TRUTH IS THE HIGHEST OF ALL
VIRTUES BUT TRUE LIVING
IS HIGHER STILL

MATA SUNDRI COLLEGE FOR WOMEN

UNIVERSITY OF DELHI

NEW DELHI-02

Self Study Report

May, 2015

Submitted to

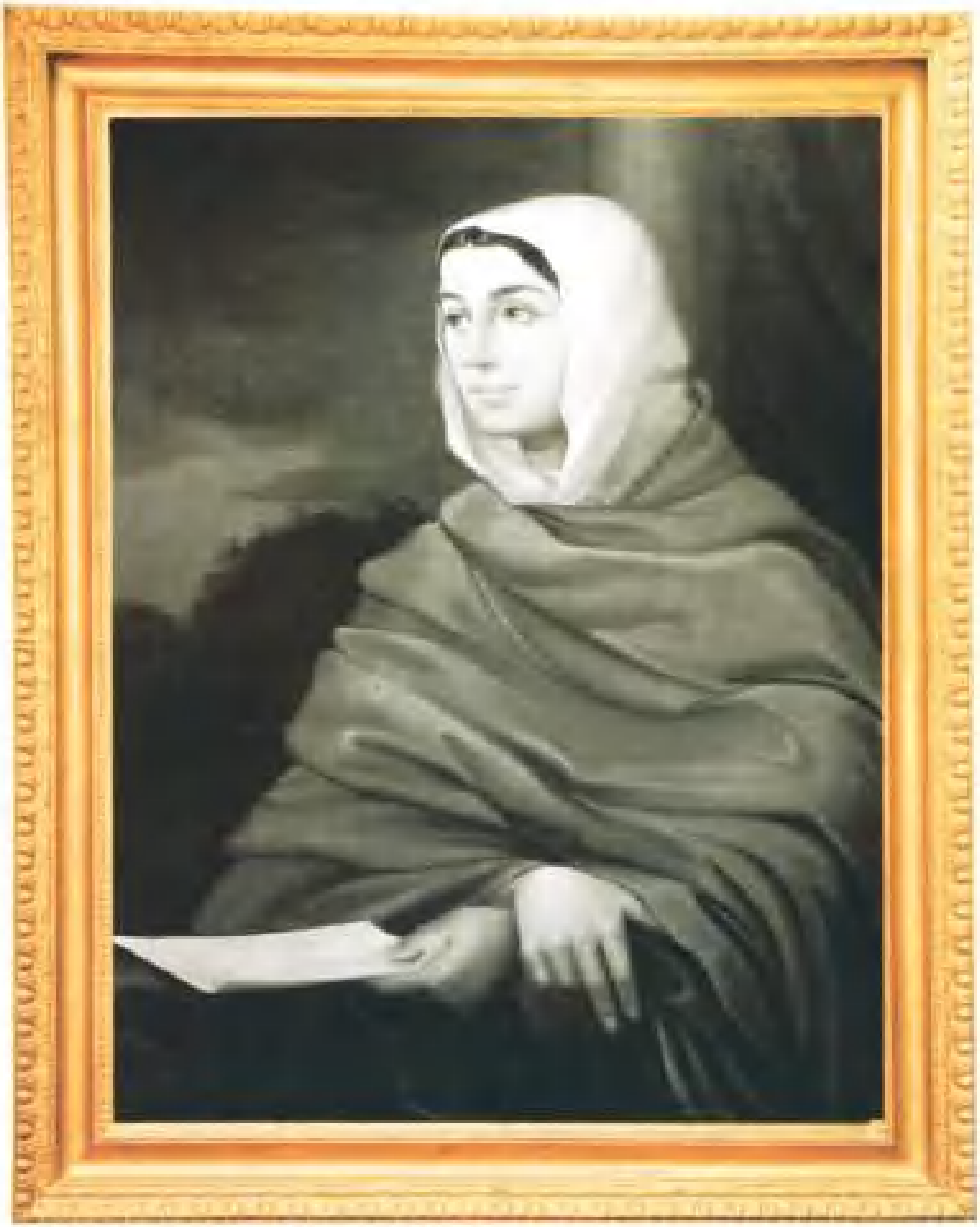
National Assessment and Accreditation Council

Bangalore

Self Study Report

May
2015

MATA SUNDRI COLLEGE FOR WOMEN
RASHTRIYA EKTA DIWAS
Innovation Project
Anandhwani



MATA SUNDRI JI
(1667-1747)

STEERING COMMITTEE

- Dr. Kawarjit Kaur, Officiating Principal
- Ms. Tajinder Kaur, Coordinator
- Dr. Lokesh Kumar Gupta, Member
- Dr. Manisha Mathur, Member

Other Members:

- Dr. Radhika Menon
- Ms. Neerja Yadav
- Ms. Aarti Mathur
- Dr. Nidhi Kanwar
- Dr. Garima Kumar
- Dr. Garima Mani Tripathi
- Ms. Renu Sharma
- Dr. Rama Verma
- Ms. Shivani Verma
- Dr. Pooja Jaggi
- Ms. Tajinder Kaur
- Ms. Sapna Dhaliwal
- Ms. Neetu Sharma
- Ms. Divya Pradhan

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 Self Study Report is prepared by the Institution after internal discussions, and no part there of has been outsourced.

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

Kawal Jit Kaur

Place : New Delhi **Dr. Kawarjit Kaur**
Officiating Principal

TABLE OF CONTENTS

Title *Page No.*

Preface
Executive Summary .... i-vii
SWOC Analysis .... viii-ix
Profile of the Institution 1-10

CRITERIA- WISE ANALYTICAL REPORT

I. Curricular Aspects 11-29
II. Teaching-Learning and Evaluation 30-67
III. Research, Consultancy and Extension 68-102
IV. Infrastructure and Learning Resources 103-127
V. Student Support and Progression 128-146
VI. Governance, Leadership and Management 147-162
VII. Innovations and Best Practices 163-171

EVALUATIVE REPORTS OF THE DEPARTMENTS 172-307

ANNEXURES

i. Affiliation Certificate 308
ii. 2(F) & 12 (B) Document 309-310
iii. NCTE Certificate 311-312
iv. Income and Expenditure Certificate & Balance Sheet, 2010-11 313-315
v. Income and Expenditure Certificate & Balance Sheet, 2011-12 316-318
vi. Income and Expenditure Certificate & Balance Sheet, 2012-13 319-321
vii. Income and Expenditure Certificate & Balance Sheet, 2013-14 322-324

PREFACE

Mata Sundri College is a constituent College of University of Delhi. It was founded by Delhi Sikh Gurudwara Management Committee, in July, 1967 with strength of 415 students. The present enrolment of Regular students is 3737. The College provides Undergraduate and Postgraduate courses in Humanities and Commerce Disciplines and Professional Programmes in B.El.ED (Bachelor of Elementary Education).

The Institution is a hub of women education. Approximately 5000 students are enrolled in various courses, which include students of Non-Collegiate Women Education Board Centre and Vocational Centre.

The College has been striving to attain academic excellence and to provide holistic development, to produce socially responsible students through various outreach activities. We also attempt to provide simultaneous up gradation of infrastructure.

The College is in the process of introducing contemporary courses like B.A (Hons) Economics, B.Sc (Computer Science) and B.Ed.

The Alumni of our College are working successfully as Chartered Accountants, Company Secretaries, Cost Accountants and Civil Servants and occupy eminent positions in various public sectors undertakings and academic fields.

It is a privilege to test ourselves through NAAC accreditation process as it is an opportunity to critically evaluate ourselves against the NAAC benchmarks and to continuously move towards an all round improvement.

The faculty and administrative staff of the College have jointly prepared the Self Study Report.

I submit the Self Study Report to National Assessment and Accreditation Council, Bangalore for assessment and accreditation of the college.

Kawar Jit Kaur

Dr. Kawarjit Kaur
Officiating Principal

EXECUTIVE SUMMARY

Higher Education is the most important investment which the students can make for their future. The NAAC rating helps colleges benchmark their performance on standards set by it. The rating will help students assess the value offered by the College. The process of accreditation has given an incentive to the colleges to compete for the top position. The Core Values proclaimed by NAAC are contribution to National Development, fostering global competencies, inculcation of value systems, promotion of the use of Information and Communication Technology (ICT) and Quest for Excellence in the Academic and Administrative performance. We adhere to the core values outlined by NAAC. The College has prepared the Self Study Report in accordance with NAAC requirement with a focus on Criteria wise and Departmental Evaluation.

