Ph.D. – 3   M.Phil. – 6   PG – 1

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:

Publication per faculty	27/10 = **2.7**
Number of papers published in peer reviewed journals (national /international) by faculty and students	26
Number of publications listed in International	26

Database (e.g: Web of Science, Scopus, Humanities International Complete, Dare Database – International Social Sciences Directory, EBSCO host, etc.)	
Monographs	Nil
Chapter in Books	Nil
Books Edited	Nil
Books with ISBN/ISSN numbers with details of publishers	1
978-3-659-23058-5	LAP LAMBERT Academic Publishing, Germany
Citation Index	-
SNIP	-
SJR	-
Impact Factor	-
h-index	-

20.   Areas of consultancy and income generated   NA

21.   Faculty as members in
    a) National committees   Nil
    b) International Committees   Nil
    c) Editorial Boards   Nil

22.   Student projects   **Data not maintained**
    a) Percentage of students who have done in-house projects including inter departmental/programme
    b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies

23.   Awards / Recognitions received by faculty and students   Nil

24.   List of eminent academicians and scientists / visitors to the department   Nil

25.   Seminars/Conferences/Workshops organized & the source of funding:
    a) National   Nil
    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.Sc. (Hons.) Mathematics					
2011-12		44	25	19	90.48
2012-13		58	36	22	100.00
2013-14		54	30	24	74.42
2014-15	99895	44	27	17	78.00
2015-16	75100	35	24	11	-
B.Sc. Physical Sciences					
2011-12		102	61	41	34.38
2012-13		69	49	18	38.67
2013-14	NA	Nil	Nil	Nil	64.36
2014-15	NA	112	90	22	45.45
2015-16	31508	82	71	11	-
M.Sc. Mathematics					
2011-12	NA	10	3	7	100.00
2012-13	NA	7	4	3	100.00
2013-14	NA	7	4	3	50.00
2014-15	NA	16	11	5	100.00
2015-16	NA	17	11	6	-

*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.Sc. (Hons.) Mathematics			
2012-13	51.7	48.3	-
2013-14	60.7	39.3	-
2014-15	54.5	45.5	-
2015-16	54.3	45.7	-
B.Sc. Physical Science	32.47	67.52	Nil
M.Sc. Mathemctics	42.43	57.57	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?   **Data not maintained**

29. Student progression

Student progression	Against % enrolled
UG to PG	Data not maintained
PG to M.Phil.	Data not maintained
PG to Ph.D.	Data not maintained
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	Data not maintained
Entrepreneurship/Self-employment	Data not maintained

30. Details of Infrastructural facilities
    a) Library   Common Central Library of College

    b) Internet facilities for Staff & Students: All on wired and wireless

    c) Class rooms with ICT facility: From common college pool

    d) Laboratories: Time shared with Computer Science etc.

31. Number of students receiving financial assistance from college, university, government or other agencies   Nil

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts   Nil

33. Teaching methods adopted to improve student learning
    Projection for teaching aids and OERs

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
    Following projects were undertaken which have a relevance to Society:
    - Dr. Ruchi Arora, "Analysis of Ecological Footprints of Various Socio-economic Strata of the Society", funded by University of Delhi, 2013-14
    - Dr. Ruchi Arora, "Studies on Selected Tribes in Jharkhand, An Ethnographic Approach", funded by University of Delhi, 2015-16
    - Mr. Dharmendra Kumar, " Conceptualizing Women Sports in the

context of Sports Economics and Marketing of Professional Sport in India: Performance Study of Gender based athletes in respect of their Advertising and Promotional Value", funded by University of Delhi, 2012-13.

- Mr. Dharmendra Kumar, "Role of Team Sponsorship in Promoting Women Sports: Case Study Approach to Badminton and Hockey in India", funded by University of Delhi, 2014-15.
- Mr. Dharmendra Kumar, "Sustainable Tourism in India: A Case of Kerala Tourism", funded by University of Delhi, 2015-16.

35. SWOC analysis of the department and Future plans

Strengths:
- Regular student-faculty interaction with classroom teaching
- Inclusion of concepts beyond textbooks
- Qualified, dedicated and diversified faculty
- Special attention to students from weaker sections and from other states

Weaknesses:
- Poor motivation of students to study and explore beyond curriculum
- Low fore-planning for organizing talks and lectures by eminent persons, resulting in non-availability of resources

Opportunities:
- Increase in students who stay in the course
- Diversified participation of students in College activities
- Upcoming faculty development programmes and conferences

Challenges:
- Cultivating research orientation among students and faculty
- Semester mode restricts the available time for in-depth exploration of course

Future Plans
- To inspire, prepare and empower students to succeed in the ever-changing world.
- To organize workshops, conferences, seminars and training programmes at national and international level
- To set up online portal for assignment submission, discussion and interaction with faculty, webinars, and display of results
- To launch a short-term courses on mathematical finance and actuarial science

8. Evaluative Report of the Department of Hindi

1. Name of the department   **Hindi**

2. Year of Establishment   **1951**

3. Names of Programmes / Courses offered
    (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
    B.A. (Hons.) Hindi
    MA Hindi

4. Names of Interdisciplinary courses and the departments/units involved
    B.A. Programme
    (involves English, Punjabi, History, Political Science, Economics, Mathematics)
    B.Com. Programme
    (involves Commerce, English, Punjabi, Economics)

5. Annual/ semester/choice based credit system (programme wise)
    CBCS for admissions of 2015 onwards to BA (Hons.) and B.A./B.Com. Programme
    Semester based for admissions prior to 2015, and MA Hindi

6. Participation of the department in the courses offered by other departments
    Language Courses for all B.A./B.Sc. (Hons.) as per syllabi

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	-	6
Asst. Professors	7	1

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
Asha Mehta	Ph.D.	Associate Professor	Modern Poetry	27	1
Veena Agarwal	Ph.D.	Associate Professor	Katha Sahitya, Guru Gobin Singh ka sahitya	30	4
Charanjit Singh Sachdeva	Ph.D.	Associate Professor			
Smita Mishra	Ph.D.	Associate Professor	Journalism, Media		3
Nagesh Nath Das	Ph.D.	Associate Professor	Madhya kaleen sant sahitya	21	Nil
Mukesh Kumar	Ph.D.	Associate Professor	Madhya Kaal	17	Nil
Sumita Lohia	Ph.D.	Assistant Professor	Nibandh Sahitya	14	Nil

11. List of senior visiting faculty   Nil

12. Percentage of lectures delivered and practical classes handled
    (programme wise) by temporary faculty   Nil

13. Student -Teacher Ratio (programme wise)

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.
        Ph.D.'s -7

16. Number of faculty with ongoing projects from a) National b)
    International funding agencies and grants received
        2012-13   1 Project funded by University of Delhi
        2013-15   2 Projects funded by University of Delhi

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	34/7 = 4.85
Number of papers published in peer reviewed journals (national /international) by faculty and students	8
Number of publications listed in International Database (e.g: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	Nil
Monographs	Nil
Chapter in Books	5
Books Edited	29
Books with ISBN/ISSN numbers with details of publishers	15
81-7272-099-X	DST,NCSTC & Rajasthan University
978-81-7137-766	Rajasthan Hindi Granth academy
978-81-7137-721-3	Rajasthan Hindi Granth academy
978-81-86304-77-8	Bharat Pustak Bhandar
81-87368-44-6	Naman Prakashan
81-87368-45-4	Naman Prakashan
81-87368-46-2	Naman Prakashan
818736847-0	Naman Prakashan
81-87368-48-9	Naman Prakashan
81-87368-49-3	Naman Prakashan
81-87368-50-5	Naman Prakashan
81-87368-51-9	Naman Prakashan
81-87368-52-7	Naman Prakashan
81-87368-53-5	Naman Prakashan
81-87368-54-3	Naman Prakashan
81-87368-55-1	Naman Prakashan
81-87368-56-X	Naman Prakashan
81-87368-57-8	Naman Prakashan
97881-8129-341-1	Naman Prakashan
97881-8129-380-0	Naman Prakashan
81-7055-689-9	Vani Prakashan
978-93-82526-08-7	Himachal Books,Delhi
81-7055-805-0	Vani Prakashan

81-7315522-4 81-7315-523-2 978-81-86304-75-4	Prabhat Prakashan Prabhat Prakashan Bharat Pustak Bhandar	
Citation Index		-
SNIP		-
SJR		-
Impact Factor		-
h-index		-

20.   Areas of consultancy and income generated   Nil

21.   Faculty as members in
    a) National committees   Nil
    b) International Committees   Nil
    c) Editorial Boards
        o Dr. Smita Mishra, Guest Editor, "Anzuri" Literary Magazine
        o Dr. Smita Mishra, Hony. Editor, "Sports Kreeda" – monthly sports newspaper
        o Dr. Smita Mishra, Hony. Consultatnt Editor, "NAI Times", - monthly newspaper of Newspaper Association of India

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
    • Dr. Smita Mishra, Bhatendu Harishchandra Award, Ministry of Information and Broadcasting, Govt. Of India, on Book "Electronic Media: Badalte Ayam", 2009
    • Dr. Smita Mishra, Chairs of Hindi Abroad, ICCR, 2005
    • Dr. Smita Mishra, Vedram Thakur National Award for Literature, Bhutti Weavers
    • Dr. Smita Mishra, Journalism Teacher Award, Newspaper Association of India
    • Dr. Smita Mishra, Lions Club International Award for Hindi Promotion, Sep-2007

24. List of eminent academicians and scientists / visitors to the department
    1. Sh. Kedarnath Singh
    2. Prof. Ramdarash Mishra
    3. Sh. Uday Prakash
    4. Sh. Ganga Prasad Vimal
    5. Sh. Nityanand Tiwari
    6. Sh. Vishwanath Tripathi
    7. Sh. Prakash Manu
    8. Sh. Bhagwan Singh
    9. Sh. Vinay Vishwas
    10. Sh. Jaimini Haryanavi
    11. Sh. Ramesh Chandra Mishra
    12. Sh. Sanjeev Bhanawat
    13. Sh. Lakshi Shankar Vajpayee
    14. Sh. Amarnath Amar
    15. Sh. Surendra Tiwari
    16. Sh. Hari Mohan Sharma
    17. Sh. Harish Naval
    18. Sh. Gopeshwar Singh

25. Seminars/Conferences/Workshops organized & the source of funding:
    a) National   Nil
    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. (Hons.) Hindi					
2014-15	75357	60	48	12	50.00
2015-16	59577	42	34	8	-
M.A. Hindi					
2014-15	NA	8	5	3	100.00
2015-16	NA	8	4	4	-

*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. (Hons.) Hindi	76.47	23.53	Nil
M.A. Hindi	62.5	37.5	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?   Nil

29. Student progression

Student progression	Against % enrolled
UG to PG	Data not maintained
PG to M.Phil.	Data not maintained
PG to Ph.D.	Data not maintained
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	Data not maintained
Entrepreneurship/Self-employment	Data not maintained

30. Details of Infrastructural facilities
    a) Library   Common College Library

    b) Internet facilities for Staff & Students: All on wired and wireless

    c) Class rooms with ICT facility   From the common pool

    d) Laboratories   NA

31. Number of students receiving financial assistance from college, university, government or other agencies   ~55%

32. Details on student enrichment programmes (special lectures /

workshops / seminar) with external experts
- ACTFL OPI Introduction Workshop, Feb.2012
- Sauhard Utsav, Feb-2011
- Creative Writing, 2010-11
- Hindi ka hai bas naam, Angrezi se hi chalta kaan, Sep 2010, with Dainik Jagran
- Hindi Sahitya aur Media, March-2005
- Hindi Kahani Seminar, 1988-89
- Swarachit Kavita, March 1988
- Premchand ki kahaniyon me Gram Sansaar, March 1987
- Swarachit Kavita, Feb. 1987

33. Teaching methods adopted to improve student learning
    - Projects to improve articulation of information in literary form.
    - Movies Screening and discussion
    - Exposure to theater plays
    - Use of electronic communication such as blogs/apps as a medium
    - Live diadic communication experience
    - Inter-group competitions
    - Role playing
    - Reading list, bibliographic inputs, and supporting materials
    - Creative writing

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
    Dr. Nagesh Nath Das is the NSS Programme Officer of the College

35. SWOC analysis of the department and Future plans
    Strengths:
    - Coordination and operation of Certificate Courses on Web Journalism and Sports Economics and Marketing
    - Good mix of experienced and young faculty
    - Good communication with University departments and administration
    - Dynamic participation in College and University affairs
    - Special efforts in encouraging and supporting socially/economically disadvantaged students
    - Publication of Departmental Newspaper

Weaknesses:
- No departmental space/room for administrative and other work.
- No option to offer lower Hindi to applicable students even if interested

Opportunities:
- To incorporate Hindi medium in ICT tools used in the College

Challenges:
- To acquire and organize updated literary material.
- To motivate students to study Hindi literature, many of whom join in with low interest/esteem

9. Evaluative Report of the Department of Punjabi

1. Name of the department   **Punjabi**

2. Year of Establishment   **1951**

3. Names of Programmes / Courses offered
    (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
    > B.A. (Hons.) Punjabi
    > M.A. Punjabi

4. Names of Interdisciplinary courses and the departments/units involved
    > B.A. Programme
    > (involves English, Hindi, Mathematics, History, Economics, Political Science)
    > B.Com. Programme
    > (involves Commerce, English, Hindi)