CRITERION I: CURRICULUM PLANNING

The College follows the curriculum prescribed by the University of Delhi and every effort is made to firmly adhere to the stipulated syllabus in spirit and content. It promotes constant improvisation in pedagogical practices, supports sharing and cooperation among departments to optimize curriculum delivery and maintain a consistently high standard of education. Planning for the effective implementation of the curriculum is conducted through Staff Council meetings and departmental meetings. Specific committees have been initiated when course and structural revisions have taken place.

The College offers a wide variety of activities to develop real world connections with curricular content. This includes trips, walks, and talks by experts and practitioners in field, club activities which allow students the freedom to experiment and learn. Faculty members are a part of various academic bodies. Many are also a part of curriculum framing and revision. This brings innovative and flexible ideas to curriculum transaction and implementation.

Further, moral and ethical values are inculcated as a part of everyday teaching through the Divinity Society. Ideals of service, leadership, social responsibility and academic pursuits are cultivated in young learners while participating in various activities of NSS, NCC, Sports, Clubs and Societies. The College has an Eco-Club that encourages environmental awareness among students. A compulsory paper on Environmental Issues has also been introduced for all courses. The **"Equal Opportunity Cell"**, is dedicated to ensure equality of opportunity while **"The North-East Welfare Cell"** sensitises students to issues related to inclusiveness, culture and linguistic diversity.

CRITERION II: TEACHING-LEARNING AND EVALUATION

Mata Sundri College endeavors to make the teaching learning process a participatory one where the teacher's role is that of a facilitator and the entire exercise of teaching results in learning which is based on critical and analytical thinking. The College nurtures creativity, stimulates independence and promotes excellence through a challenging learning environment.

The College aims towards the overall development of students through innovative pedagogy. In this regard, the departments employ an interactive and interdisciplinary teaching- learning approach. Faculty uses a variety of innovative methods depending on the structure of the content. Sometimes, they also adapt or use a combination of methods as alternatives to the traditional lecturing or practical classes. Innovative methods adopted by the faculty include the use of ICT in teaching which makes the learning process more enriching and exciting. Film screening, field trips and heritage walks are also a part of this unconventional pedagogy.

The College effectively implements and strictly monitors the programmes offered by the University of Delhi and some of its own initiatives. Admission to the College is transparent, conducted through a well-structured procedure and earnestly adheres to the rules and regulations of the University. A full-fledged Enabling Unit has been established in the College with a view to providing accessible education and equal facilities to the differently-abled students. All government policies regarding Reservation are also strictly adhered to. The Institution also promotes a host of non-scholastic activities through its various clubs and societies.

The Institution has a distinguished faculty and we assure Teacher Quality by recharging the faculty members through Orientation and Refresher courses. The College encourages faculty members to attend Seminars, Workshops, Talks for research in order to improve their teaching-learning approach and assessment techniques. The evaluation process is fully transparent. Students are allowed to see their internal assessment marks, the award sheet is signed by them, displayed on the website and all grievances are immediately resolved.

CRITERION III: RESEARCH CONSULTANCY & EXTENSION

We are an undergraduate College providing education in Liberal Arts and Commerce. Research activities are the edifice for building a culture of excellence in higher education fostering an environment of creativity and innovative, insightful teaching learning. Therefore, faculty members are encouraged to engage in research activities.

The College facilitates faculty members by granting them Study Leave for Doctoral and Post doctoral Research. We believe that prevalence of a learning culture enables continuous development of knowledge and expertise. This is absolutely essential for higher education. Interdisciplinary research and sharing of ideas is being encouraged. Such forums have provided a platform for students and teachers to engage in mutual sharing of insight, to critically evaluate issues and phenomena from diverse vantage points and to inculcate among the faculty and students a spirit of collaborative research and critical appreciation of ideas.

In its endeavor to further the spirit of research, the College encourages teachers to attend and organize conferences and symposia. Not only faculty members but also our students have presented papers in National conferences. Another important step in this direction is the Delhi University initiated Interdisciplinary Innovation Project. Faculty and students have been engaging in these projects and have immensely benefited from this exercise.

We realize that a strong research base is an important aspect for an institute of higher education. Thus, efforts are made to provide all infrastructural facilities, equipments like printers, laptops, cameras and the like as well as other facilities in the library to ensure a meaningful and enriching research environment.

The College plans to allocate a part of the grant received for extension activities by the University Grants Commission (UGC) for research activities. The library has a rich collection of books journals, e-resources, digital media which has further augmented the learning culture. Wi-Fi connectivity in the College premises ensures that students and faculty stay abreast with the latest research the world over. Research material, journals, books can be accessed through the Delhi University Library System. The faculty members have published books and articles in journals of National and International repute.

We have a distinguished faculty and many teachers have been guiding Ph.D. level research as well as providing informal consultancy at their individual level.

CRITERION IV: INFRASTRUCTURE

Infrastructure facilities are the key for an effectual and efficacious conduct of educational programmes. In addition to optimally utilizing the existing infrastructure, we also believe in its expansion and extension for sustaining academic excellence. The College campus is spread over an area of 23,000 square meters of land and is Wi-Fi enabled with IT facilities. We have 64 spacious classrooms with adequate seating capacity and thirty of these are equipped with LCD projectors. The College has an excellent auto mated and an air conditioned library which is well stocked with more than 95,000 books. A state of the art elevated auditorium with a seating capacity of 500 can be used by students for extra- curricular activities.

In addition, the College cafeteria with a capacity to seat 250 students is a melting pot of different ideas and social interaction amongst students. There are five ultra modern, centrally air conditioned Computer laboratories which help in the growth and promotion of online education. One Seminar Hall equipped with IT Facilities to support academic activities is under use and another one is under completion The College has a well-equipped Medical Room for primary care to be given to students and staff. We have a bank on the campus which provides complete banking facilities to staff and students. The College is disabled friendly and its pathways are made up of guiding tiles; there are ramps, lifts and toliets for such students. The College has a Placement Room with Wi-Fi facility. In sync with the value based education which we stand for, the College has a Gurudwara Sahib on its premises. To ensure a continuous power supply on its premises, the College has purchased an independent transformer with two eco-friendly silent green DG Sets of 360 KVA and 180KVA respectively. A fire fighting system has been put in place under the disaster management programme as safety and security of students and staff is our primary concern.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

We believe that the students are pillars on which we rest our strength. The College has the necessary provisions to aid the progression of students from one level of education to the next and also towards prestigious placement.

The College environment is enhanced with curricular and co-curricular activities which are designed to develop the students' personality and also ensure a holistic educational experience. The College has active societies to promote sports and extra-curricular activities. These include the Cultural Society, Dramatics Society, Debating Society and Film Society. In addition the College has a Divinity Society which inculcates moral and spiritual values in students.

A strong bond exists between the students and teachers. They are always present to mentor students not only with their academic but also personal issues.

There is a Doctor and a Counselor to resolve their health and psycho-social problems. The Student Council and the Administration also looks into the problems of students.

We encourage the creativity of our students by exhorting them to publish their articles, stories and poems in the College magazine **"Bani",** which is a collaborative effort as both students and teachers work in tandem towards its publication.

Meritorious students are rewarded for their excellence in academics as well as extra-curricular activities on the College Annual Day.

Scholarships, free-ships and other concessions are provided to economically weaker, Reserved Category and Minority students. In addition, the Management has introduced performance linked scholarships for meritorious students. There are facilities of Infrastructure, freeships, transport facilities and Hellen Keller Unit in the library for the differently abled students, thereby making education accessible to all. The College Placement Cell is doing a laudable job.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

We have a visionary and dynamic leadership which through its clear vision and mission has guided the College in the right direction, enhancing the quality of its educational services**.**

The College is a constituent college of the University of Delhi and is governed by the Delhi Sikh Gurudwara Management Committee. The Principal maintains a proactive role in encouraging and motivating all faculty members for the overall academic growth and development of the College. She ensures that all policies and decisions are implemented in the right spirit and plans ahead for the future.

The Management, Principal and the faculty are always working together in close tandem for designing and implementing the quality policy and plans keeping in mind the guidelines and norms of the UGC and the University.

The rules outlined in the University Calendar are strictly adhered to for various managerial functions. The Principal, as the Executive Head of the Institution, personally interacts with various stakeholders on a regular basis and in a systematic way. Student Council has an important role to play in the affairs of the College.

We promote a culture of participative management at all levels. The Governing Body, the top decision making authority of the Institution has two representatives from the faculty and one representative from the administration as well.

The Staff Council acts as a forum for formal participation and regular meetings with the Principal. The Administrative staff also plays an active role for an ordered functioning of the administration of the College

CRITERION VII: BEST PRACTICES

The College is perceptive about environmental issues and is making all efforts to keep its campus clean and green. In addition, to being eco-friendly, the College campus is also cognizant towards the needs of differently abled and aims at imparting holistic education.

We realize the importance of energy conservation and have initiated measures to save energy. All classrooms, labs, canteen, office, staffroom and the medical room have large windows to let in sunlight and air thereby reducing the use of electricity. The use of CFL and LED lights has been initiated to conserve energy and many members of the staff and students use the metro for their daily commute.

In order to have a pollution free green campus a “no vehicle” policy is followed in campus. In addition, the College has an Eco club which spreads awareness on energy conservation and environment related issues. We have started an award and merit certificate of **‘Green Ambassador of the Month’** for students, based on initiatives they take in this direction. A notice board is installed where newspaper cuttings, articles, photograph of green ambassador of the month and her views on green initiatives are displayed.

The College has developed an attendance management system internally to keep accurate record of student attendance. This has helped in correct calculation of attendance. Each student and faculty member has a user ID through which they can access this record. As this attendance is uploaded on the website, parents and students can also access these records.

Higher education for women is fraught with challenges. Though every year newspaper reports show girl students producing far better results than boys, accessibility of higher education remains a privilege of the few. Our College promotes and creates an environment where girls from all sections of society feel safe and secure to pursue their dreams and ambitions. Keeping in view the increasing crimes against women, **self-defence classes** are held on regular basis where students are encouraged to participate in it. **Judo** and **Gatka** techniques are taught to the students.

In our efforts towards creating a disabled friendly College we have put various mechanisms in place. The ***Helen Keller Unit*** in the library provides various facilities to the differently-abled students. It is equipped with ***Braille Material, Audio CDs***.

The College encourages inculcation of moral values along with academic knowledge. Fostering of moral values through spiritual guidance helps in the development of a student's character. The College Divinity Society organizes a spiritual meet every Thursday to instill values like compassion and contentment. An annual spiritual trip is also organized by the society.

SWOC ANALYSIS

STRENGTHS

- The Students of the College are its greatest strength. They excel in academics as well as extra-curricular activities.
- The College is a recognized women's institution with first generation learners as its students.
- We have 165 learned and dedicated faculty members who are all experts in their sphere of study. Academic achievements of the Staff are noteworthy. There is a strong bond and a high level of interaction between faculty and students. 61 members comprise the Administrative Staff.
- The College has an excellent Infrastructure which is disabled friendly with ramps, lifts and washrooms for the differently abled.
- In addition, there is an elevated Auditorium, a Water Purifier System, Bio Degradable Waste Disposal System, E-Class Rooms, Seminar Halls and Laboratories and Tutorial Halls. The College has excellent facilities for indoor and outdoor games, health and yoga.
- Proactive Management with interest for all round development of the College.
- The College is a Zero Ragging and a Tobacco Free Zone.
- Fee concession and financial assistance are provided to the needy students and performance based scholarships to meritorious students.
- A safe, clean and conducive environment for all stakeholders.
- Located most centrally, in the heart of India's capital, it is most easily accessible by any mode of transport, a major concern in the bustling city of Delhi. Has a major advantage in terms of location being very close to the New Delhi Railway Station as well as metro stations. Yet the surroundings of the College are serene and calm.

WEAKNESS

- There is no Alumni network.
- Lack of space for further extension of Infrastructure like Hostel Facility, extension of Sports Ground.

- Migration of students with higher percentage in First Year to campus colleges because of the attraction of campus which is illusionary.
- Students who are first generation learners may not be ambitious enough to go further than a Bachelor's Degree or pursue a career.

CHALLENGES

- The College wants to produce students who not only excel in various walks of life but also are exemplary human beings and responsible citizens of the country.
- Emphasize upon Quality Research and link with teaching.
- Ensuring Zero Percentage failures.
- A number of teaching faculty have attained superannuation in the past few years and the new teaching members need time to get inducted into the College culture.
- To establish the need and importance of the discipline of languages and humanities.

OPPORTUNITIES

- To initiate skill based entrepreneurship activities towards employability.

- The College has initiated to start Professional Courses like B.Ed and other Contemporary courses like B.Sc (Computer Science), Economic (Hons). These courses have better employment opportunities.

SECTION B: PREPARATIONOF SELF-STUDY REPORT

1. Profile of the Affiliated/Constituent College

1. Name and Address of the College:

Name:	**Mata Sundri College for Women**	
Address:	**Mata Sundri Lane, New Delhi**	
City:	**Delhi : 110002**	State: **Delhi**
Website:	**www.ms.du.ac.in**	

2. For Communication:

Designation	**Name**	**Telephone With STD code**	**Mobile**	**Fax**	**Email**
Principal	Dr. Kawarjit Kaur	O: 011-23221449 R:	919899189581	011-23236102	matasundricollege.du@gmail.com
Vice Principal	NA	O:	-	-	-
Steering Committee Coordinator	Mrs. Tajinder Kaur	O: 011-23221449 R:	919811284807		tajinder61@gmail.com

3. Status of the Institution:

i. Affiliated College	
ii. Constituent College	√
iii. Any other (specify)	

4. Type of Institution:

a. By Gender

i. For Men	
ii. For Women	√
iii. Co-education	

b. By Shift

i. Regular	√
ii. Day	
iii.Evening	

5. It is a recognized minority institution?

Yes ☐ No ☑

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

6. Sources of funding:
    a. Date of establishment of the college:……**13/07/1967**……(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**

7. Details of UGC recognition:

Under Section	Date, Month &Year (dd-mm-yyyy)	Remarks(If any)
i.2(f)	**17/07/1967**	Nil
ii.12(B)	**17/7/1967**	Nil

(Enclose the Certificate of recognition us 2(f) and 12(B) of the UGC Act)

a. 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.	**NCTE**	**12.10.2007**	-	-

(Enclose the recognition/approval letter)

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

Yes ☐ No ☑

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

Yes ☐ No ☑

10. Is the college recognized?
    a. by UGC as a College with Potential for Excellence (CPE)?

    Yes ☐ No ☑

    If yes, date of recognition :………NA…………(dd/mm/yyyy)
    b. For its performance by any other governmental agency?

    Yes ☐ No ☑

If yes, Name of the agency……NA………………and

Date of recognition :………………NA……(dd/mm/yyyy)

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

Location*	**Urban**
Campus area in sq. mts.	**5.673 Acre (23000 sq. meter approx)**
Built up area in sq. mts.	**5217.26 sq. meter**

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

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

a. Auditorium ☑

b. Seminar Complex with Infrastructural facilities ☑

c. Sports facilities

  i. Playground ☑

  ii. Swimming pool ☒

  iii. Gymnasium ☒

d. Hostel

  i. Boys' Hostel ☒

  ii. Girls' Hostel ☒

  iii. Working women's Hostel ☒

e. Residential facilities for teaching and non-teaching staff (give numbers available—cadre wise) ☒

f. Cafeteria ☑

g. Health Centre ☑

h. First aid ☑

i. Inpatient, Outpatient, Emergency care facility ☒

j. Health Centre staff

  i. Qualified Doctor

  Full Time ☑ Part Time ☒

  ii. Qualified Nurse

  ☒ ☒

Full Time Part Time

k. Facilities like
   i. Banking ☑
   ii. Post office ☒
   iii. Book shops ☒

l. Transport facilities to cater to the needs of students and staff ☑

m. Animal house ☒

n. Biological waste disposal ☑

o. Generator or other facility for management/regulation of electricity and voltage ☑

p. Solid waste management facility ☒

q. Waste water management ☒

r. Water harvesting ☑

13. Details of Programmes offered by the college (Give data for current academic year)

Sl. No.	Programme Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student Strength	No. of students admitted
1	Under-Graduate	**B.A.(H)** English, Hindi, Punjabi, Sanskrit, Pol.Sc. , History, Philosophy, Economics, Psychology, **B.Sc.** (Math), **B.Com(H),** B.Com (P), B. A (P), B.EL.Ed	3 years 4 years	12th	English/ Hindi	62 123 46 31 123 62 46 0 62 62 123 185 246 54	146 160 37 26 145 98 54 0 71 55 183 194 261 54
2	Post-Graduate	Hindi, Pol.Sc., Sanskrit, Punjabi, (Tutorial)	2 years	Graduate	English/ Hindi	25 25 25 25	14 01 00 07
3	Integrated Programmes PG	NA	-	-	-	-	-