5. Annual/ semester/choice based credit system (programme wise)
    > B.A & B.Com: Admissions 2015 onwards CBCS, before that Semester based
    > MA Semester based

6. Participation of the department in the courses offered by other departments
    > Language courses for all applicable programmes
    > Ability Enhancement and Generic Electives for all programmed under CBCS

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	-	6
Asst. Professors	8	2

10.   Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualific ation	Designation	Specialization	No. of Years of Expe rienc e	No. of Ph.D. Students guided for the last 4 years
Jaswinder Kaur	Ph.D.	Associate Professor	Medieval Qissa Poetry	34	1 (Adv.)
Kuldeep Kaur Pahwa	Ph.D.	Associate Professor	Poetry & Folklore	19	1 + 1(Adv.)
Harbans Singh	Ph.D.	Associate Professor	Poetry	25	Nil
Gurinder Singh	Ph.D.	Associate Professor	Poetry	17	Nil
Amarjeet Kaur	Ph.D.	Associate Professor	Modern Poetry	19	1 (Adv.)
Vanita	Ph.D.	Associate Professor	Post Modernism & Poetry	16	2 + 3(Adv.)
Gurdip Kaur	Ph.D.	Assistant Professor	Modern Poetry	16	1 (Adv.)
Ravinder Kaur	Ph.D.	Assistant Professor	Modern Poetic Drama	7	Nil

11.   List of senior visiting faculty   Nil

12.   Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty
            B.A. (Hons.) Punjabi ~17.28%
            B.A. Programme   ~12.9%
            B.Com. Programme   ~90%

13.   Student -Teacher Ratio (programme wise)
            B.A. (Hons.) Punjabi   15 : 1
            B.A. Programme & Others   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/MPhil/PG.
            Ph.D.'s – 8

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received
Dr. Harbans Singh, Statistical Study of Rise and Decline of Indian Languages – Special Focus on Punjabi, Sanskrit, and Hindi, funded by University of Delhi, 2015-16

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

Faculty	Project	Funding Agency	Grant Received
Dr. Harbans Singh	Gadar Lehar Te Mudlah Parvasi Sahit	UGC	Rs.5,19,000
Dr. Vanita	Post Modernity in Indian Perspective	Department of Culture, New Delhi	Rs.1,44,000
Dr. Vanita	Uttar Adhunikta ate Bharti Paripekh	Punjabi Academy, Delhi	Rs.60,000

18. Research Centre/facility recognized by the University   Nil

19. Publications:

Publication per faculty	161/8 = **20.12**
Number of papers published in peer reviewed journals (national /international) by faculty and students	22
Number of publications listed in International Database (e.g: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	Nil
Monographs	1
Chapter in Books	38
Books Edited	17
Books with ISBN/ISSN numbers with details of publishers	105
81-202-0586-3	Ajanta Publications, Delhi
978-81-7667-229-0	Bhawna Prakashan
978-81-7883-855-7	Chetna Parkashan, Ludhiana
978-93-82851-68-4	Chetna Parkashan, Ludhiana
935112054-6	Chetna Parkashan, Ludhiana
978-81-7883-897-7	Chetna Parkashan, Ludhiana

978-81-7883-8984	Chetna Parkashan, Ludhiana
81-7883-263-1	Chetna Parkashan, Ludhiana
81-7883439-1	Chetna Prakashana, Ludhiana
81-88852-27-9	Deepak Publishers, Jalandhar
81-216-7780-9	Hind Pocket Books
978-81-216-1240-1	Hind Pocket Books
81-216-0888-0	Hind Pocket Books
81-7329-060-1	Hind Pocket Books
81-216-0666-7	Hind Pocket Books
81-87762-52-7	HK Parkashan, Delhi
81-7016-593-8	Kitab Ghar
81-7016-523-7	Kitab Ghar
81-8060-052-1	Kriti Prakashan
81-8060-045-9	Kriti Prakashan
81-8060-012-3	Kriti Prakashan
81-7142-348-5	Lokgeet Prakashan, Chandigarh
81-87654-24-4	Manpreet Parkashan, Delhi
81-87654-06-6	Manpreet Parkashan, Delhi
81-87654-231-5	Manpreet Parkashan, Delhi
81-87654-69-4	Manpreet Parkashan, Delhi
81-87654-000-0	Manpreet Parkashan, Delhi
81-87654-119-8	Manpreet Parkashan, Delhi
81-87654-201-1	Manpreet Parkashan, Delhi
81-87654-06-6	Manpreet Prakashan, Delhi
81-87654-182-7	Manpreet Prakashan, Delhi
81-87654-15-5	Manpreet Prakashan, Delhi
81-87654-138-4	Manpreet Prakashan, Delhi
81-87654-119-8	Manpreet Prakashan, Delhi
81-87654-207-4	Manpreet Prakashan, Delhi
81-87654-168-6	Manpreet Prakashan, Delhi
81-87654-21-10	Manpreet Prakashan, Delhi
81-87654-06-6	Manpreet Prakashan, Delhi
81-87654-219-8	Manpreet Prakashan, Delhi
81-87654-106-6	Manpreet Prakashan, Delhi
81-8299-071-8	Manpreet Prakashan, Delhi
81-87654-218-X	Manpreet Prakashan, Delhi
81-87654-22-8	Manpreet Prakashan, Delhi
81-87654-29-5	Manpreet Prakashan, Delhi
81-87654-21-X	Manpreet Prakashan, Delhi
81-87654-115-5	Manpreet Prakashan, Delhi
81-87654-113-9	Manpreet Prakashan, Delhi
81-87654-138-4	Manpreet Prakashan, Delhi
81-87654-138-4	Manpreet Prakashan, Delhi

978-81-7116-470-6	National Book Shop, Delhi
978-81-7116-510-0	National Book Shop, Delhi
978-81-7116-580-3	National Book Shop, Delhi
978-81-7116-628-2	National Book Shop, Delhi
81-237-	National Book Trust, Delhi
81-237-1533-1	National Book Trust, Delhi
978-81-8059-102-02	National Book Trust, Delhi
998-81-237-5058-3	National Book Trust, Delhi
81-237-3956-7	National Book Trust, Delhi
978-81-231-3216-9	National Book Trust, Delhi
81-237-3946-X	National Book Trust, Delhi
978-81-237-5479-6	National Book Trust, Delhi
81-237-2521-3	National Book Trust, India
81-7599-142-9	Navyug Publishers, N. Delhi
978-81-8263-878-5	Pratham Books
978-93-82455-19-6	Punjabi Academy, Delhi
978-93-82455-19-6	Punjabi Academy, Delhi
978-81-302-0304-1	Punjabi Sahit Adhiyan Vibhag, Punjabi University, Patiala
81-7028-321-3	Rajpal & Sons
81-7143-351-0	Ravi Sahit Prakashan, Amritsar
81-260-0742-7	Sahitya Akademi, New Delhi
81-260-1488-1	Sahitya Akademi, New Delhi
978-81-260-3166-5	Sahitya Akademi, New Delhi
978-81-260-3029-3	Sahitya Akademi, New Delhi
978-81-260-2446-9	Sahitya Akademi, New Delhi
978-81-260-2525-1	Sahitya Akademi, New Delhi
81-260-2078-4	Sahitya Akademi, New Delhi
81-260-1606-X	Sahitya Akademi, New Delhi
798-81-260-4169-5	Sahitya Akademi, New Delhi
978-81-7329-380-1	Shilalekh Parkashan, Delhi
978-81-7329-214-9	Shilalekh Parkashan, Delhi
978-81-7329-280-4	Shilalekh Parkashan, Delhi
978-81-7329-254-5	Shilalekh Parkashan, Delhi
81-7329-181-0	Shilalekh Parkashan, Delhi
81-7329-50-0	Shilalekh Parkashan, Delhi
978-81-7329-349-8	Shilalekh Parkashan, Delhi
978-81-7329-341-2	Shilalekh Parkashan, Delhi
978-81-7329-279-8	Shilalekh Parkashan, Delhi
978-81-7329-109-8	Shilalekh Parkashan, Delhi
81-7329-087-3	Shilalekh Parkashan, Delhi
978-81-7329-780-4	Shilalekh Parkashan, Delhi
978-81-7329-229-3	Shilalekh Parkashan, Delhi

81-7329-060-1	Shilalekh Parkashan, Delhi	
81-7329-019-9	Shilalekh Parkashan, Delhi	
978-81-7329-247-7	Shilalekh Parkashan, Delhi	
81-7183-149-4	Shilalekh Parkashan, Delhi	
81-7329-100-1	Shilalekh Parkashan, Delhi	
81-7329-071-7	Shilalekh Parkashan, Delhi	
81-7329-153-5	Shilalekh Parkashan, Delhi	
81-7329-112-8	Shilalekh Parkashan, Delhi	
978-81-8059-102-0	Sri Prakashan	
81-8059-000-0	Sri Prakashan	
978-81-8059-102-0	Sri Prakashan	
81-8059-052-6	Sri Prakashan	
81-8059-011-9	Sri Prakshan	
1-885427-67-0	World Bible Translation Centre, Bangalore.	
Citation Index		-
SNIP		-
SJR		-
Impact Factor		-
h-index		-

20. Areas of consultancy and income generated   Nil

21. Faculty as members in
    a) National committees
       - Dr. Kuldeep Kaur Pahwa, Member, Advisory Committee, Delhi Public Library, Ministry of Culture, Govt. of India, 2006-07
       - Dr. Harbans Singh, Subject Expert, Punjabi Curriculum Development under CBCS, UGC, 2015
       - Dr. Vanita, Punjabi Language Advisory Board, Sahitya Academy, 1998-2002
       - Dr. Vanita, Member, Advisory Committee, Delhi Public Library, Ministry of Culture, Govt. of India, 2009 onwards
       - Dr. Vanita, Member, Book withdrawal Committee, Delhi Public Library, Ministry of Culture, Govt. of India, 2009 onwards

    b) International Committees   Nil

    c) Editorial Boards
       - Dr. Vanita, Honoray Editor, *Samdarshi* (2012), Sutinder

Singh Noor Vishesh Ank, Punjabi Academy, Delhi.
- Dr. Amarjeet Kaur, Saru Punjabi Magazine.

22.   Student projects
    a) Percentage of students who have done in-house projects including inter-departmental/programme
                    100% in application Course/FYUP

    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

Received by Faculty
Dr. Jaswinder Kaur • Punjabi Bhasha Seva Sanmaan by Punjabi Academy Delhi for the year 2000-01. **Dr. Kuldeep Kaur Pahwa** • Kavita Puraskar for "Ruttan de Sirnavein" by Punjabi Academy Delhi for the year 2004-05. • Punjabi Bhasha Seva Sanmaan by Punjabi Academy Delhi for the year 2005-06. • **Dr. Amarjeet Kaur** • Contribution in Punjabi Literature by Akhil Bharati Kavitri Samelan, Khurja (12.05.2001) • Bapu Kartar Singh Dhaliwal Award for contribution to Punjabi Language/Literature/Art/ Culture/Media by Punjabi Sahit Kala Sangam, New Delhi (27.12.2002) • Punjabi Anuvaad Award by Punjabi Academy Delhi or the year 2002-03. • Divageesh Puraskaar by Bharati Anuvaad Parishad, Delhi for the year 2008-09 • Contribution in Punjabi Poetry by Punjabi Sahit Sabha, Jalalabaad (29.09.2012) **Dr. Vanita** • Shiv kumar Batalvi Puraskar, UK for the year 1993 • Poetry Award for "Bol Alap" by Punjabi Academy, Delhi for the year 1993-94 • Criticism Award for "Uttar Adhunikat ate Kavita" by Punjabi Academy, Delhi. (1998-99) • Second Aasee Yadgari Sanman by Rap Net College for Women, Dhilavan, Kapurthala. (2003) • Woman of the year Award by ABI (American Biographical Institute, Inc.,) North Carolina, USA for the year 2003 • Bhasha Bharathi Samman for Book Kavita Phir Ekvar (Translated form Oriya) by CIIL (Central Institute of Indian Languages) Ministry of HRD, Govt. of India, Mysore for the year 2003-04. • Punjabi Shiromani Sahitkar Sanmaan by Bhasha Vibhag, Punjab Government for the year 2006. • Professor Piara Singh Gill and Karam Singh Sandhu Memorial Antar Rashtari Shiromani Sahitkar Award by IAPAA (International Association of Punjabi Authors & Artists, Inc.,) Canada. For the year 2007. • Poetry Award for "Kaal Pehar Gharian" by Punjabi Academy, Delhi for the year

2007-08.
- Recognition by Parliament for BramaleaGoreMalton for contribution to the Punjabi Language, Literature and Culture during World Punjabi Conference in Brampton. (2009)
- Sahit Akademi Translation award (2009)
- Sahitya Akademi Award for Kaal Pehar Gharian (Poetry) by Sahitya Akademi, New Delhi, India for the year 2010.
- Sutinder Singh Noor Yadgari Sanmaan by Punjab Sahitya Kala Parishad, Malerkotla, Punjab, India. (03.04.2011)

Dr. Gurdip Kaur
- Punjabi Bhasha Seva Sanmaan by Punjabi Academy, Delhi for the year 2009-10.