Sl. No.	**Programme Level**	**Name of the Programme/ Course**	**Duration**	**Entry Qualification**	**Medium of instruction**	**Sanctioned/ approved Student Strength**	**No. of students admitted**
4	Ph.D.	NA	-	-	-	-	-
5	M.Phil.	NA	-	-	-	-	-
6	Ph.D	NA	-	-	-	-	-
7	Certificate Courses	Textile Designing, Tour & Travel Mgmt., Computer Application, Foreign Languages	1 year	12th	English/ Hindi	- - - -	27 57 178 193
8	UG Diploma	NA	-	-	-	-	-
9	PG Diploma	NA	-	-	-	-	-
10	Any Other (specify and provide details)	NA	-	-	-	-	-

14. Does the college offer self-financed Programmes?

Yes ☑ No ☐

If yes, how many? **4**

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

Yes No ☑

16. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are 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**	**UG**	**PG**	**Research**
Science	Maths	√	NA	NA
Arts	English Hindi, Punjabi, Sanskrit, Pol.Sc. , History, Philosophy, Economics, Psychology	√	Hindi, Punjabi, Pol.Sc., Sanskrit	NA
Commerce	Commerce	√	NA	NA
Any Other (Specify)	B.EL.Ed	√	NA	NA

17. Number of Programmes offered under (Programme means degree course like BA, B.Sc, MA, and M.Com)

   a. Annual System 1

   b. Semester System 13

   c. Trimester System NA

18. Number of Programmes with

   a. Choice Based Credit System NA

   b. Inter/Multi-disciplinary Approach √

   c. Any other (specifies and provides details) NA

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

Yes ☑ No ☐

If yes,

a. Year of Introduction of the programme (s) …**12.10.2007** …(dd/mm/yyyy)
and number of batches that completed the programme. **4**

b. NCTE recognition details (if applicable)

Notification No. **NRC/NCTE/F-7/DH-363/2007**

Date: ……**12.10.2007**…………..(dd/mm/yyyy)

Validity: NA

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

Yes ☐ No ☑

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

Yes No ☑

21. 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	NA		NA			**166**		**57**		0
Recruited						**97**	**27**	**17**	**4**	
Yet to Recruit	-	-	-	-	-	**69**	-	**10**	-	-
Sanctioned by the Management/ society or other authorized bodies Recruited	NA	-	-	-	-	-	-	-	-	-
Yet to recruit	-	-	-	-	-	-	-	-	-	-

*M-Male *F-Female

22. Qualifications of the teaching staff:

Highest Qualification	**Professor**		**Associate Professor**		**Assistant Professor**		**Total**
	Male	**Female**	**Male**	**Female**	**Male**	**Female**	**157**
Permanent Teachers							
D.Sc./D.Litt.	NA	NA	Nil	Nil	Nil	Nil	Nil
Ph.D	-	-	-	27	2	26	55
M.Phil	-	-	-	13	Nil	12	25
PG	-	-	-	5	1	11	17
Temporary Teachers/ Ad-hoc Teacher							
Ph.D	-	-	-	-	1	22	23
M.Phil	-	-	-	-	2	18	20
PG	-	-	-	-	1	16	17

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

09

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

Categories	**Year 1 (2011-12)**		**Year 2 (2012-13)**		**Year 3 (2013-14)**		**Year 4 (2014-15)**	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	NA	232	-	188	-	203	-	237
ST	-	26	-	98	-	44	-	21
OBC	-	NA	-	NA	-	NA	-	NA
General	-	1104	-	932	-	1005	-	1209
Others	-	15	-	16	-	28	-	20

25. 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	1252	20	NA	NA	1272
Students from other states of India	211	2	-	-	213
NRI students	NA	NA	-	-	NA
Foreign students	2	NA	-	-	2
Total	1465	22	-	-	1487

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

UG 24.41 PG Data Not Available

27. Unit Cost of Education

(Unit cost=total annual recurring expenditure (actual) divided by total number of students enrolled)

a. Including the salary component **Rs. 64548.00**

b. Excluding the salary component **Rs. 8444.00**

28. Does the college offer any programme 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 ☑

NA

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 ☑

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

Course	**Student teacher ratio**
Honors Courses	
B.com(H) Commerce	34:1
B.A.(H) Economics	36:1
B.A.(H) English	42:1
B.A.(H) Hindi	47:1
B.A.(H) History	66:1
B.Sc.(H) Mathematics	29:1
B.A.(H) Philosophy	42:1
B.A.(H) Political Science	36:1
B.A.(H) Psychology	14:1
B.A.(H) Punjabi	15:1
BA.(H) Sanskrit	15:1
B.A.(P)	16:1
B.Com (P)	41:1
B.El.Ed.	14:1

30. Is the college applying for

a. Accreditation: Cycle1 ☑ Cycle2 ☐ Cycle3 ☐ Cycle4 ☐

b. Re-Assessment: ☐

(Cycle1 refers to first accreditation and Cycle2, Cycle3 and Cycle4 refer store- accreditation)

30. Date of accreditation*(applicable for Cycle2, Cycle 3, Cycle 4 and re-assessment only)

Cycle1 :………NA…(dd/mm/yyyy) Accreditation Outcome/Result….NA…....Cycle2: ……NA…………(dd/mm/yyyy) Accreditation Outcome/Result…NA……..Cycle3:…NA…………… (dd/mm/yyyy) Accreditation Outcome/Result…NA……..

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

31. Number of working days during thel ast academic year.

240

32. Number of teaching days during the last academic year

(Teachingdaysmeansdaysonwhichlectureswereengagedexcludingtheexaminationdays)

180

33. Date of establishment of Internal Quality Assurance

Cell (IQAC) IQAC……--………..(dd/mm/yyyy)

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

AQAR

(i)………NA……(dd/mm/yyyy)

AQAR

(ii)……NA………(dd/mm/yyyy)

AQAR

(iii)……NA………(dd/mm/yyyy)

AQAR

(iv)……NA………(dd/mm/yyyy)

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

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 and staff and other stakeholders.

Vision

Mata Sundri College for Women, named after Mata Sundri ji, the consort of the tenth Guru Gobind Singh ji, was established to propagate the great Mother's cherished ideals of service, leadership, social responsibility and academic pursuits among young women with the motto **"Truth is the highest of all virtues but true living is higher still."** The College cherishes the values of respect, tolerance and co-operation. The point of view of every individual is given attention and students are oriented to issues of national and global relevance. Besides academic excellence they are also encouraged to strive for an appreciation of arts and aesthetics, intellectual excellence and creativity.

Mission

The mission of the College is to develop human potential to its fullest extent so that our students attain success in all walks of life. The College has not only made a mark in the academic field but is also known for developing students to be good citizens with high social and ethical values. The Institution is providing higher education in the realm of Humanities and Commerce with an emphasis on imparting holistic learning.

Objectives:

Mata Sundri College strives to

- Provide quality education in an inclusive setting for women.
- Enable intellectual, physical, social, aesthetic and cultural development of young women.

- Empower young women to take on larger responsibilities of the country as citizens.
- Encourage decision making, leadership skills that incorporate creative and critical thinking among young women in various spheres of life.
- Develop vocational skills of young women.
- Raise consciousness of students towards environment.
- Provide education in a multilingual environment.

The College prospectus succinctly delineates the vision, mission and objectives and fresh entrants to the College are familiarized with these during the Orientation Programme. Further, the curriculum and teaching learning processes of the College attempt to reflect the mission, vision and objectives in day to day functioning.

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).

Mata Sundri College is a constituent College of the University of Delhi. It follows the curriculum prescribed by the University and every effort is made by the College to strictly adhere to the given guidelines.

All the courses offered by the Institution, except Bachelors in Elementary Education (B.El.ED), follow a semester calendar. B.El.Ed. follows an annual schedule. Both the semester and annual mode have their inbuilt component for planning, implementing, assessing and evaluating programmes of study.

The curriculum of each course is regularly revised by the University and the College ensures that the stipulated syllabus is covered in spirit and content. The first step in planning for effective implementation of the curriculum is through the conduct of Staff Council meetings and departmental meetings. Specific committees are initiated as and when course and structural revisions are announced by the University for e.g. to look into semester programmes, three year to four year transition (and later its reversal).

In the Staff Council and department meetings, all changes are discussed in detail. At the beginning of each session, each department conducts departmental meetings to allocate subjects according to specialization and distribute classes and tutorials, so that teaching begins from the first day of the session. Teachers' specialization/ research, interest area and experience is kept in mind while allocating papers. The College believes that only a teacher who enjoys her subject can make it interesting to students; therefore, subjects and papers are never imposed on them. Many departments also encourage the sharing of papers among faculties so that students gain from expertise of various teachers. Sharing of papers thus not only equalises workload but also encourages students to gain from multiple approaches to subject engagement. This has also enabled teachers to remain updated as well.