Received by Students				
For the Year 2011-12				
Award	Students	Awarded for		Awarded by
Sardarni Parkash Kaur sahni Memorial Award	Harpreet Singh	MA Punjabi	I in University	Sri Guru Tegh Bahadur Khalsa College, DU
Bhai Vir Singh Gold Medal	Harpreet Singh	MA Punjabi	I in University	University of Delhi
S. Tarlochan Singh Memorial Award	Lakhveer Singh	MA Punjabi	II in University	Sri Guru Tegh Bahadur Khalsa College, DU
Jathedar Jatinder Singh Sandhu Memorial Scholarship	Basant Kaur	MA (Prev) Punjabi	College Topper	Sri Guru Tegh Bahadur Khalsa College, DU
Sardarni Parkash Kaur sahni Memorial Award	Rajwinder Kaur	BA (H) Punjabi	I in University	Sri Guru Tegh Bahadur Khalsa College, DU
Sardar Mohan Singh Memorial Gold Medal	Rajwinder Kaur	BA (H) Punjabi	I in University	University of Delhi
S. Tarlochan Singh Memorial Award	Amandeep Kaur	BA (H) Punjabi	II in University	Sri Guru Tegh Bahadur Khalsa College, DU
S. Hazara Singh Memorial Award	Gurpinder Kaur	BA (H) Punjabi II Year	I in University	Sri Guru Tegh Bahadur Khalsa College, DU
S. Hazara Singh Memorial Award	Harman Kaur	BA (H) Punjabi II Year	II in University	Sri Guru Tegh Bahadur Khalsa College, DU
S. Hazara Singh	Damanpreet	BA (H)	III in	Sri Guru Tegh

Memorial Award	Kaur	Punjabi II Year	University	Bahadur Khalsa College, DU
S. Hazara Singh Memorial Award	Ekjot Kaur	BA (H) Punjabi I Year	I in University	Sri Guru Tegh Bahadur Khalsa College, DU
For the Year 2012-13				
S. Hazara Singh Memorial Award	Basant Kaur	MA (Punjabi)	II in University	Sri Guru Tegh Bahadur Khalsa College, DU
S. Hazara Singh Memorial Award	Rajwinder Kaur	MA (Prev.) Punjabi	I in University	Sri Guru Tegh Bahadur Khalsa College, DU
S. Hazara Singh Memorial Award	Amandeep Kaur	MA (Prev.) Punjabi	II in University	Sri Guru Tegh Bahadur Khalsa College, DU
S. Tarlochan Singh saran Memorial Award	Gurpinder Kaur	BA (Hons) Punjabi	I in University	Sri Guru Tegh Bahadur Khalsa College, DU
Sardar Mohan Singh Memorial Gold Medal	Gurpinder Kaur	BA (Hons) Punjabi	I in University	Delhi University
S. Hazara Singh Memorial Award	Harman Kaur	BA (Hons) Punjabi	II in University	Sri Guru Tegh Bahadur Khalsa College, DU
S. Hazara Singh Memorial Award	Damanpreet Kaur	BA (Hons) Punjabi	III in University	Sri Guru Tegh Bahadur Khalsa College, DU
Jathedar Jatinder Singh Sandhu Memorial Scholarship	Ekjot Kaur	BA (Hons) Punjabi II Year	Best Student in Punjabi	Sri Guru Tegh Bahadur Khalsa College, DU
College Toper	Sachpreet Singh	BA (Hons) I Year	I in College	Sri Guru Tegh Bahadur Khalsa College, DU

24. List of eminent academicians and scientists / visitors to the department
    1. Sh. Jaswant Singh Kanwal (Writer)
    2. Sh. Imroz (Writer)
    3. Sh. Surjeet Patar (Writer, Critic)
    4. Sh. Balbir Madhopuri (Writer)
    5. Sh. Mohanjit (Writer)
    6. Dr. Jagbir Singh (Critic)

7. Dr. Manjit Singh (Critic)
8. Dr. Jaspal Kaur (Critic)
9. Dr. Rawail Singh (Critic)

25. Seminars/Conferences/Workshops organized & the source of funding:
    a) National

Date	Title	Funding Agency
25.02.2012	Punjabi Media	College & Punjabi Academy, Delhi
09.11.2012	Saadat Hasan Manto	College & Punjabi Academy, Delhi

    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. (Hons.) Punjabi					
2011-12		62	40	22	78.26
2012-13		55	31	24	96.15
2013-14		65	35	30	40.74
2014-15	8059	59	34	25	48.48
2015-16	10215	48	19	29	-
M.A. Punjabi					
2011-12	NA	8	4	4	44.44
2012-13	NA	10	5	5	60.00
2013-14	NA	9	4	5	100.00
2014-15	NA	5	1	4	75.00
2015-16	NA	12	3	9	-

   *M = Male　*F = Female

27. Diversity of Students (data for current batches)

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A. (Hons.) Punjabi	93.46	6.54	Nil
M.A. Punjabi	100.00	0.00	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

    NET – 9

29. Student progression

Student progression	Against % enrolled
UG to PG	50%
PG to M.Phil.	~25%
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	~45%
Entrepreneurship/Self-employment	~10%

30. Details of Infrastructural facilities
    a) Library   Common College Library

    b) Internet facilities for Staff & Students: All on wired and wireless

    c) Class rooms with ICT facility   From Common Pool

    d) Laboratories   NA

31. Number of students receiving financial assistance from college, university, government or other agencies
    2011-12   20
    2012-13   12
    2013-14   6
    2014-15   5

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts
    Lecture for job related opportunities on 07-Nov-2015.
33. Teaching methods adopted to improve student learning
    • Use of ICT
    • Special Lectures

- Movies Screening
- Ru-b-Ru

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
Dr. Gurinder Singh, is in-charge of NCC Wing the College

35. SWOC analysis of the department and Future plans
Strengths:
- All the faculty members have good experience and are dedicated and devoted to students' learning.
- Five faculty members are acting as Supervisors or/and Advisors to PhD researchers of Delhi University.
- Books authored or edited by our faculty members are part of Delhi University Syllabus. These includes :
  - Meri Cheen Yatra (Travelogue) by Dr. Vanita
  - Vehveen/Ikeeveen Sadei de Sur-Alaap – Edited by Dr. Vanita
  - Parvasi Punjabi Kahani de Naksh – Edited by Dr. Kuldeep Kaur Pahwa
  - Parvasi Kaav Sura – Edited by Dr. Amarjeet Kaur
  - Bani Guru Tegh Bahadur – Edited by Dr. Harbans Singh Litt
  - Gadar Kaav Goonjan – Edited by Dr. Harbans Singh Litt
- Students graduating/post-graduating from our department have professionally excelled in the field of teaching.
- The Punjabi Sahit Sabha a literary group of Punjabi department organise various literary events for students enrichment. These events & activities work as a stress buster.

Weaknesses:
- The large class size discourages the flexible teaching.
- No Language lab affects teaching students with no prior knowledge of the subject.
- Lack of departmental space/room makes it hard to keep departmental data or essential study material required for students at one place.

Opportunities:
- Many a times Punjabi is taught to students, other than BA Punjabi (Hons) as Optional, Interdisciplinary or Application course, while teaching them the curricula there is an opportunity to include the cultural values and need of learning their local languages along with foreign languages.

- A Certificate Course in Punjabi Language would be starting from 2016-17.

Challenges:
- To make our student fluent in English language while they pursue their course as an essential skill for survival in today's global era.
- Placement of students.

Future Plans
- To provide special Punjabi typing lessons to students which can also provide them job in the near future.
- To organize some translation workshops for students from time to time.
- To encourage students for research activities.
- As Punjabi is written both in Gurmukhi and Shahmukhi scripts we are planning to do a productive research work in this field along with the involvement of students. This will further popularize the Punjabi literature written in western Punjab.
- To create and provide job opportunities for students in different fields.

10. Evaluative Report of the Department of English

1.   Name of the department   **English**

2.   Year of Establishment   1951

3.   Names of Programmes / Courses offered
       (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
              B.A. (Hons.) English
              M.A. English

4.   Names of Interdisciplinary courses and the departments/units
       involved
              B.A. Programme
                     (involves Hindi, Punjabi, History, Economics,
                     Political Science, Mathematics)
              B.Com. Programme
                     (involves Commerce, Hindi, Punjabi)

5.   Annual/ semester/choice based credit system (programme wise)
              B.A. and B.Com. is CBCS from 2015, Semester based before
              that
              M.A. is Semester based

6.   Participation of the department in the courses offered by other
       departments
       Language Courses for all B.Sc. (Hons), B.A. (Hons), B.Com (Hons.)
       Ability Enhancement and Generic Electives for all Courses under
       CBCS

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	-	2
Asst. Professors	10	7

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
Novy Kapadia	M.Phil.	Associate Professor	Indian Novel in English and Parsi Fiction	38	Nil
Geetinder Kaur	M.Phil.	Associate Professor	Modernism and Twentieth Century Novel	31	Nil
Madhvi Zutshi	Ph.D.	Assistant Professor	Eighteenth Century British Literature	14	Nil
Saikat Ghosh	M.Phil.	Assistant Professor	Theater, Literary Theory	9	Nil
Akhilesh Kumar	M.Phil.	Assistant Professor	Post-Colonial Literature, Translation Studies, Women's Writings	6	Nil
Kuljeet Singh	M.Phil	Assistant Professor	Indian Literature Theater and Performance Studies	8	Nil
Indulekha Roy Burman	Ph.D.	Assistant Professor	Theater Studies, European Drama, Indian Drama	8	Nil
Mitia Nath	M.Phil.	Assistant Professor	Post-Colonial Literature, Urban Histories and Culture	2	Nil
Sujay Thakur	M.Phil.	Assistant Professor	Canadian Literature, Multi-culturism, Religion, Subaltern Studies	2	Nil

11. List of senior visiting faculty   Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty   ~50%

13. Student -Teacher Ratio (programme wise)
    B.A. (Hons.) English   24 : 1
    B.Com. (Hons.)   28 : 1
    Others   66 : 1
    MA   3 : 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.
    Ph.D.s – 2   M.Phil. – 7

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:

Publication per faculty	54/9 = **6.00**
Number of papers published in peer reviewed journals (national /international) by faculty and students	7
Number of publications listed in International Database (e.g: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	NA
Monographs	2
Chapter in Books	36
Books Edited	5
Books with ISBN/ISSN numbers with details of publishers	42

978-81-208-4010-2	Motilal Banarasidas, Delhi.
81-7551-108-7	Prestige Books, Delhi
81-86423-42-7	Worldview Publishers, Delhi
81-86423-24-9	Worldview Publishers, Delhi
81-86318-44-5	Creative Books, Delhi
978-93-5171-005-9	Research India Press, Delhi

978-93-82186-43-4	Prestige Books, Delhi	
81-7851-052-9	Prestige Publishers, Delhi	
81-7625-639-0	Sarup and Sons, Delhi	
81-7625-711-7	Sarup and Sons, Delhi	
81-269-0655-3	Atlantic, New Delhi	
81-7551-108-7	Prestige Books, Delhi	
81-7551-028-5	Prestige Books, Delhi	
81-7851-003-0	Asia Book Club, Delhi	
81-7551-108-7	Prestige Books, Delhi	
81-86423-34-6	Worldview, Delhi	
81-7551-060-9	Prestige Books, Delhi	
81-7551-011-0	Prestige Books, Delhi	
81-7551-046-3	Prestige Books, Delhi	
81-86318-44-5	Creative Books, Delhi	
81-86318-44-5	Creative Books, Delhi	
81-7023-618-5	Allied Publishers, Delhi	
81-85218-40-4	Prestige Books, Delhi	
81-85218-56-0	Prestige Books, Delhi	
81-863318-21-6	Creative Books, Delhi	
81-85218-90-0	Prestige Books, Delhi	
81-85218-77-3	Prestige Books, Delhi	
81-85218-39-0	Prestige Books, Delhi	
81-85218-61-7	Prestige Books, Delhi	
81-85218-33-1	Prestige Books, Delhi	
81-207-1476-8	Sterling Publishers, New Delhi	
81-7023-256-2	Allied Publishers, Delhi	
81-7054-046-1	Classical Publishing Company, Delhi	
81-7054-045-3	Classical Publishing Company: Delhi	
978-93-85611-34-6	ILLL, University of Delhi	
Citation Index		-
SNIP		-
SJR		-
Impact Factor		-
h-index		-

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   ~35%

    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

    Student Awards:

Batch	Name	Scholarship/ Award
2014-15	Apporva Jagta	Kauran Roop Rai Memorial
2014-15	Alisha Sachdeva	Sardarni Rajdulari Memorial
2014-15	Pooja Kaushik	Smitha Menon Award
2013-14	Gursimran Kaur	Kauran Roop Rai Memorial
2013-14	Akriti Asthana	Sardarni Rajdulari Memorial
2012-13	Nitisha Tandon	Kauran Roop Rai Memorial
2012-13	Jaspreet Kaur Chugh	Sardarni Rajdulari Memorial
2011-12	Amandeep Kaur	Kauran Roop Rai Memorial
2011-12	Meenu Chowdhury	Sardarni Rajdulari Memorial
2011-12	Abhishek Dutta	Smitha Menon Award
2010-11	Satyendra Singh	Kauran Roop Rai Memorial

24. List of eminent academicians and scientists / visitors to the department
    1. Mahasweta Devi (Author and Social Activist)
    2. Prof. Michael McKeon, Rutgers University
    3. Prof. Shirshendu Chakrabarti, University of Delhi
    4. Ned Bouman (British Novelist)
    5. Madan Gopal (Author and Singer)
    6. Sneha Krishnan, University of Oxford