All the departments of the College plan their academic calendar. Meetings are held for monitoring syllabus completion and for planning departmental programmes and seminars. The College also has a calendar of academic and co-curricular activities, which includes items like Orientation Program, Freshers' Party formation of Student Council, Annual Day, Sports Day, the College Union trip, College Festival and farewell of the outgoing students. The calendar helps in planning the academic schedule so that there is no disruption and departments can complete the curriculum on time.

The Time Table Committee prepares the time table during semester breaks, so that all teachers and students are aware of the schedule of classes before the session starts. Time tables are made for each teacher and class. It is planned to enable best utilization of the Institution's physical and human resources. To avoid any confusion and to create transparency the time tables are displayed outside the rooms and also on the website. Staff members and the students can easily access these time tables.

Each course offers a number of optional papers. These optional papers are offered keeping in mind student choice and interests, job opportunities, availability of resources and specialization of faculty in various departments. Books and study material available to students are regularly updated. Thursdays afternoons are slotted for review of books in the library and teachers interact with book publishers and distributors.

Senior faculty members mentor new teachers and guide them as required. The College offers a wide variety of activities to develop real world connections with curricular content. This includes walks, trips and talks by experts and field practitioners and club activities. Students are hence encouraged to experiment and learn. Each student of the College is either enrolled in NSS, NCC or Sports bodies. Encouragement is given in the form of recognition, scholarship and awards to students to strive for excellence in all these co-curricular areas.

Different departments of the College organize seminars which are open to students of all disciplines hence encouraging cross disciplinary understanding of themes and subjects.

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

The University departments provide a number of resources to scaffold the teaching learning process. These include:-

- University website with information on syllabus, question papers and programmes.
- List of reading material (to all the departments).
- Subject specific library e-resources on Library Portal and web portal (Psychology, Political Science, B.El.Ed., Urdu and English)
- Audio cassettes (Music department)
- Translated material (Hindi, B.El.Ed., Education, Commerce, Political Science and Philosophy)
- Software and CDs (Mathematics and Vocational Studies).
- Proceedings of University seminars and workshops that enable transaction of courses
- Conduct of examinations

Procedural Support provided by the University and the College:

In order to enhance the faculty academic exposure and capacities, the College takes the following steps:

- Provision of Study leave, Sabbatical leave and Lien facility subject to approval as per University of Delhi and University Grants Commission (UGC) rules for permanent teachers to do research and study work.
- College authorities attempt to supplement the efforts of teachers through necessary infrastructural and other logistical requirements, such as audio visual projectors in classrooms, seminar halls, auditoriums and provision of the College bus. These facilities are available to departments on requisition.
- Support through financial resources, making physical spaces available and administrative assistance.

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.

Mata Sundri College provides a spacious, clean, well built physical infrastructure that enables departments to effectively transact prescribed curriculum. The infrastructural support by the Institution to the departments includes:

- Large classrooms, with adequate furniture, well equipped and rich library, a large auditorium, a seminar hall, a conference room, audio visual projection installed classrooms, elevator and laboratories.
- The College has air-conditioned, well-furnished and fully illuminated independent Computer Labs with one Server room and two Servers connected with Wi-Fi system provided by the University of Delhi. The software and hardware are regularly updated.
- A well equipped Psychology laboratory.
- A curriculum lab and resource room for B.El.Ed student-teacher trainees.

- White board and audio visual projection system for B.El.Ed students, to enable them to gain practice with new technology.

In addition, when support by the University is inadequate for a particular course, requirement and special needs of the enrolled students, the faculty of the College works towards fulfilling the gaps. Faculty of most departments compiles additional reading material and audiovisual material to supplement specific themes in the syllabus. Following are the examples of such efforts:

- The Department of Elementary Education has a Resource Centre where extra reading material is provided on various themes of the syllabus. Apart from this, the department also has a collection of DVDs of educationally relevant issues which are used from time to time.
- The Department of Hindi has put up a bulletin board for students of 3rd year to give information about literary news.
- The English department has made available essays in the library on various background topics related to the syllabus.
- The Vocational Centre prepares exercise material and songs in French for the students.
- The Education department has made available in the library compiled 'Readers' of core and additional reading material for students. Several films and educational CDs for discussion are also kept for student consultation.

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?

- Teachers and students are provided with a number of opportunities to interact with the University.
- For curricular purposes, teachers interact with the University as members of the Committee of Courses and Faculties. In these forums, the teachers of the College interact with teachers from other colleges and the University

department. These committees are engaged in curriculum planning, course reorganization, review of syllabi and conduct of examinations.

- Teachers also interact with the University during paper setting and evaluation of scripts at the Centralized Evaluation Centers.
- University departments regularly organize seminars, talks, lectures, conferences and Refresher Courses that present an opportunity for academic interaction and professional development of the teachers.
- Students get a chance to interact with the University through various academic forums as well as co-curricular activities organized by different Colleges and University. They are encouraged to participate in various events, present papers at various National and International Conferences which also enables them to interact with academic community within and outside Delhi University. Three students of the College from BA (Hons) Psychology, presented papers in an individual capacity at a National Conference on "**Social Change in Contemporary India: Psychological Dimensions and Social Response**" held at Sri Aurbindo College, Delhi University in 2014. Further, students have also been a part of Open House sessions at the University.
- Students of B.El.Ed department were participants in the B.El.Ed review process of the University.
- The students of Education Department are office bearers of World University Services (WUS)
- The College has also been a participant of University level ***"Antardhwani"*** and "***Gyanodaya"*** programmes.

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).

As mentioned in section 1.1.5, the teachers of all the Departments get an opportunity to become part of the Committee of Courses, based on seniority and rotation, in the case of larger departments. Student and teacher feedback gets regularly communicated through these committees by the member teachers. The following teachers are members of the Committee of Courses:

Dr Radhika Menon: Member of the Course Development Committee of B.A. (Programme) Education, Delhi University.

Dr. Abha Mathur: Member of Committee of Courses for B.A. (Hons.) and M.A. and selection committee member of evaluators for M.phil and Ph.D Thesis

Dr Sunanda Pathak: Member of Research Studies (Board) in the University (Department of Music), she is also a member of the Course Committee.

Ms Rashmi Singh: Member of Committee of Courses for Commerce subjects.

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

The faculty members of all the departments have been actively participating in various activities pertaining to the development of the curriculum for the four year and other and other programmes of the University. Further they have also been involved in review of the courses.

Dr. Radhika Menon, Department of Education, has been involved in course development committee of D.Ed course for SCERT (Delhi, Meghalaya) and National Council for Teacher Education (NCTE), (Model curriculum Contemporary India, Teaching of Social Science), NCERT (Class X Political Science textbook) and for evolving the assessment guidelines for CBSE. She has provided curricular consultancy to NCERT and been a member of the Joint Review Mission of the Centrally Sponsored scheme on Teacher Education in Tamil Nadu.

Dr. Moitri Dey: Working in a team towards the development of curriculum and study material for M.A. Public Administration. "Arjun Singh Centre for Distance Learning", Jamia Millia Islamia University.

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

Different departments use an amalgamation of methods such as class tests, projects, student presentations, group discussions, film review etc. for tracking the progress being made by the students. What guides the faculty is that the objectives of the curriculum should be achieved through a dialogic teaching learning process. Further, the achievement of the objectives is analyzed not only through paper-pencil tests, but through tasks that involve application of concepts, learning by doing and problem solving. At the start of the session as well as throughout students are oriented about the evaluation procedure. Continuous evaluation of students takes place through class test, assignments, question answer sessions, projects etc. Some project topics have been "**Use of Innovation and Technology in Promoting Good Governance, 'e-marketing'"** by students of Commerce Department, **"Imagining Oneself to be a Victorian Woman and Contrasting it with the Present Time:** C**omparing Age With** Text**"** by students of English Department. The B.El.Ed department has offered projects on "**Hidden Curriculum of Gender and Religion in Schools**", **"Issues of Classroom Management",** and a number of smaller projects on language, Maths and EVS learning. Projects are integral to the semester curriculum of the Education department.

Innovation Project has also been taken up by the students and teachers of the College in order to inculcate research aptitude and competencies at the undergraduate level. The projects taken up include a project by Ms Prabhsharan Kaur, Dr. Sharda Garg and Ms Hemlata Krishnani on "**Working Conditions of BPO Employees; Social and Ethical Dimension"** and "**The Experience and Correlates of Happiness Among Young Adults"** by Dr Pranita Gaur, Ms. Niti Arora and Dr Pooja Wadhawan.

1.2 Academic Flexibility

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

The College is aware that the employment market is demanding and dynamic. We believe in an all inclusive development of students so that after three years of training they are prepared for further education / absorption in workforce. Students' soft skills are enhanced through classroom projects, presentation and communication exercises through curricular and co-curricular activities. Specific industry related skills are also offered by the College as certificate and diploma programmes. This includes add on computer application course, travel and tourism and foreign language courses in French and German by the Vocational Centre. The College along with Sun Foundation in recent years has been offering free classes in Fashion Designing, Textile Designing and Graphic Designing to needy students.

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

Not applicable

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

- **Range of Core / Elective options offered by the University and those opted by the College**
- **Choice Based Credit System and range of subject options**
- **Courses offered in modular form**
- **Credit transfer and accumulation facility**
- **Lateral and vertical mobility within and across programmes and courses**
- **Enrichment courses**

A range of courses are offered by the College as under graduate programmes , such as B.A. Programme, B.Com Programme and integrated professional course such as B.El.Ed. Honours courses are offered in Commerce, English, Hindi, History, Mathematics, Sanskrit, Philosophy, Music, Psychology and Punjabi. As mentioned, vocational, certificate and diploma courses are offered for skill development in textile designing, computer applications, travel and tourism and German language.

Flexibility is ensured in the undergraduate B.A. Programme, where students can choose a basket of discipline and application courses at the time of admission. Flexibility is also part of the B.El.Ed., a four year professional teacher education course. In this course, a host of academic enrichment activities are built into the main curriculum through workshops and school observations, talks, documentary screenings, theatre, craft sessions, discussions and self development workshops every week. The students visit and observe a school intensively for 5-6 days and undergo school teaching training. The fourth year students go through intensive teaching practice for 4-5 months, which enables them with all practical and professional skills for their future employability.

The College has several departmental societies, such as Mathematics Society, Commerce society, History Society and English Literary Society, Education and Urdu Society, *Hindi Sahitya Parishad*, *Sanskrit Parishad* and Punjabi Society. Students are members of these committees and active organizers along with the support and guidance of teachers. The activities undertaken include plays, quizzes, debates, seminars, poster workshops, lecture demonstrations, career exposure and interaction with experts.

The College has a vibrant sports department with several games offered to students for training. The College level teams compete at various competitions and offer an opportunity for students to excel in games and develop careers in sports.

The Mathematics department offers two to three optional papers each semester depending upon the specialization of the faculty members and interest of the students.

The students of Hindi Department are encouraged to go for various short term courses run by the University and the Central Hindi Directorate, such as, translation courses, media courses and foreign language courses.

The Sanskrit Department encourages its students to go for translation and foreign language short term courses run by the University and Sanskrit Academy.

The Psychology Department organizes lectures, workshops, seminars and presentations by speakers and researchers for its students from time to time.

Students of the B.A. Programme who opt for Education as a discipline are introduced to ex-students of the department, who are pursuing careers and higher education courses in Education, Mass Media and Publishing in the final semester to enable familiarity with future pathways.

Students pursuing B.A. Programme are encouraged by various department teachers to pursue higher degrees in the subject for which they have exhibited special aptitude. Several students come to sort out academic problems even after passing out from College.

Choice Based Credit System, Courses in modular form, Credit transfer and accumulation facility, Lateral and vertical mobility within and across programmes and courses are not applicable in the existing undergraduate programmes.

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.

The College does offer self financed courses in the form of Vocational Programmes. These are add on courses and admissions are not a part of the centralized admission system of the College.

Following table explains the details of the add on courses:

Name of the Course	Teachers' Qualification	Curriculum	Salary	Fee Structure	No. of Students
Textile Designing	MSc in Fabric and Apparel Science	As per the UGC and Delhi University guideline	As per UGC guideline	6600/- Rs	27
Foreign Language Course	Postgraduates in their respective languages	As per the UGC and Delhi University guideline	As per UGC guideline	7100/-Rs	193
Computer Application	MCA	As per the UGC and Delhi University guideline	As per UGC guideline	5600/- Rs	178
Tour & Travel Management	Graduate in Tourism and qualified trainer since 2000	As per the UGC and Delhi University guideline	As per UGC guideline	15100/- Rs	57

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.

We understand that diversification and globalization are the keys to the future. The current employment market is brimming with opportunities for someone who has completed a course in skill development programmes in addition to a conventional degree. Realizing the need of the times the College has introduced a number of skill development courses like Diploma in foreign languages, Computer Applications and Travel and Tourism.

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?

Not applicable

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?

As mentioned the College wishes to impart an integrated education to its students and infusing spiritual values in their young minds is at the core our teaching. To this end, the College has a Divinity Society which has been offering an avenue for spiritual inquiries and development of students, through a number of scheduled activities in a calendar year.

The Department activities provide a platform for extending knowledge beyond classroom interaction. These activities are accessible and open to students across disciplines and add to their academic enrichment.

The College regularly arranges educational and industrial trips, talks, lectures, seminars and workshops to supplement the curriculum prescribed by the University.

Our students are also encouraged to attend conferences organized by other Colleges and universities. Students of Psychology, B. El. Ed and Education department have been attending such seminars.

The College offers a rigorous NCC programme to enrolled students and cadets are also trained by resource persons from outside the College.

The students of Psychology with the support of Dr. Pooja Wadhwan have undertaken a littering behaviour study in the College to cross check lessons from the curriculum.

To ensure maximum student participation, classes are conducted bilingually, in Hindi and English.

The above range of activities offered to fulfill institutional and University goals are in addition to those already mentioned in 1.1.3 and 1.1.4

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?

As mentioned already in 1.2.1, the College is aware that the employment market is demanding and forceful. We believe in an integrated development of students so that after three to four years of education they are ready to either pursue higher education or join the job market. The education that the Institution imparts includes developing both their knowledge requirements as well as developing soft skills and analytical and organizational abilities.

The Vocational Centre of the College is oriented to fulfil the needs of the students in this direction. Further, students of the College are involved in the activities of several non-governmental organizations both voluntarily as well as for honorarium for an exposure to the development sector. The students are encouraged to work in the Student Council, cultural committees, and departmental societies, NCC and Sports groups in administrative and managerial capacities to enable skill development in these areas.

The College has an extremely active Placement Cell that ensures interaction between the industry and students. Many companies visit the College for campus recruitment and several of our students have found good placement through the Cell. Our B.El.Ed students have been placed in leading schools of Delhi.

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?

The course content of B.A. Programme, B. El.Ed., Political Science, Philosophy and Psychology includes aspects of gender, climate and environment concerns, human rights and ICT. The Women's Development Cell, Anti Sexual Harassment Committee and Anti-Ragging Committee have regularly been organizing workshops and campaigns for gender sensitization. Students and teachers through various departmental societies are involved in making the College ecologically sustainable and the city greener. The College has constituted an Eco-Club recently.

The Departments of B.El.Ed, History, English, Psychology, Political Science and Education have organized film screenings. A number of films are screened in the College by the departments in order to introduce cross-cutting issues. In this light, the Department of Education organized a lecture-screening seminar on the "**Language of Cinema"** to introduce students to the discourses on gender, climate, environment and human rights as well as the technology of cinema on 18 September 2014, with an expert in the field. A number of films were also screened as part of the seminar. The special seminar on **"Citizenship and Education**" held on 19 March 2015, addressed citizenship concerns and discourses relevant to these issues for the students.

From this academic year a compulsory paper on Environmental Issues has also been introduced for all students of the College in the first year. The Eco-Club has integrated various environmental concerns through projects and activities. The Eco-club encourages environmental awareness among students.

The "**Equal Opportunity Cell**", is dedicated to ensuring equality of opportunity to students cutting across caste, creed and religion and to enable pedagogical and curricular transactions in an environment of safety and dignity. The College actively promotes diversity and inclusivity through fee concessions. The **North-East Welfare Cell** sensitizes students to issues related to security, culture and linguistic diversity. It also provides support to students against discrimination and harassment and creating a congenial atmosphere for students from North-East States.

The World University Services (WUS) has been reactivated in the College to take up programmes to promote social harmony and syncretic culture. The departments of History, Urdu and Education have initiated a thematic series of workshops entitled **"Sabrang**" focusing on the pluralistic culture of the country. The library has a rich collection of books in the reference and general section, where the above mentioned themes are taken up.

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

- **moral and ethical values**
- **employable and life skills**
- **better career options**
- **community orientation**

Mata Sundri College integrates the curricular with the co-curricular activities in order to provide holistic development of students. All the departments offer a number of enrichment programmes to make students aware of their responsibilities as citizens and as morally and ethically responsible human beings. In the B.El.Ed Department, workshops and talks are held throughout the year as part of the academic enrichment component for a comprehensive development of students.