25. Seminars/Conferences/Workshops organized & the source of funding:
    a) National   Nil
    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. (Hons.) English					
2011-12		49	20	29	85.71
2012-13		46	14	32	94.12
2013-14		56	30	26	83.33
2014-15	158371	53	15	38	82.50
2015-16	125152	100	33	67	-
M.A. English					
2011-12	NA	8	5	3	60.00
2012-13	NA	7	5	2	100.00
2013-14	NA	13	10	3	50.00
2014-15	NA	7	2	5	88.89
2015-16	NA	12	4	8	-

　　*M = Male　　*F = Female

27.　Diversity of Students (data of current batches)

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A. (Hons.) English	69.28	29.41	1.31
M.A. (English)	50.00	50.00	Nil

28.　How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
　　　　　NET – 10

29.　Student progression

Student progression	Against % enrolled
UG to PG	~30%
PG to M.Phil.	~15%
PG to Ph.D.	Nil
Ph.D. to Post-Doctoral	NA
Employed • Campus selection	~6 ~55

• Other than campus recruitment	
Entrepreneurship/Self-employment	~15

30. Details of Infrastructural facilities
     a) Library   Common College Library

     b) Internet facilities for Staff & Students: All on wired and wireless

     c) Class rooms with ICT facility   From Common Pool

     d) Laboratories   Nil

31. Number of students receiving financial assistance from college, university, government or other agencies   5

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

2015	• A talk, ***Travel Narratives*** by Arup K Chatterjea, a travel writing scholar from Jawaharlal Nehru University was organized by the English Literary Society on the 19TH of September, • A talk, ***The Classical World of Homer*** by <u>Sunil Dua</u>, Assistant Professor, Department of English Hindu College.
2014	• ***Reading the Outcast in Literature*** was organised in March 2014. Sandeep Singh, Dr. Vijaya Venkataraman and Ms Simran Chadda spoke on the occasion. • A discussion titled ***Ship of Theseus: Think About It*** was organized under the ambit of ***Now Showing*** seminar series, including a discussion on themes that were introduced by the critically acclaimed film. • An event called ***Parinay*** was organised which included an elaborate discussion on significant issues of women's freedom and marriage.
2013	• A talk, ***"Approaches to* Eighteenth *Century Studies: A Conversation with Professor Michael McKeon"*** - a roundtable on Eighteenth-Century Literature was organised in February 2013. The following speakers participated - **Professor Michael McKeon (Rutgers University)** **Professor Shirshendu Chakrabarti (Delhi University)** Sherina Joshi (Deshbandhu College) • **Ned Bouman**, best of Young British Novelist in conversation with

	Saikat Ghosh in 2013, which was part of a series of seminars on Popular Culture • In September 2013, English Department organised ***Pop-Con: Fantasy, Horror, Nerdism & Mass Consumption*** with papers by Anhiti Patnaik and Laxmi Menon.
2012	Sneha Krishnan's(D Phil Oxon) talk on ***"When Lilly was Silly; Corrective Violence and Cautionary Tales"***, dealt with incarceration of young women in different institutional structures
2009	Talk by <u>Dr. Ashley Tellis</u> on Mary Wollstonecraft, was organised in March
2008	Event titled '***Zikr-e-Yaar***' on Sufi traditions by scholar-singer Madan Gopal Singh was organised jointly by History and English departments.
2001	On the occasion of Golden Jubilee of SGTB Khalsa College, English Department organised a '***National Seminar on Politics and Writing***'. The guest of honour was veteran litterateur and social activist **Mahasweta Devi**. Other speakers were <u>G.P Deshpande and K. Satchidanand</u> (Sahitya Akademi)

33.   Teaching methods adopted to improve student learning
- Use of popular visual culture
- Interactive activities in the classroom
- Use of films and videos
- Use of theater
- Use of artwork
- Excursions to libraries, book fairs, and literary summits
- Excursions to museums and plays

34.   Participation in Institutional Social Responsibility (ISR) and Extension activities
   Mr. Sujay Thakur, member, Antarchakshu, XRCVC, Mumbai

35.   SWOC analysis of the department and Future plans
   Strengths:
- Good network and support from media and literary community by virtue of former students
- Good network, support, and opportunities for performing arts in terms of alumni and faculty
- Good mix of experienced and young faculty
- Skill based instruction on creative content writing and editing

Weaknesses:
- Lack of departmental space/room for academic/administrative activities
- Delay in recruitment of permanent faculty due to matters *subjudice*
- No language lab for learners
- Diminished opportunity for modular teaching due to large group size in view of evolving methodologies

Opportunities:
- Opportunites for editing and other literary work in the College for students
- Large spectrum of generic electives in English literature and media for all courses under CBCS
- Skill based courses in media under CBCS

Challenges:
- To facilitate the learning of first-generation College-goers meaningfully
- To cultivate critical spirit of enquiry and originality in learners
- To create a long-term sustainable platform for interaction between students and industry

Future Plans
- To create an archive of indian performing arts and traditions
- To initiate digital humanities programme in College

11. Evaluative Report of the Department of History

1. Name of the department   **History**

2. Year of Establishment   1951

3. Names of Programmes / Courses offered
   (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
         B.A. (Hons.) History
         M.A. History

4. Names of Interdisciplinary courses and the departments/units involved
         B.A. Programme
         (involves Hindi, English, Punjabi, Political Science, Economics, Mathematics)

5. Annual/ semester/choice based credit system (programme wise)
         CBCS: BA (Hons) and BA Programme from 2015 onwards
         Semester based: BA (Hons) and BA Programme before 2015
            MA History

6. Participation of the department in the courses offered by other departments
         IDCC and DCC courses for B.A./B.Sc. (Hons) courses
         Generic Electives for all courses under CBCS

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	-	
Asst. Professors	7	

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
Sneh Lata Anand	Associate Professor	Ph.D.	Ancient India	29	Nil
Asad Ahmad	Associate Professor	Ph.D.	Medieval India	19	1 (cont.)
Rajshree Dhali	Associate Professor	Ph.D.	Modern India	19	Nil
Bhawna Goel	Associate Professor	Ph.D.	Modern India	17	Nil
Pratibha Chawla	Associate Professor	Ph.D.	Medieval India	16	Nil
Shaleen Jain	Associate Professor	Ph.D.	Medieval India	12	3 (cont.)
Santosh Kumar Rai	Associate Professor	Ph.D.	Modern India	12	3 (cont.)
Shah Nadeem Suhrawardy	Assistant Professor	Ph.D.	Medieval India	3	Nil
Roopam Jasmeet Kaur	Assistant Professor	Ph.D.	Modern India	5m	Nil

11. List of senior visiting faculty   Nil

12. Percentage of lectures delivered and practical classes handled
     (programme wise) by temporary faculty   ~31%

13. Student -Teacher Ratio (programme wise)

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.
          Ph.D.'s – 9

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:

Publication per faculty	97/9 = 10.6
Number of papers published in peer reviewed journals (national /international) by faculty and students	38
Number of publications listed in International Database (e.g: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	23
Monographs	Nil
Chapter in Books	18
Books Edited	3
Books with ISBN/ISSN numbers with details of publishers	3
978-81-905630-1-7 978-93-80748-79-5 978-93-80172-02-6	Hindi Madhyam Karyanvaya Directorate,University of Delhi
Citation Index	
SNIP	
SJR	
Impact Factor	
h-index	

20. Areas of consultancy and income generated   Nil

21. Faculty as members in
     a) National committees   Nil

     b) International Committees
        Dr. Roopam Jasmeet Kaur, Member, Executive Board, CIJHAR, a peer reviewed international journal, ISSN: 2277-4157.

     c) Editorial Boards
        1.Dr. Shalin Jain, Member, Editorial Board, Proceedings of Uttar Pradesh History Congress, 2005-2010.
        2.Dr. Santosh Kumar Rai, Member, Editorial Board, Proceedings of Uttar Pradesh History Congress, 2005-2010.

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   Nil
       Dr.Shalin Jain
       1. Treasurer, U.P. History Congress for two terms: 1) 2005- 2008,
          2) 2008- 2011.
       2. Raman Fellowship Award for Post-Doctoral Research in United
          States of America awarded by the University Grants
          Commission, India, 2013-2014.
       3. Honorary Fellowship at the Center for South Asia at the
          University of Wisconsin– Madison, USA, 2013.
       4. Prof. J.S.Grewal Award for the best research paper in Medieval
          Indian History at the 73rd Session of Indian History Congress,
          Mumbai, December, 2013.
       5. Prof. J.S. Grewal Award for the best research paper in Medieval
          Indian History at the 65th Session of Indian History Congress,
          Bareilly, December, 2004.
       Dr.Santosh Kumar Rai
       1. Awarded Dr. I.G. Khan Memorial Prize in the 73rd Session of
          the Indian History Congress held at University of Mumbai,
          Mumbai on 28-30 December 2012 for the best research paper on
          the History of Science and Technology.
       2. Awarded Professor Partha Sarathi Gupta Memorial Prize for the
          best research paper in the Modern Indian History Section at the
          67th Session of The Indian History Congress, 2007.

24.   List of eminent academicians and scientists / visitors to the
       department
       1. Professor J.S.Grewal, former Vice Chancellor, Guru Nanak
          University and former Director of the Indian Institute of
          Advanced Studies, Shimla.
       2. Professor Irfan Habib Professor Emeritus, Aligarh Muslim
          University, Aligarh.
       3. J. P. S. Uberoi Professor Emeritus, Delhi School of Economics,
          University of Delhi.
       4. Professor Bhagwan Singh Josh, Centre for Historical Studies,
          JNU.
       5. Professor Surjit Hans, Dept. of History, GNDU, Amritsar

6. Prof. Dipankar Gupta, Centre for Studies in Social Systems, JNU
7. Prof. Satya P. Gautam, Chairperson, Centre for Philosophical Studies, JNU
8. Prof. Darshan Singh, Dept. of Religious Studies, Punjabi University, Patiala
9. Prof. Ravinder Gargesh, Dept. of Linguistics, University of Delhi.
10. Prof. Namwar Singh, Professor Emeritus, JNU, New Delhi
11. Prof. K L Tuteja, Director, ASC, Kurukshetra University, Kurukshetra
12. Prof. Surinder Singh Jodhka, CSSS, JNU, New Delhi
13. Prof. Joginder Singh, Deptt. of History, GNDU, Amritsar
14. Dr. Anshu Malhotra, Reader, Dept. of History, University of Delhi
15. Prof. Mridula Mukherjee, Director, Nehru Memorial Museum & Library, New Delhi.
16. Professor Narayani Gupta, Department of History and Culture, Jamia Millia Islamia, New Delhi.
17. Urvashi Butalia, *Padamshree*
18. Professor Basudev Chatterji, Head, Dept. of History, University of Delhi.
19. Professor Shahid Amin, Dept. of History, University of Delhi.
20. Professor T.K.V. Subramanian, Dept. of History, University of Delhi.
21. Professor B.P. Sahu, Dept. of History, University of Delhi.
22. Professor Kesavan Veluthat, Dept. of History, University of Delhi.
23. Professor Sunil Kumar, Dept. of History, University of Delhi.
24. Professor Farhat Hasan, Dept. of History, University of Delhi.
25. Dr. R.P. Bahuguna, Dept. of History and Culture, Jamia Millia Islamia, New Delhi.
26. Dr. Mayank Kumar, Fellow of Nehru Memorial Museum and Library, New Delhi and Associate Professor of History at Satyawati College (Evening) University of Delhi.
27. Dr. Arvind Sinha, Associate Professor, Centre for Historical Studies, Jawahar Lal Nehru University, New Delhi.
28. Dr. Najaf Haider, Associate Professor, Centre for Historical Studies, Jawahar Lal Nehru University, New Delhi.
29. Dr. Amrit Kaur Basra, Associate Professor, Delhi College of Arts and Commerce, University of Delhi.
30. Dr. Denys Leighton, Visiting Professor, Ambedkar University, Delhi.
31. Professor Amar Farooqui, Dept. of History, University of Delhi.
32. Dr. Sneh Mahajan, Indraprastha College, University of Delhi.

33. Dr. Anirudh Deshpande, Associate Professor, Department of History, University of Delhi.
34. Professor R. Gopinath, Head of Department, Department of History and Culture, Jamia Millia Islamia University, New Delhi.
35. Dr. Biswamoy Pati, Dept. of History, University of Delhi.
36. Dr. Rana. P. Behal, Deshbandhu College, University of Delhi.
37. Mukul Mangalik, Ramjas College, University of Delhi.