Moral and Ethical values are inculcated as part of everyday teaching through the Divinity Society. There are papers such as **"Ethics and Aesthetics**" in the course content of Philosophy students. Teachers take up moral ethical issues for discussions in the classroom and tutorials. The Debating, Dramatics, and Divinity Societies have emphasised some of these issues in their programmes.

The B.El.Ed Department organizes Self Development workshops for the 2nd year students. The theatre workshops for 1st and 3rd year students incorporate issues of morality and ethics in education.

Community Orientation is integral to NCC and NSS programmes. The Student Council also takes up these actions through the volunteers recruited for the College community's well being; for e.g. the cleanliness volunteers of the Student Council promoted habits of hygiene in common settings of the College. NSS has organized social programmes such as health camps. Vocational Course (Textile) encourages the students to promote and appreciate local handicrafts. There is a mandatory slum project offered to B.El.Ed. students in the first year of their course. NCC students and Divinity Society students offer 'seva' during College programmes. History department and B.El.Ed students have undertaken heritage and community walks for developing an understanding of communities. These activities have enabled students to become reflective and concerned citizens, who can interact with people beyond their classrooms.

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

Student feedback is regularly taken informally by the teachers for improving curricular transaction. Student committees also offer feedback to the administration on improving the environment of the College.

The teachers have an informal interaction with the parents of the first year students at the commencement of the academic session. Subsequently parents meet the teachers before College trips.

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

The College and the Management encourage and support enrichment programmes. The student feedback on enrichment programmes enable such programmes to be sustained. These are then assessed by the teachers and Principal in the Staff Council meetings.

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?

As discussed in 1.1.6, many faculty members are part of course / curriculum committees of the University and are actively involved in designing and developing the syllabi, setting question papers and in completing evaluation work.

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?

The College has a mechanism wherein the students are encouraged to voice opinions on the difficulties they face regarding curriculum content, delivery, pedagogy etc. They can directly contact the Teacher-In-Charge of the department and the concerned faculty. The feedback is also obtained by the faculty in the classes and conveyed to the representatives of the courses of the committee for further communication to the University. The Student Council of the College is a forum where students express concerns and suggestions. The B.El.Ed department has a separate departmental student forum for addressing grievances and concerns.

The faculties have departmental meetings in which the issues raised by the students are discussed and steps are taken to improve the situation. The faculty attending the departmental meetings of the University for Curriculum also conveys it in the relevant meetings. Our B.El.Ed students have been officially involved in course review processes.

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?)

- All the programmes and courses were introduced as per the University curriculum.

- To give practical knowledge to the students the Commerce Department introduced courses in Tally, Banking and Insurance (in BA (Programme) and Introduction of Computers in Office Management and Secretarial Practices (OMSP).
- The Hindi Department offered a new optional course paper **“Media and Journalism”** to give employment orientation. Two papers were also introduced in the BA Honours Hindi course – A) Language Teaching and B) Media.
- In the English Department a course on “**Women’s Writing”** was introduced at the Honours level.
- In Political Science Department allied and interdisciplinary papers have been introduced.
- In Sanskrit Department many new papers were introduced like **“Vedic Maths**”, **“Epigraphy”** and **“Linguistic Studies**” to enable students to enhance their employability.
- In the Education department, the College has been offering the new semester courses in the B.A programme

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

The Commerce Department is considering setting up of summer training programmes for developing professionals. The English Department is keen to initiate a full fledged Mass Communication course and offer remedial classes for free to the students. Widespread participation among faculty in curricular development is also being considered by the departments. The Physical Education department without a fixed curriculum has been attempting to develop an effective set of programmes for the students, but its measurability poses a challenge. The Vocational Studies (Textile) Centre is trying to get a course on garment manufacturing for textile designing. The Punjabi Department is seeking to institutionalize translation and job orientated workshops.

CRITERION-II

TEACHING - LEARNING AND EVALUATION

2.1 Student Enrolment and Profile

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

All admission procedures followed by the College are as per University guidelines. Publicity of the admission process is made both at the University level and College level.

Publicity at the University Level: The University disseminates information about the admission process through its website, FM radio, print and electronic media, the Admission Handbook, help desks as well as Open House Sessions organized by it.

Publicity at the College level: The College publicizes the admission process through its own printed prospectus, which explains in detail the entire process and rules and regulations governing it. In addition, information pertaining to admissions is displayed on the College website.

Maintenance of Transparency: The College maintains transparency by strictly adhering to the directives, regulations and procedures of Delhi University. As mentioned, the entire mechanism pertaining to admission is explained exhaustively in College prospectus. Furthermore, the cut off lists are displayed on the College website, University website as well as in prominent newspapers of the city. Grievances, if any during the admission process are addressed by a Committee especially constituted for this purpose.

The Bachelor of Elementary Education Department (B.El.Ed) follows a centralized admission policy in adherence to the norms prescribed by the Central Institute of Education (CIE), University of Delhi.

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.

Admission criterion for under graduate courses is decided by each department of the College within the broad framework of University of Delhi rules. There is no interview/ written test for admission to under graduate courses offered in the College except for B.El.Ed.

For all Honours and BA/B.Com (Programme) courses merit is decided on the basis of marks obtained by students in Class XII examination. Admission to the B.El.Ed course is based on a combination of merit and entrance test. After the entrance test, a merit list of candidates is prepared on the basis of their performance in the test and their Class XII result. Separate merit lists are prepared for the general category and reserved categories as per norms of Delhi University

Additional Eligibility Criteria of the College

1. With a view to promote the courses like Philosophy, Urdu, Music and Sanskrit a relaxation of 5% marks is given to students.
2. Suitable relaxation is given to students for opting Punjabi Language as a subject.

Admission based on Sports Excellence and Extra Curricular Activities (ECA)

1. The College follows the University directives while making admissions based on excellence in sports and ECA. The University stipulates that not more than 5% of admissions can be made under this category. Students seeking admission under both categories are required to participate in trials held in College premises. In terms of specific skills and talents with respect to students excelling in sports and extracurricular activities, there are centralized committees (ECA and Sports committees) so designated by the Staff Council every two years.

2. These committees scrutinize the applications received each year, selects suitable candidates based on a predetermined criterion developed by them and hold trials / auditions leading to a final selection.

3. These two central committees admit the selected candidates to various courses. The selection is based on a combination of both skill and merit.

The College admits students on the basis of following sports:

Archery, Judo, Chess, Yoga, Kho-Kho, Karate, Volleyball, Taekwondo, Weight Lifting, Power lifting, Athletics, Baseball, Swimming.

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.

COURSE WISE ADMISSION CUT OFFS

College Name	**General**		**OBC**		**SC**		**ST**		**PWD**	
	Max	Min	Max	Min	Max	Min	Max	Min	Max	Min
B A Programme										
1.Mata Sundri College	83	76	NA	NA	78	63	78	60	73	40
2.Deshbandu College	82	75.5	75	66	73	65	72	62.5	75	60
3.Sri Aurbindo College	82	70	77	65.5	75	60	75	52.5	75	50
4.Vivekananda College	82	73	78	65.75	77	65	77	50	77	50
5.DDU College	82	80	77	74	75	72	75	55	75	40
B. A. (Honours) ENGLISH										
1.Mata Sundri College	89	87	NA	NA	84	75	84	55	79	45
2.DDU College	89	88.5	84	83.5	81	80	81	70	87	40
3.Deshbandu College	88	87	83	80.5	78	75	78	74	85	79
4.PGDAV College	87	86.5	82	80.5	72	72	62	54	62	55
5.Zakir Husain College	90	89-89.9	85	82-84.9	85	80.5-80.9	85	80.5-80.9	85	80-81.4
B. A. (Honours) HINDI										
1.Mata Sundri College	65	60	NA	NA	60	53	60	53	55	40
2.Bhagini Nivedita College	70	67	66	55	63	58	63	58	63	61
3.PGDAV (eve) College	65	64	64	61	62	60	62	54	60	55
4.Motilal Nehru (eve) College	65	65	60	55	58	58	55	48	50	50
5.Janki Devi College	70	69	65	67	65	64	68	63	65	64
B. A. (Honours) PHILOSOPHY										
1.Mata Sundri College	70	69	NA	NA	65	59	65	59	60	45
2 .Lakshmi Bai College	70	69	65	60	65	60	65	60	65	53
3.SPM College	68	68	64.5	61.5	64.5	62	64.5	61.5	68	61.5
4.Janki Devi College	80	78.75	83	72	73	65	78	65	73	65
5.Zakir Husain College	84	81-81.9	82	76-76.9	80	73-73.9	80	73-73.9	82	75-76.9