25.   Seminars/Conferences/Workshops organized & the source of funding:
a) National
   - Reckoning with the past: history in the classroom, 10-12 Nov. 2010, 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. (Hons.) History					
2011-12			58	6	88.57
2012-13			59	12	78.95
2013-14		48	37	11	71.05
2014-15	80899	56	40	16	58.33
2015-16	71431	42	28	14	-
M.A. (History)					
2011-12	NA	5	5	Nil	50.00
2012-13	NA	5	2	3	50.00
2013-14	NA	1	1	Nil	60.00
2014-15	NA	6	4	2	100.00
2015-16	NA	6	3	3	-

*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. (Hons.) History	53.06	45.92	1.02
M.A. (History)	41.67	58.33	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
     NET - 3

29. Student progression

Student progression	Against % enrolled
UG to PG	~1%
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	NA
Entrepreneurship/Self-employment	NA

30. Details of Infrastructural facilities
    a) Library   Common Central College Library

    b) Internet facilities for Staff & Students: All on wired and wireless

    c) Class rooms with ICT facility: From common pool of College

    d) Laboratories   NA

31. Number of students receiving financial assistance from college, university, government or other agencies   **26**

32. Details on student enrichment programmes (special lectures /

workshops / seminar) with external experts

- Zafar Mahal Restored, a talk by Dr. Amita Pliwal, on 29-Nov-2015.
- Forgotten Civilizations: Interdisciplinary Approaches for the case of Indus, 28-Jan-2010.
- To commemorate the 300th Anniversary of Guruship to Adi Granth,the College organized a two-day symposium *GURU, GRANTH and PANTH: SITUATING the SIKH MOVEMENT in SOUTH-ASIAN CONTEXT* on February4-5, 2008 to evolve a platform of exchange between the 20 eminent scholars through panel discussions, special lectures, exhibitions, *gurbani kirtan* performance, slide show, *sufi-bhakti* performance along with other events in order to traverse the entire conceptual spectrum engendered in the deliberations.
- Three Days UGC sponsored National-level workshop **Reckoning with the Past: *History* in the Classroom** between Wednesday– Friday10th November- 12th November, 2010. A series of lectures delivered by more than twenty renowned scholars and expert teachers of History from Universities of Delhi, Jawahar Lal Nehru University and Jamia Milia Islamia University.
- Distinguished writer, publisher, feminist and Historian Urvashi Butalia, delivered a talk on "Narratives of The Partition: Looking at The Stories People Carry", on Wednesday, 9th March,2011.
- Russian Indologist Professor Eugenia Vanina from Centre for Indian Studies, Institute of Oriental Studies, Russian Academy of Science Moscow delivered a talk on "The World View of Medieval Indians: Some Insights" on Thursday, 15th March, 2012.

33. Teaching methods adopted to improve student learning
    - Conventional, supported with ICT and OERs
    - Translation, reading lists, and handouts

34. Participation in Institutional Social Responsibility (ISR) and Extension activities   Nil

35. SWOC analysis of the department and Future plans
    Strengths:
    - Rich legacy of eminent historians, in particular Sikh history
    - Students participation in diverse activities in College

Weaknesses:
- Fluctuating workload and resultant fluidity in temporary/ad-hoc posts

Opportunities:
- To broaden horizons of discipline of history with CBCS

Challenges:
- To keep pace with fast process of globalization of higher education
- To ensure successful operation of CBCS in department
- To maintain relevant and popularity of history discipline
- To help students from differently-abled or otherwise disadvantages sections

12. Evaluative Report of the Department of Political Science

1.   Name of the department   **Political Science**

2.   Year of Establishment   **1951**

3.   Names of Programmes / Courses offered
     (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
        B.A. (Hons.) Political Science
        M.A. Political Science

4.   Names of Interdisciplinary courses and the departments/units
     involved
        B.A. Programme
            (involves Hindi, English, Punjabi, Mathematics,
            Economics, History)
        B.Com. Programme
            (involves Commerce, Hindi, English, Punjabi)

5.   Annual/ semester/choice based credit system (programme wise)
     CBCS: BA (Hons.) and BA/BCom (Prog.) from 2015 onwards
     Semester based: BA (Hons) and BA/BCom (Prog.) before 2015
                MA Political Science

6.   Participation of the department in the courses offered by other
     departments
     IDCC and DCC courses for BA/BSc (Hons)
     Political Science in lieu of MIL course in BA/BCom Programme
     Generic Electives for all courses under CBCS

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	-	4
Asst. Professors	7	4

10. Faculty profile with name, qualification, designation, specialization,
    (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualificati on	Designation	Specialization	No. of Years of Experie nce	No. of Ph.D. Students guided for the last 4 years
Nachiketa Singh	Ph.D.	Associate Professor	International Relations	19	2 (cont.)
Jagir Kaur	Ph.D.	Assistant Professor	International Relations	14	Nil
Bipin Thakur	Ph.D.	Associate Professor	Indian Government and Politics	18	1
R.N. Mishra	Ph.D.	Associate Professor	Indian Government and Politics	20	Nil
Banti M. singh	Ph.D.	Associate Professor	Indian Government and Politics	17	Nil
Amanpreet Singh Gill	Ph.D.	Assistant Professor	Indian Government and Politics	12	Nil
Biswaranjan Mohanty	Ph.D.	Assistant Professor	Political Theory	5	Nil
Mushtaq Hussain	Ph.D.	Assistant Professor	International Relations	1.5	Nil

11. List of senior visiting faculty   Nil

12. Percentage of lectures delivered and practical classes handled
    (programme wise) by temporary faculty   ~33%

13. Student -Teacher Ratio (programme wise)
    B.A. (Hons) Political Science   23 : 1
    B.A. Programme   26 : 1
    Others   13 : 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.
        Ph.D.'s – 8

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:

Publication per faculty	62/8 = 7.5
Number of papers published in peer reviewed journals (national /international) by faculty and students	12
Number of publications listed in International Database (e.g: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	12
Monographs	Nil
Chapter in Books	22
Books Edited	3
Books with ISBN/ISSN numbers with details of publishers	22
978-81-7708-99-2	New Century Pub. Pvt. Ltd., New Delhi
978-81-269-1350-3	Atlantic Publishers ,New Delhi
978-81-269-1351-0	Atlantic Publishers ,New Delhi
978-81-269-1436-4	Atlantic Publishers ,New Delhi
978-81-269-1437-1	Atlantic Publishers ,New Delhi
978-81-259-4971-8	Vikas Publishing House Ltd., Noida
978-81-7708-318-7	New Century Publications, New Delhi
978-93-259-5665-0	Vikas Publishing House Pvt. Ltd., Noida
978-93-259-6029-9	Vikas Publishing House Pvt. Ltd., Noida
978-93-259-6658-1	Vikas Publishing House Pvt. Ltd., Noida
978-93-259-8378-6	Vikas Publishing House Pvt. Ltd., Noida
978-93-259-8792-0	Vikas Publishing House Pvt. Ltd., Noida
978-81-259-5479-8	Vikas Publishing House Pvt. Ltd., Noida

978-93-259-6405-1	Vikas Publishing House Pvt. Ltd., Noida	
978-93-259-6408-2	Vikas Publishing House Pvt. Ltd., Noida	
978-93-259-6627-7	Vikas Publishing House Pvt. Ltd., Noida	
978-93-259-7352-7	Vikas Publishing House Pvt. Ltd., Noida	
978-93-259-8816-3	Vikas Publishing House Pvt. Ltd., Noida	
978-93-259-8379-3	Vikas Publishing House Pvt. Ltd., Noida	
978-93-259-9422-5	Vikas Publishing House Pvt. Ltd., Noida	
978-93-259-9317-4	Vikas Publishing House Pvt. Ltd., Noida	
978-93-259-9399-0	Vikas Publishing House Pvt. Ltd., Noida	
Citation Index (Aggregate no of citations)		
SNIP		
SJR		
Impact Factor		
h-index		

20.   Areas of consultancy and income generated   Nil

21.   Faculty as members in

   a) National committees
   - Dr. Nachiketa Singh, Member UGC Expert Committee on curriculum development of CBCS for undergraduate courses in Political Science, 2015
   - Dr. Bipin Thakur, Member, ICCR
   - Dr. Amanpreet Singh Gill, Convener, Committee of Courses for Social Science, CBSE-1-International Schools for 2015-18
   - Dr. Jagir Kaur, Member, Indian Institute of Public Administration

   b) International Committees
   - Dr. Bipin Thakur, Member, International Council of Museums

   c) Editorial Boards   Nil

22.   Student projects
   a) Percentage of students who have done in-house projects including inter departmental/programme   <1%
   b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies   ~8.5%

23. Awards / Recognitions received by faculty and students
    Dr. Nachiketa Singh, Honorary Member, International Studies
    Association, USA, 2012

24. List of eminent academicians and scientists / visitors to the
    department
    1. Dr. Tridivesh Singh, Research Fellow at the University of
       Singapore, for a talk on Indo-Pakistan Relations in 2009-2010.
    2. A peace delegation comprising of former senior Army
       commanders from both India and Pakistan(Under the aegis of
       INDIA-PAKISTAN INITIATIVE FOR PEACE -IPSI) visited
       the college for International Conference on Indo-Pak Peace
       Initiative in November 2013.

25. Seminars/Conferences/Workshops organized & the source of
    funding:
    a) National   Nil
    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. (Hons.) Political Science					
2011-12		46	33	13	81.25
2012-13		47	35	12	93.55
2013-14		69	47	22	78.05
2014-15	95276	63	42	21	70.00
2015-16	84027	59	45	14	-
M.A. Political Science					
2011-12	NA	7	3	4	25.00
2012-13	NA	7	7	Nil	100.00
2013-14	NA	8	4	4	40.00
2014-15	NA	5	1	4	25.00
2015-16	NA	10	7	3	-

*M = Male   *F = Female

27. Diversity of Students (data for the current batches)

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
B.A. (Hons.) Political Science	63.41	34.96	1.63
M.A. Political Science	53.33	46.67	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

    NET – 4

29. Student progression

Student progression	Against % enrolled
UG to PG	~10%
PG to M.Phil.	5.4%
PG to Ph.D.	5.7%
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities
    a) Library

    b) Internet facilities for Staff & Students

    c) Class rooms with ICT facility

    d) Laboratories

31. Number of students receiving financial assistance from college, university, government or other agencies   ~4.5%

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Name of the Enrichment Programmes	Details of the Programme
Confero, the Model United Nations (MUN) Society	Confero is the newly formed Model United Nations Society of College consists of 18 students including office bearers Ritesh Arigala (President, Student Department of Political Science) and Aditya Joshi (Student, Department of Political Science) to debate and conduct discussions on a wide range of geo-political, economic and social issues existing in the world. Regular mock sessions was held with different United Nations Committees such as General Assembly, U.N. Security Council , UNSCW and other sessions on novel conferences such as on the IAEA and the 1999 Kargil War.
Nuclear Disarmament Conference, Sep-2012	It was held at Vigyan Bhavan, New Delhi in September 2012. The students participated as delegates and accompanied students to a Global Disarmament Conference, a student outreach programme by the Ministry of External Affairs to enable students understand the disarmament discourse in changing times.
Documentary Screening of major events, Nov-2012	In November 2012 documentary screening of major events of international politics in the Post-cold war period was held.
Parliament Trip	The Department organized a student trip to Parliament to make them understand the parliamentary procedures. A visit to the Parliament Museum was also included to give them a historical perspective of the legislative procedures and constitutional evolution of the Indian state.

33. Teaching methods adopted to improve student learning
   - Use of ICT and OERs
   - Group discussions, question-answer
   - Contextual approach providing full context and background of the development of the topic
   - Providing cultural material references to the students: films, novels, films on history in the concerned subject.
   - Provoking critical approach to text and paradigm
   - Preparing the essential toolkit of the topic
   - Illustrating the topic with anecdotes, stories and folklore.
   - Engaging the students in the activities of the research.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
    1. Dr. Nachiketa Singh as the Convener of National Social Service (NSS) during 1999-2000 led a team of teachers, non-teaching staff and students of the college on a relief mission to Odisha after the Super Cyclone of 1999.
    2. Dr. Nachiketa Singh organised a special blood donation camp and collected record donations for the Kargil war efforts in 1999.
    3. Dr. Nachiketa Singh, with NSS unit organised relief for Gujarat earthquake victims, 1999.

35. SWOC analysis of the department and Future plans
    Strengths:
    - Rich legacy of prominent academicians
    - Good participation in administrative and academic decision making and functioning of College and University
    - Advantage of social-diversity in the staff and students

    Weaknesses:
    - Delay in hiring permanent faculty against vacant posts due to matter subjudice.
    - Lack of departmental space/room for administrative and academic work

    Opportunities:
    - CBCS broadens the horizons of Political Science as a discipline
    - To position study of Political Science as an important instrument of empowering individual students in their careers

    Challenges:
    - To support and enhance the learning of socially and economically disadvantaged
    - To match pace with rate at which global changes in higher education

    Future Plans:
    - To organize more enrichment programmes for students
    - To promote higher research participation in the department

13. Evaluative Report of the Department of Economics

1.   Name of the department   **Economics**

2.   Year of Establishment   1951

3.   Names of Programmes / Courses offered
      (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
             B.A. (Hons.) Economics
             M.A. Economics

4.   Names of Interdisciplinary courses and the departments/units
      involved
             B.A. Programme
                    (involves Hindi, English, Punjabi, Mathematics,
                    History, Political Science)
             B.Com. Programme
                    (involves Commerce, Hindi, English, Punjabi)
             B.A. (Hons.) Business Economics
                    (involves Commerce)

5.   Annual/ semester/choice based credit system (programme wise)
      CBCS for BA(Hons./Prog.) from 2015 onwards
      Semester based for BA (Hons./Prog.) before 2015, and MA
      Economics

6.   Participation of the department in the courses offered by other
      departments
             IDCC and DCC courses for B.A./B.Sc.(Hons)
             Generic Electives for all courses under CBCS

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	-	2
Asst. Professors	10	7

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
Jaswinder Singh	Ph.D	Principal	Agricultural Economics	35	Nil
Srividya Subramaniam	Ph.D	Assistant Professor	Micro Economics	16	Nil
Deepali Sharma	Ph.D	Associate Professor	Development Economics	17	Nil
HarpreetKaur	M.Phil	Associate Professor	Macroeconomics, Economic Systems	17	Nil
Jasneet Kaur Wadhwa	Ph.D	Assistant Professor	Mathematical methods	12	Nil
Kulwinder Kaur	M.Phil	Assistant Professor	Indian Economy	9	Nil
Ishmeeta Singh	M.Phil	Assistant Professor	Economics	4	Nil
Pragya Nayyar	M.A.	Assistant Professor	Economics	5	Nil
Kanika Talwar	M.A	Assistant Professor	Economics	1	Nil
Karman Kaur	M.A	Assistant Professor	Economics	1	Nil

11. List of senior visiting faculty   Nil

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty   ~45%

13. Student -Teacher Ratio (programme wise)
    B.A. (Hons.) Economics   23 : 1
    B.A. Programme   41 : 1
    B.Com Programme   63 : 1
    B.A. (Hons) Business Economics   40 : 1

Others   65 : 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.
          Ph.D.'s – 4   M.Phil. – 3   PG – 3

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:

Publication per faculty	16/10 = **1.6**
Number of papers published in peer reviewed journals (national /international) by faculty and students	12
Number of publications listed in International Database (e.g: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	11
Monographs	Nil
Chapter in Books	2
Books Edited	Nil
Books with ISBN/ISSN numbers with details of publishers	2
978-3-659-17209-0 978-93500-43035	LAP LAMBERT Academic Pub. Germany Dreamtech Press
Citation Index	-
SNIP	-
SJR	-
Impact Factor	-
h-index	-

20.   Areas of consultancy and income generated   Nil
       Ms.Pragya Nayyar
       Consultant at HLCFI: High Level Committee on Financing

Infrastructure, Planning Commission of India project, GOI under the Chairmanship of Dr. Rakesh Mohan.
Project: Infrastructure Investment projections for the twelfth five year plan.
(Worked on PPP: Public Private Partnership models for social and physical infrastructure from April 2011-March 2012).

21.   Faculty as members in

a) National committees
- Dr. Jaswinder Singh, Secretary, India International Intellectual Society, Delhi
- Dr. Jaswinder Singh, Secretary, All India Foundation for Peace and Development
- Dr. Jaswinder Singh, Member of Committee for CBCS courses at UGC, 2015.
- Dr. Jaswinder Singh, Member UGC Committee for Autonomous Colleges 2007, 2010
- Dr. Jaswinder Singh, Member, Deen Dayal Upadhyaya Skill Development Courses, UGC, 2015

b) International Committees
Dr. Deepali Sharma, Member, Scientific Committee, Sydney Congress, International Health Economics Association (IHEA), 2012-13.

c) Editorial Boards   Nil

22.   Student projects
a) Percentage of students who have done in-house projects including inter departmental/programme   ~1%

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   Nil

24.   List of eminent academicians and scientists / visitors to the department
1. Dr. K. L. Prasad, Economic Advisor, Dept. of Economic Affairs
2. Dr. Guljit K. Arora, Associate Editor-in-chief, Economic Affairs

3. Mr. Jitendra Jain, Chief Financial Officer, GMR Group
4. Dr. Saumen Chattopadhyaya, Associate Professor, JNU
5. Prof. Seema Bathla, Dept. of Economics, University of Delhi
6. Prof. B.L. Pandit, Former Head, Delhi School of Economics, University of Delhi
7. Mr. Sunil K. Sinha, Principal Economist, CRISIL
8. Mr. Anil Bisen, Former Economic Advisor,
9. Prof. N.R. Bhanumurthy, NIPFP
10. Prof. B.B. Bhattacharya, Former Vice-Chancellor, JNU, Advisor at World Bank, Former Director IEG
11. Dr. Mohan Chutani, Economic Advisor, Dept. of Industrial Policy and Promotion, Ministry of Commerce and Industry, Govt. of India
12. Mr. Prananjoy Guha Thakurta, independent journalist, author, and film maker
13. Mr. Denis Medvedev, Senior country economist for India at World Bank
14. Mr. Prosenjit Aich, Senior Vice President and Head Products, Client Experience and marketing, Aditya Birla Group.
15. Mr.Saugata Chattopadhyay(Vice President, Assets, Yes Bank)
16. Ms.NistulaHebbar(Senior Assistant editor, Financial Express)

25. Seminars/Conferences/Workshops organized & the source of funding:
    a) National   Nil
    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. (Hons.) Economics					
2011-12		50	40	20	88.57
2012-13		75	32	43	94.64
2013-14		56	29	27	79.63
2014-15	102085	63	25	38	76.27
2015-16	84380	66	40	26	-
B.A. (Hons.) Business Economics					
2011-12	NA	67	46	21	97.92
2012-13	NA	44	32	12	100.00
2013-14	NA	-	-	-	86.57
2014-15	NA	40	21	19	80.00

2015-16	NA	42	30	12	-
M.A. Economics					
2011-12	NA	-	-	-	-
2012-13	NA	-	-	-	-
2013-14	NA	-	-	-	-
2014-15	NA	-	-	-	-
2015-16	NA	-	-	-	-

*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. (Hons.) Economics	78.62	20.61	0.76
B.A (Hons.) Business Economics	67.07	32.93	Nil
M.A Economics	Nil	Nil	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
    Data not maintained

29. Student progression

Student progression	Against % enrolled
UG to PG	2012-15 – 27% 2011-14 – 61% 2010-13 – 80%
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	2012-15 – 15% 2011-14 – 10% 2010-13 – 16% 2012-15 – 8% 2011-14 – 19% 2010-13 – 20%

Entrepreneurship/Self-employment	2011-14 – 10%

30. Details of Infrastructural facilities
    a) Library   Common Central Library

    b) Internet facilities for Staff & Students: All on wired and wireless

    c) Class rooms with ICT facility   From common pool

    d) Laboratories   NA

31. Number of students receiving financial assistance from college, university, government or other agencies   10

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts
    1. Organization of Annual Economics Festival for holding debates, presentation etc. every year.
    2. An Economic Congregation was organized on "Subsidy and Fiscal consolidation" and "Black Economy in India" on 29th Oct, 2013.
    3. Seminar on "Group Discussions & Interview Skills", 25th Jan 2012.
    4. Seminar on "Stock Markets", on 13th Jan 2012
    5. Lecture by Prof. Seema Bathla, JNU, on "The Role of Human Capital Formation in The Growth of the Economy".
    6. A seminar on "Land Acquisition Policies" on 27th Sept 2011.
    7. An interactive talk by Dr.T A Bhavani, on the "Political Economy of Economic Reforms", 8th Feb 2011
    8. An Interactive talk by Prof. Reetika Khera, on "Food Security in India and the Way Ahead", on 9thFeb, 2011.
    9. Field trip to the village Bhatta Parsaul in UP, to understand the problems faced by the victims of Land Acquisition Policies of the Govt. on 26th Sept 2011.
    10. Economics and Business Quiz was followed by a Group Discussion, 8th Feb2011.
    11. EcoTryst with Delhi Institute of Financial Markets to Present an event "Tame the Bull": a virtual stock market simulation event, 9th Feb 2011.
    12. Inter-college debate on 9th Feb 2011, on the topic:" Should Dollar be replaced as the world currency".

13. Interactive talk by Prof. Partha Sen, DSE, on "Capital Flows into India" on 9th Feb 2011.
14. Student Paper Presentations on 14th Nov,2009
15. Lecture by Prof. Shubhashis Gangopadhyay, an eminent Economist and former Advisor to the Finance Minister on "the Relevance of Markets", 13th Nov 2009
16. Business Quiz on 16th Dec 2008.
17. A movie:"The Wall Street" was screened on 16th Dec 2008
18. Inter college Debate on the topic, China: An Economic Threat to India on 23rd Sep 2004.
19. An interactive talk by Prof. Sunil Kanwar, DSE, on the "World Economic Recession" 15th Dec 2008.
20. Seminar by Economists from the Planning Commission on the "Budget Making Process" in 2005-06.
21. Lecture by Prof. Ronald McKinnon from Stanford University in 2005-06
22. Interactive talk by Prof. Arun Kumar, JNU on "Black Economy in India" on 24th Sep 2004.

33. Teaching methods adopted to improve student learning
    - ICT enabled lectures
    - Students Presentations and peer reviews
    - Question banks, hand-outs and supplementary reading material
    - Use of electronic media for supplementing student-teacher communications

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
    EcoTryst has on various occasions tied hands with NGOS such as SPARSH, for mentally retarded children; India Vision Foundation , an NGO run by KiranBedi, to create awareness amongst the students, of their social responsibilities.

35. SWOC analysis of the department and Future plans
    Strengths:
    - Close and collaborative work-culture
    - Dynamic Economics Society
    - Active participation in faculty improvement and other professional programmes
    - Publication of annual economics magazine E-Quest

Weaknesses:
- Lack of departmental space for administrative/academic activities
- Limited alumni database

Opportunities:
- Collaboration with NGOs to involve students in social outreach projects.
- Internship projects and educational trips during summer and winter vacations for students.
- Online Social media for discussions and collaborations

Challenges:
- To include and assimilate students from weaker socio-economic background in mainstream learning curve as fast as possible
- To encourage students crtical ability and research aptitude

Future Plans:
- Hands-on training on data analysis for students and faculty by World Bank
- Department plans to organize the first alumni meet in May-June 2016.
- To encourage students to take up research and innovative projects with government and private firms.
- To organise study tours to various firms to increase academic-industry interactions.
- To organise UGC funded national seminars in economics dissemination of knowledge.

14. Evaluative Report of the Department of Commerce

1. Name of the department   **Commerce**

2. Year of Establishment   **1961**

3. Names of Programmes / Courses offered
   (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.)
   > B.Com. (Hons.)
   > M.Com.

4. Names of Interdisciplinary courses and the departments/units involved
   > B.Com. Programme
   > B.A. (Hons.) Business Economics

5. Annual/ semester/choice based credit system (programme wise)
   CBCS: B.Com (Hons.) and Programme from 2015 onwards
   Semester based: M.Com., B.Com.(Hons.)/Prog. And B.A. (Hons.)
   > before 2015

6. Participation of the department in the courses offered by other departments
   > IDCC and DCC for B.Sc. (Hons.) Mathematics
   > Generic Electives for all courses under CBCS

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	-	9
Asst. Professors	25	14

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
R.P Singh	Ph.D., LL.B	Associate Professor	Finance, Law	43	Nil
J.S Arora	M.Phil.	Associate Professor	Law, Taxation	38	Nil
S.K Sharma	Ph.D.	Associate Professor	Finance, Accounting	38	Nil
Paramjeet Kaur	Ph.D.	Associate Professor	Finance, Economics	34	Nil
Gurkirpal Singh	M.Com.	Assiatant Professor	Management Accounting	33	Nil
Parminder Kaur	M.Com.	Associate Professor	Finance and Law, Accounting	21	Nil
Abha Kumar	Ph.D., ICWA	Associate Professor	Economics, Finance, Accounting	22	Nil
Rachan Kaur Sareen	Ph.D.	Associate Professor	Finance, Accounting	19	Nil
Parveen Kaur Lamba	M.Phil.	Associate Professor	Finance, Law, Marketing	20	Nil
Satvinder Kaur	M.Phil.	Associate Professor	Finance	20	Nil
T. Venugopalan	Ph.D.	Assistant Professor	Finance, Accounting	14	Nil
Mansi Bansal	M.Phil.	Assistant Professor	Finance, Law	15	Nil
Harshdeep Kaur	M.Com.	Assistant Professor	Finance, Law	14	Nil
Sukhvir Singh	Ph.D.	Assistant Professor	Finance, Accounting	10	Nil
Gurvinder Kaur	M.Com.	Assistant Professor	Finance, Income Tax	10	Nil
Madhu	M.Phil.	Assistant Professor	Human Resource Management, Marketing	9	Nil
Bibhu Prasad Sahu	Ph.D.	Assistant Professor	Finance, Accounting	15	1
Kamaldeep	Ph.D.	Assistant	Accounting, Law	15	Nil

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students guided for the last 4 years
Kaur		Professor			
Masha Sandeep	Ph.D.	Assistant Professor	Marketing, Income Tax	10	Nil
Vidhu Bansal	Ph.D.	Assistant Professor	Finance, Marketing	13	Nil
Jasdeep Kaur	M.Com.	Assistant Professor	Corporate Accounting, Marketing	9	Nil
Sukhmeen Kaur	M.Com.	Assistant Professor	Finance, Accounting	9	Nil
Sanchita Dhingra	M.Com.	Assistant Professor	Finance	3	Nil

11. List of senior visiting faculty   Nil

12. Percentage of lectures delivered and practical classes handled
     (programme wise) by temporary faculty
            B.Com. (Hons.)   24%
            B.Com Programme   Nil

13. Student -Teacher Ratio (programme wise)
            B.Com (Hons.)   22 : 1
            B.Com Programme   37 : 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.
            Ph.D.'s – 11, M.Phil. – 6, PG – 6

16. Number of faculty with ongoing projects from a) National b)
     International funding agencies and grants received
     • Dr. T. Venugopalan, Sustainable Development through
       sustainable tourism in India: A case study of Kerala Tourism,
       funded by University of Delhi, 2015-16, Rs.2,50,000/-.
     • Dr. T. Venugopalan, Sustainable Tourism Development in India

- A Case Study of Goa Tourism, funded by ICSSR, 2015-16, Rs.3,00,000/-

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	55/23 = **2.39**
Number of papers published in peer reviewed journals (national /international) by faculty and students	42
Number of publications listed in International Database (e.g: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	2
Monographs	Nil
Chapter in Books	Nil
Books Edited	Nil
Books with ISBN/ISSN numbers with details of publishers	14

978-3-8443-2224-8	LAP West Germany
978-3-63951912-9	Scholar's Press
978-93-8546-238-2	Anne International
978-93-85022-62-3	A.K. Publications
81-8218-060-0	Galgotia Publications
9789-385504099	Wisdom Publications
9789-3815-05946	Wisdom Publications
978-93-85504-08-02	Wisdom Publications
978-93-81335-128	International Book House
978-81-7608-803-9	S.Dinesh and Co. Jallandhar
978-81-7608-836-7	S.Dinesh and Co. Jallandhar
978-81-7608-835-0	S.Dinesh and Co. Jallandhar
978-81-7608-835-7	S.Dinesh and Co. Jallandhar

Citation Index	-
SNIP	-
SJR	-
Impact Factor	-
h-index	-

20. Areas of consultancy and income generated   Nil

21. Faculty as members in
     a) National committees   Nil
     b) International Committees   Nil
     c) Editorial Boards
        Dr. R.P.Singh, Chief Editor, Journal of Management and Information Technology, ISSN: 0975-5187, 2009-2013.

22. Student projects
     a) Percentage of students who have done in-house projects including inter departmental/programme   ~31%

     b) Percentage of students placed for projects in organizations outside the institution i.e., in Research laboratories/Industry/ other agencies   ~2%

23. Awards / Recognitions received by faculty and students
     Student Awards:
     • Dhruv Mahendru, All India Rnk 49, IPSC, 2013
     • Palak Rawal, in Top-5 papers in Research Paper Competition, organized by Center for Civil Society, 2014
     • Palak Rawal, in Top 5 Social Business Ideas at SRCC, University of Delhi
     • Pavleen Kaur & Rubina Gulri, 2nd Position in 2nd International Conference of Research Papers at Maharaja Ranjit Singh College of Profession Sciences, 2014
     • Sehba Fatima, High Commendation Award, Sri Ram Model United Nations Conference, SRCC, University of Delhi, 2013

24. List of eminent academicians and scientists / visitors to the department
     1. Mr. Naveen Coomar, Advisor to BRICS Chamber of Commerce and Industry
     2. Dr. J.P. Sharma, Department of Commerce, Delhi School of Economics, University of Delhi
     3. Mr. Raj Chawla, Chairman Northern India Council of ICAI
     4. Dr. Vijay Kapoor, ICAI
     5. Dr. Mohan Chutani, Economic Advisor, Department of Industrial Promotion and Policy, Ministry of Commerce and Industry, Government of India
     6. Mr. Rajeev Melhotra, Formerly Advisor to Finance Minister of India

7. Mr. C.P. Gupta, Department of Finance and Control, University of Delhi
8. Isher Judge Alhuwalia, Former Chairperson of ICRIER
9. Mr. Ashok Sahu, Former Principal Advisor, Planning Commission of India
10. Prof. P.K. Basu, Former Chairman, IIM Calcutta
11. Prof. Sirin Rathore, Former President, Indian Accounting Association

25. Seminars/Conferences/Workshops organized & the source of funding:

a) National   (Funded by College)

- A three-day National Seminar on "Contemporary issues in Management " was organized from 23rd to 25th February 2010 as a part of the annual festival of B.A(H) Business Economics, Perspica

    Key speakers were Prof. P.K Basu, Former Chairman IIM Calcutta; Prof. Vijay Kaul, Head of the Department of Business Economics, University of Delhi; Mr. Gurvinder Pal Singh Arora, Associate Director, Ernst & Young; Prof Mrs. Shirin Rathore, Former President, Indian Accounting Association and Mr. Pavan Kumar Vijay, Managing Director, Corp. India Pvt. Ltd.

- A two-day seminar on "Globalization and Indian Economy" was organized from 9th March to 10th March 2011 as a part of the annual festival of B.A(H) Business Economics Perspica

    Isher Judge Ahluwalia, Former Chairperson ICRIER was the guest of honor. Other notable speakers were Ashok Sahu, Former Principal Adviser, Planning Commission and Prof. J.P Sharma from Department of Commerce

- A National Seminar on "Financial Crisis and Indian Economics" was organized on 3rd March 2012 as a part of the annual festival Perspica of B.A(H) Business Economics

    The chief-guest of the event was Mr. Rajeev Malhotra, the then Economic Advisor to Finance Minister. Other key speakers were Prof. V.K Kaul, Head of the Department of Business Economics, University of Delhi; Dr. Jaswinder Singh, Principal, SGTB Khalsa College and Dr. Bibhu Prasad Sahoo

    The two technical sessions on Global Finacial Crisis and the Impact of crisis on Indian Economy were chaired by Mr. C.P Gupta, Head, Department of Masters in Finance & Control, South Campus, University of Delhi and Mrs. Aradhana Aggarwal, Associate professor at the Department of Business Economics, South Campus, University of Delhi.

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.Com (Hons.)					
2011-12		198	130	68	96.09
2012-13		182	110	72	94.83
2013-14		225	168	57	87.67
2014-15	93891	160	106	54	76.79
2015-16	86547	145	91	54	-
B.Com. Programme					
2011-12		66	48	18	56.00
2012-13		63	43	20	60.34
2013-14	NA	-	-	-	88.89
2014-15	NA	63	47	16	72.88
2015-16	92718	85	67	18	-
B.A. (Hons.) Business Economics					
2011-12	NA	67	46	21	97.92
2012-13	NA	44	32	12	100.00
2013-14	NA	-	-	-	86.57
2014-15	NA	40	21	19	80.00
2015-16	NA	42	30	12	-
M.Com.					
2011-12	NA	11	1	10	44.44
2012-13	NA	11	4	7	80.00
2013-14	NA	12	5	7	90.00
2014-15	NA	10	5	5	90.00
2015-16	NA	12	6	6	-

*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.Com. (Hons.)	73.72	24.36	1.92
B.Com. Programme	54.36	44.97	0.67

B.A. (Hons.) Business Economics	67.07	32.93	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?
     Data not maintained

29. Student progression

Student progression	**Against % enrolled**
UG to PG	Data not maintained
PG to M.Phil.	Data not maintained
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-
Employed • Campus selection • Other than campus recruitment	Data not maintained
Entrepreneurship/Self-employment	Data not maintained

30. Details of Infrastructural facilities
     a) Library   Common College Central Library

     b) Internet facilities for Staff & Students: All on wired and wireless

     c) Class rooms with ICT facility   From the Common Pool

     d) Laboratories   Timeshared

31. Number of students receiving financial assistance from college, university, government or other agencies
          2011-12   19   2012-13   4
          2013-14   20   2014-15   15

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts

Year	Seminar/Workshop	Name of Expert	Position/Designation
2015-16	Empower-Youth Leadership Program	CA Raj Chawla	chairman the northern india regional council of ICAI
		Kanupriya Sekhri	AVP strategic initiative SOIL
		Divyani Diddi	-Executive centre for knowledge and development,IPE Global limited
		Praveen narang	Senior member, ICAI,motivational speaker
		Pulkit Srivastava	Head of external communication, Dish TV
	Workshop On Resume Writing And Soft-Skills Development (9th Nov-2015)	Puneet Raman	Founder & Director Prowisdom Growth Pvt. Ltd
	Interactive-talk session on the transition from college life to corporate life (9th Oct- 2015)	Deepak Mehra	Dubai-based Entrepreneur & Author
2014-15	E-Commerce Conclave in association with BRICS	Mr. Sachin Dalal	cofounder , infibeam.com
		Mr Aman Dhall	leader of PR and communication, policybazaar.com
		Mr. Naveen Coomar	An Advisor to BRICS Chamber of Commerce and industry.
		Mr. Ankur Setia	Founder and Director , Corporate Shiksha
	Seminar on Corporate Governance	Dr. J.P Sharma	Head and Dean. Department of Commerce, Delhi School Of Economics, Spoke on CSR
		Dr. Vijay Kapur	Faculty at ICAI, delivered a lecture on CSR
2013-14	Com Talks-Lecture Series	Dr. Mohan	Economic Adviser, Department of Industrial Promotion and Policy, Ministry of Commerce

			and Industry
		Prof. J.P Sharma	Head and Dean Delhi School Of economics.
		Dr. Girish Ahuja	
		Prof. N.K.Chadha	

33. Teaching methods adopted to improve student learning
    - IT Enabled teaching
    - Presentations by student groups
    - Group discussion, case studies and small quizzes
    - Industrial trips

34. Participation in Institutional Social Responsibility (ISR) and Extension activities
    Department members have contributed in creation of e-content at e-PG pathshala project of UGC/MHRD.

35. SWOC analysis of the department and Future plans
    Strengths:
    - Department have experienced and dedicated staff with excellent academic records. 65% of the permanent faculty has more than 15 years of teaching experience.
    - IT enabled teaching and use of OERs
    - Training through workshops to the teachers and students to develop their analytical skills and critical reasoning.
    - Good interaction with corporate sector which gives exposure to students and teachers.
    - Excellent placement opportunities for students.

    Weaknesses:
    - Uncertainity in academic planning due to faculty that is not permanant
    - Lack of freedom to introduce current developments in the teaching inputs.

    Opportunities:
    - Skill development courses can be focused upon especially in the area of e-commerce under CBCS.

    Challenges:
    - Retaining talented faculty that is not permanant.

- Increasing placement opportunities for students
- Motivating students to participate in extension activities and ISR
- Personality development and communication skills programs for students from weaker socio-econmic backgrounds

Future Plans:
- Starting scholarly journal in Commerce.
- Organize conferences at national/international level.
- Organizing workshops skills enhancement in collaboration with industry.
- Launching of commerce society website

15. Evaluative Report of the Department of Physical Education

1.   Name of the department   Physical Education

2.   Year of Establishment

3.   Names of Programmes / Courses offered (UG, PG, M.Phil.,
        Ph.D., Integrated Masters; Integrated Ph.D., etc.)   **Nil**

4.   Names of Interdisciplinary courses and the departments/units
        involved   **Nil**

5.   Annual/ semester/choice based credit system (programme wise)
                                                                    NA

6.   Participation of the department in the courses offered by other
        departments
        Application Courses on Physical Education in B.A. Programme

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	-	-
Asst. Professors	2	1

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
Inderpreet Kaur Nanda	M.P.Ed	Assistant Professor	Hockey	4	nil

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)   **NA**

14.   Number of academic support staff (technical) and administrative
        staff; sanctioned and filled

15.   Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.
                                                                        PG – 1

16.   Number of faculty with ongoing projects from a) National b)
        International funding agencies and grants received
        Ms. Inderpreet Kaur Nanda, Co-PI, Development and Challenges in
        Sports - A Study on Indian Cricket, funded by University of Delhi,
        2013-15

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	12/1 = 12
Number of papers published in peer reviewed journals (national /international) by faculty and students	11
Number of publications listed in International Database (e.g: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)	7
Monographs	Nil
Chapter in Books	Nil
Books Edited	Nil
Books with ISBN/ISSN numbers with details of publishers	Nil

Citation Index	
SNIP	
SJR	
Impact Factor	
h-index	

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
      Old/Current Students who started their professional career in sports
      while in College and went on to become **Arjun Awardees** and
      International Players:
      1. Shaym Lal (Gymnast), Arjun Award - 1961
              Melbourne Olympics – 1956,
              Rome Olympics – 1960
      2. Dalbir Singh (Weight Lifting), Arjun Award - 1975
              Tehran Asian Games – 1974
              Bangkok Asian Games - 1978
      3. Mohinder Amarnath (Cricket), Arjun Award - 1981
              69 tests, 85 ODI, 1065 runs
              Member of World-Cup-1983 winning team
      4. Vijay Mala Bhanot (Shotput), Arjun Award - 2001
              New Delhi Asian Games - 1982
              Asian Games -1986
      5. Ramkaran (Para Athlete) 800m, Arjun Award -2012
              Rajiv Gandhi khel ratan award - 2011
              Asian Games - 2014 Silver in 800m
      6. Ashok Diwan (Hockey)

World Cup - 1975, 1982
Olympics -1976
Asian Games - 1994
7. Mrs. Kiran Sandhu (Basketball)
Vice Captain Indian basketball Team - 1980
8. Maninder Singh (Cricket)
Left arm spin bowler
35 tests, 88 wkts, av.37.36
9. Harender Singh (Hockey)
represented India From 1989 to 1990.

Other Awards (2011-15):

International:
- Sakshi Tomar, Shooting, 4th place in Air Pistol at Junior World Cup in Germany, 2014.
- Arjun Singh, Discuss Throw, represented India in Youth Asian Games 2013-14

National:
2013-14
- Arjun Singh, Discuss, All India University - Gold, World University Games Participation, Delhi State Championship, a new record.
- Sakshi Tomar, Shooting-10 m Air Pistol, Gold, 57th National Championship, held at Delhi, with a record.
- Amar Singh Rana, Hammer Throw, All India University.
- Lalit Mathur, 800m, Junior Nationals – Gold
- Lalit Mathur, 800m, All India Inter University Championship – Silver
- Ashish Tokas, Swimming, 2 Gold in All India University Championship
- Kamal Singh, Diving, All India Inter University Championship - 1 Silver, 1 Bronze
- Anuj Khandelwal, Table Tennis, North Inter University Championship, Gold
- Abhilekh Parashar, Gymnastics, Senior National Championship -3 Gold
- Kunal Anand, Deepak Viswakarma, and Rohit Bisht, Tennis, All India Inter University Championship, Silver
- Vikas Kaushik, Decathalon, Junior National Championship-Bronze
- Yash Nain, Ravikumar, and Jayank Ahuja, Badminton, North Zone Inter University Championship –Silver

- Hiten Dalal, Parnshu Vijayran, and Hardik Pahwa, Crikcet, represented Delhi Under 19 in National Under-19 Cricket Championship
- Ankit Dabas and Vision Panchal, represented University of Delhi in North Zone Inter University Cricket Championship.
- Jasleen Kaur, represented Delhi in Senior National Championship and University of Delhi in All India Inter University Championship
- Ashish Sangwan, Anuj Sangwan, Jaiprakash, Mohit Ahlawat, Nitin Yadav, Subhash and Amarveer, Handball, represented University of Delhi, at AIU.
- Abhishek, Avtar Singh Mann, Ajay Rathi and Jaiveer Babbar, Hockey, represented University of Delhi in AIU

State-Level:
- Ashish Tokas, Swimming, Delhi State Championship -2 Gold, 2 Silver
- Kamal Singh, Diving, Delhi State Championship, Gold
- Abhilekh Parashar, Gymnastics, Delhi State Championship - 4 Gold, 2 Silver

24. List of eminent academicians and scientists / visitors to the department   NA

25. Seminars/Conferences/Workshops organized & the source of funding:
    a) National   Nil
    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	
NA					

   *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
NA			

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?   NA

29. Student progression

Student progression	Against % enrolled
UG to PG	NA
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed • Campus selection • Other than campus recruitment	NA
Entrepreneurship/Self-employment	NA

30. Details of Infrastructural facilities
    a) Library   Common College Library
    b) Internet facilities for Staff & Students: All via wireless and wired
    c) Class rooms with ICT facility   From common pool of college
    d) Laboratories   NA

31. Number of students receiving financial assistance from college, university, government or other agencies
    Sports Persons are given Full, Half, and Quarter Fee Concession depending upon their competence and involvement, besides food coupons for high-protein nutrious food. Sports gear and equipment is also provided.

32. Details on student enrichment programmes (special lectures / workshops / seminar) with external experts
    • Eminent and suitable coaches for every sport
    • exposure and opportunity to interact with eminent sports personalities
    • Organization of events and tournaments as per available funds and calender opportunities.

33. Teaching methods adopted to improve student learning
    Close follow-up and individual attention and advice

34. Participation in Institutional Social Responsibility (ISR) and Extension activities   **NSS and NCC**

35. SWOC analysis of the department and Future plans
     Strengths:
     - A rich legacy of eminence in sports
     - Well-maintained sports ground and equipment
     - State-of-the-art gymnasium
     - Tie-ups with eminent coaches for every sport
     - Facilty for Day-night events
     - An encouraging and supportive College Administration

     Weaknesses:
     - No permanent faculty
     - Dependence on other institutions for training and practice in water sports, such as swimming and diving

     Opportunities:
     - Relatively large enrolment in College which brings in diversity in sports interests
     - Well-maintained grounds like ours are few in the city, which can be utilized to forge collaborations and tie-ups and increase exposure

     Challenges:
     - To integrate academic progress with sport performance for all players
     - To make room for sufficient number of events and tournaments in Semester-mode

Declaration by the Head of the Institution

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

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

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

Place: **Delhi**
Date: **04-February-2016**

Signature of the Head of the institution with seal

Certificate of Compliance

(Affiliated/Constituent/Autonomous Colleges and Recognized Institutions)

This is to certify that **Sri Guru Tegh Bahadur Khalsa College** fulfils all norms
1. Stipulated by the affiliating University – **University of Delhi**, and
2. Regulatory Council/Body - **UGC, AICTE**, and
3. The affiliation and recognition is valid as on date.

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

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

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

Date: **04-Feb-2016**   (**Jaswinder Singh**)
Place: **Delhi**   Principal
                                                    (Signature with Office seal)

Copy of the UGC's Directory of Colleges – Cover & Page 129
(Ref. College Profile item No. 7(c))

DIRECTORY OF COLLEGES
RECOGNIZED UNDER SECTION 2(f) & 12(B)
OF THE UGC ACT, 1956
(UPDATED TILL 31st MARCH, 2004)

University Grants Commission
Bahadurshah Zafar Marg, New Delhi
India

Copy of the Page No.129 of Directory of Colleges
(Ref. College Profile, Item No. 7(c))

129

S.No.	Name and Address of the College	Status	Other details
51	RAMJAS COLLEGE , UNIVERSITY ENCLAVE , DELHI- 110007	2(f) & 12(B) Non-Govt. Post-Graduate	Affiliated College Estd.: 1917 Refno.Delhi(36051)
52	S.G.T.B. KHALSA COLLEGE (EVENING CLASSES) , DEV NAGAR, NEW DELHI-110005	2(f) & 12(B) Non-Govt. Post-Graduate	Affiliated College Estd.: 1973 Refno.Delhi(36052)
53	S.G.T.B.KHALSA COLLEGE , GURU TEGH BAHADUR MARG, UNIVERSITY ENCLAVE DELHI - 110007	2(f) & 12(B) Non-Govt. Post-Graduate	Affiliated College Estd.: 1951 Refno.Delhi(36053)
54	SATYAWATI COLLEGE (EVENING CLASSES), ASHOK VIHAR , DELHI- 110052	2(f) & 12(B) Non-Govt. Under-Graduate	Affiliated College Estd.: 1973 Refno.Delhi(36054)
55	SATYAWATI COLLEGE , ASHOK VIHAR , DELHI-110052	2(f) & 12(B) Non-Govt. Under-Graduate	Affiliated College Estd.: 1972 Refno.Delhi(36055)
56	SCHOOL OF CORRESPONDENCE COURSES AND CONTINUING EDUCATION , 5 ,CAVARLY LINES , DELHI- 110007	2(f) & 12(B) Govt. Post-Graduate	Constituent College Estd.: 1962 Refno.Delhi(36056)
57	SHAHEED BHAGAT SINGH COLLEGE(EVENING CLASSES), SHEIKH SARAI - II NEW DELHI-110017	2(f) & 12(B) Govt. Post-Graduate	Affiliated College Estd.: 1973 Refno.Delhi(36057)
58	SHAHEED BHAGAT SINGH COLLEGE, SHEIKH SARAI - II NEW DELHI-110017	2(f) & 12(B) Govt. Post-Graduate	Affiliated College Estd.: 1967 Refno.Delhi(36058)
59	SHIVAJI COLLEGE , RAJA GARDEN, RING ROAD NEW DELHI-110027	2(f) & 12(B) Non-Govt. Post-Graduate	Affiliated College Estd.: 1961 Refno.Delhi(36059)
60	SHRI AUROBINDO COLLEGE (EVENING CLASSES), MALVIYA NAGAR , NEW DELHI-110017	2(f) & 12(B) Govt. Under-Graduate	Affiliated College Estd.: 1972 Refno.Delhi(36060)

UGC:2004: Directory of Colleges under section 2(f) and 12(B) of UGC Act.

Copy of AICTE Approval Letter
(Ref. College Profile Item No.7(d))

All India Council for Technical Education
(A Statutory body under Ministry of HRD, Govt. of India)
7th Floor, Chandralok Building, Janpath, New Delhi- 110 00
Phone: 23724151/52/53/54/55/56/57, FAX: 011-23724183, www.aicte-india.or

F. No. AICTE/NWRO/DU Colleges/SGTBKC/1-2557931991/2013-14   Date: 29/04/2015

To,

The Vice Chancellor
University of Delhi
University of Enclave
Delhi - 110007

Sub: Letter of Special Approval for the Technical courses run by colleges affiliated to University of Delhi for the academic year 2013-14.

Ref: MHRD letter No. 20-2/2015 TS-II dated 16-02-2015

Sir/Madam,

University of Delhi has changed the duration of all Degree Courses from 3 years to 4 years in the A/Y 2013-14. The duration has again been rolled back to 3 years on the direction of UGC. The duration of B. Tech Programme has however been retained to 4 Years. Further, the approval of AICTE for the 4 Year B. Tech Programme has not been obtained by these institutions. With a view to streamline this, UGC has issued guidelines to University of Delhi vide letter No. 43-10/2013(CU dated 29/06/2014 and University of Delhi forwarded the UGC guidelines to all its colleges for necessary action.

Further, MHRD vide letter No. 20-2/2015 TS-II dated 16-02-2015 has informed that the matter regarding approval of 4 year B. Tech Programmes under the colleges of University of Delhi has been examined in the Ministry. In the light of MHRD directions under clause 20 (I), chapter 4 of AICTE Act, 1987 and the subsequent approval of E.C. in its meeting held on 07/04/2015 and Council Meeting held on 09/04/2015 and 27-04-2015, I am directed to convey the onetime special approval to

Regional Office	NWRO, Chandigarh	Application Id	1-2557931991
Name of the Institute	SRI GURU TEGH BAHADUR KHALSA COLLEGE	Institute Address	(UNIVERSITY OF DELHI) NORTH CAMPUS, NEW DELHI-110007
Institute Type	Government aided		

to conduct following courses with the intake indicated below for the academic year 2013-2014

Application Id : 1-2557931991

S. No.	Programme	Shift	Level	Course	Full / Part Time	Affiliating Body	Intake for 2013-14 as certified by University of Delhi	PIO	NRI
1	ENGINEERING AND TECHNOLOGY	Ist Shift	UG	COMPUTER SCIENCE	Full Time	University Of Delhi	30	NA	NA
2	ENGINEERING AND TECHNOLOGY	Ist Shift	UG	ELECTRONICS	Full Time	University Of Delhi	10	NA	NA

All Institutions shall fulfill the following general conditions:

1.   The Institution shall not conduct any course(s) in the field of technical education in the same premises / campus and / or in the name of the Institution without prior permission / approval of AICTE. If found so, appropriate action as per the notified regulations shall be initiated against the Institution.

Copy of AICTE Approval Letter – page-2

2. The institution shall operate only from the approved location, and that the institution shall not open any off campus study centers / extension centers directly or in collaboration with any other institution / university / organization for the purpose of imparting technical education without obtaining prior approval from the AICTE. If found so, appropriate action as per the notified regulations shall be initiated against the Institution.

3. The tuition and other fees shall be charged as prescribed by the Competent Authority of the University of Delhi within the overall criteria prescribed by the Council from time to time. No capitation fee shall be charged from the students / guardians of students in any form. If found so, appropriate action as per the notified regulations shall be initiated against the Institution by the Competent Authority of the University of Delhi.

4. The teaching and other staff appointed for the course shall fulfill the qualifications and experience prescribed by the Council from time to time and pay scales are as per the norms prescribed by the Council from time to time.

5. It shall be mandatory for the institution to maintain a Website providing the prescribed information. The Website information must be continuously updated as and when changes take place.

6. It is open for the Competent Authority of the University of Delhi to carry out random inspections round the year for verifying the status of the Institutions to ensure maintenance of norms and standards.

7. The Institution by virtue of the approval given by the Council shall not automatically become claimant to any grant-in-aid from the Central or State Government.

8. The Institute shall take appropriate measures for prevention of ragging in any form, in the light of AICTE regulation "Prevention and Prohibition of Ragging in Technical Institutions, Universities including Deemed to Universities imparting technical education" Regulation 2009 (F.No. 37-3/Legal/AICTE/2009 dated 01/07/2009). In case of failure to prevent the instances of ragging by the Institutions, appropriate action as per the notified regulations will be taken.

9. This is a "One time approval" given to the institute for the batch admitted in 2013-14 only and will not be valid for any other technical course without prior approval of the Council.

10. The institute shall submit compliance report of the affidavit regarding the deficiencies existing in the institution within the time duration, failing which, appropriate disciplinary action will be taken.

The Management of the Institute shall strictly follow further conditions as may be specified by the Council from time to time. The Competent Authority of the University of Delhi will monitor the Academic Progress and also other administrative matters from time to time and any violation of the above conditions and / or non- adherence to the norms and standards prescribed by the Council, mis-representation of facts and submitting factually in correct information will be liable for penal action

Dr P.B. Ullagaddi
Advisor-II (Approval Bureau)

Copy to:

1. The Regional Officer,
   Plot No. 1A, 5th Floor, DTE(Pb..) Building,
   Dakshin Mark, Sector 36-A, Chandigarh-160 036

2. The Secretary to GoI
   Higher Education, MHRD, Shastri Bhawan, New Delhi

3. The Director Of Technical Education,
   (Higher & Technical Education)
   Muni Maya Ram Marg,
   Pitam pura, ,
   Near T V. Tower, Delhi-110088

4. The Registrar, University of Delhi to submit an undertaking stating that the syllabus of the B. Tech courses under the Four Year Undergraduate Programme introduced by it in the AY 2013-14 is at par to the curriculum imparted in AICTE approved institutions. Further the University shall have periodic review of the academic progress in respect of courses under intimation to the Council.

5. The Principal / Director,
   Sri Guru Tegh Bahadur Khalsa College (University of Delhi)
   North Campus, New Delhi-110007

6. Guard File(AICTE)