B. A. (Honours) PSYCHOLOGY										
1.Mata Sundri College	90	89.5	NA	NA	85	57	85	57	80	45
2.Sri Aurbindo (eve) College	90	81	85	69	85	65	85	65	80	63
3.Bhim Rao Ambedkar College	92	87	90	77	88	68	88	64	84	63
4. Zakir Husain College	92	92	85	77-77.9	82	74-75.9	82	74-75.9	85	75-76.9
5.Keshav Maha Vidyalaya	94	93.25	90	77	85	75	85	65	90	65
B. COM. (P)										
1. Mata Sundri College	91	89	NA	NA	86	55	86	55	81	45
2. Aditi Mahavidyalaya	80-85	75-80	75-80	68-73	75-80	63-68	75-80	63-68	75-80	53-58
3. Lakshmibai College	92	85.5-85.75	87	70	87	62	87	62	87	70
4. SPM College	91	87.5	86.5	74	86.5	66	86.5	66	91	66
5. Vivekananda College	90	86.5	85	76	84	66.25	84	50	84	50
B. COM. (HONOURS)										
1. Mata Sundri College	93	91	NA	NA	88	56	88	56	83	45
2. Aditi Mahavidyalaya	89-94	84-89	84-89	73.75-78.75	84-89	54-59	84-89	54-59	84-89	77-82
3. Lakshmibai College	94	92.75	89	78	89	67	89	67	89	78
4. SPM College	93	91	88.5	79	88.5	69	88.5	69	93	69
5. Vivekananda College	92	92	86	85	85	75.5	85	64	85	64
B. A. (Honours) SANSKRIT										
1. Mata Sundri College	50	45	NA	NA	45	40	45	40	40	40
2. Daulat Ram College	55	53	53	48	52	48	52	47.5	52	45
3. Lakshmibai College	50	50	45	45	45	45	45	45	45	45
4. SPM College	55	45	52.25	45	52.25	45	52.25	45	55	45
5. Vivekananda College	55	48	53	45.75	50	45	50	45	50	45
B. A. (Honours) HISTORY										
1. Mata Sundri College	72	71	NA	NA	67	65	67	65	62	45
2. Motilal Nehru (Eve) College	72-75	72-75	70-75	65-68	67	60	67	47.5	60	46
3. Lakshmibai College	76	74-75.75	71	66-66.75	68	64-67.75	68	64-65.75	71	65-65.75
4. SPM College	70	70	66.5	65	66.5	64	66.5	61	70	60
5. Vivekananda College	73	73	70	69.25	69	68.5	69	58	69	58

B. A. (Honours) POLITICAL SCIENCE										
1. Mata Sundri College	78	76	NA	NA	73	70	73	70	68	45
2. Motilal Nehru (Eve) College	77-81	77-81	75-79	70-74	70	70	70	65	60	60
3. Lakshmibai College	82	81	77	73	75	73-74.75	75	69	77	70
4. SPM College	85	81	80.75	74.25	80.75	77	80.75	73	85	73
5. Vivekananda College	87	84.5	85	78	84	80.5	84	65	84	65
B Sc Mathmatics										
1. Mata Sundri College	87	86.5	NA	NA	82	70	82	55	77	45
2. Deen Dayal Upadhaya College	93	92.5	90	89	85	82.5	72	70	80	40
3. Janki Devi College	88	87	75	80	75	72	82	68.5	75	68.5
4. Kalindi College	91	89.7	87	86	86	74	81	54	81	54
5. Vivekananda College	88	88	85	83	80	75	80	70	85	70

COURSE	**2011- 12**	**2012- 13**	**2013- 14**	**2014- 15**
B.A. (PROGRAMME)	**63 %**	**62 %**	**NA. Under the FYUP** **B. A. (Prog) had been discontinued**	**76 %**
B. A. (Honours) ENGLISH	**78 %**	**83 %**	**83 %**	**87 %**
B. A. (Honours) HINDI	**50 %**	**55. 50 %**	**58 %**	**60 %**
B. A. (Honours) PUNJABI	**45 %**	**45 %**	**45 %**	**49 %**
B. A. (Honours) PHILOSOPHY	**57 %**	**56 %**	**64 %**	**69 %**
B. A. (Honours) PSYCHOLOGY	**74 %**	**82 %**	**87 %**	**89. 50 %**
B. A. (Honours) SANSKRIT	**45 %**	**45 %**	**45 %**	**45 %**
B. A. (Honours) HISTORY	**56 %**	**62 %**	**66 %**	**71 %**
B. A. (Honours) POLITICAL SCIENCE	**60 %**	**64 %**	**68 %**	**76 %**
B. COM HONOURS	**84 %**	**87. 50 %**	**89%**	**91 %**
B. COM	**80 %**	**84 %**	**-NA**	**89 %**
B.Sc. Mathematics (Hons)	**70 %**	**77 %**	**81 %**	**86. 50 %**
B. EL. ED	Entrance test			

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

The Admission process is regulated by the University guidelines. However, the College does have the freedom to determine its own criteria for admission. This is discussed and debated upon each year by the individual departments. In addition:

- The Staff Council reviews the admission policy every year.
- A Grievance Committee looks into the problems and queries of the students and parents

B.El.Ed Department:

Every year, regular centralized meetings are held at CIE before the commencement of the admission procedure to review the same. These meetings are attended by faculty members of the colleges where the course is being taught. Based on the experience of previous years the colleges offering this course give their suggestions which are taken into account for the next admission process.

As a result of the review of the admission process, the procedure has become more smooth and transparent.

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**
- **OBC**
- **Women**
- **Differently abled**
- **Economically weaker sections**
- **Minority community**
- **Any other**

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

- Education for women from all strata of society.
- Meeting the special needs of differently abled through an Equal Opportunity Cell and an Enabling Unit.
- Prevention of sexual harassment of women by constituting an Internal Complaints Committee.
- Ensuring that the campus is ragging free by creating The Anti Ragging Committee which ensures that no student faces any mental or physical harassment in the College.
- Ensuring inclusiveness by creation of the **North East Welfare Cell** which prevents racial discrimination and safeguards the interests of students from our North Eastern States.
- Provision of essential facilities for the differently-abled including construction of ramps, specially designed toilets and software like JAWS, Braille etc.
- Providing academic aid to weak students by helping them during tutorial classes
- Furnishing financial aid in the form of Student Aid Fund and Fee Concession to students from economically weaker sections and sports categories.

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.

Admissions to various courses are based on cut-off of marks announced by the College. All students meeting the criteria are granted admission. The following table provides details of various courses being taught in the College, the number of applications received over the last four years and the demand ratio:

DEPARTMENT & PROGRAMMES		Number of Applications	Number of Students Admitted	Demand Ratio
B.A. (PROGRAMME)	2011- 12	*	288	*
	2012- 13	13456	305	44:1
	2013- 14	13158	0	NA
	2014- 15	Data not available	261	*

DEPARTMENT & PROGRAMMES		Number of Applications	Number of Students Admitted	Demand Ratio
B.A. (HONOURS) ENGLISH	2011- 12	*	84	*
	2012- 13	7307	71	103:1
	2013- 14	15535	120	129:1
	2014- 15	56657	146	388:1
B. A. (HONOURS) HINDI	2011- 12	*	130	*
	2012- 13	4803	98	49:1
	2013- 14	6213	135	46:1
	2014- 15	23986	160	150:1
B. A. (HONOURS) PUNJABI	2011- 12	*	18	*
	2012- 13	2467	11	224:1
	2013- 14	803	53	15:1
	2014- 15	2152	37	58:1
B. A. (HONOURS) PHILOSOPHY	2011- 12	*	49	*
	2012- 13	3807	50	76:1
	2013- 14	4384	64	69:1
	2014- 15	18107	54	335:1
B. A. (HONOURS) PSYCHOLOGY	2011- 12	*	50	*
	2012- 13	6453	63	102:1
	2013- 14	7079	NA	Data not available
	2014- 15	10617	71	150:1
B. A. (HONOURS) SANSKRIT	2011- 12	*	18	*
	2012- 13	2103	22	96:1
	2013- 14	1464	30	49:1
	2014- 15	8843	26	340:1
B. A. (HONOURS) HISTORY	2011- 12	*	76	*
	2012- 13	4653	55	85:1
	2013- 14	6823	121	56:1
	2014- 15	20851	98	213:1
B. A. (HONOURS) POLITICAL SCIENCE	2011- 12	*	128	*
	2012- 13	7839	105	75:1
	2013- 14	9147	176	52:2
	2014- 15	22112	145	152:1

DEPARTMENT & PROGRAMMES		**Number of Applications**	**Number of Students Admitted**	**Demand Ratio**
B.COM HONOURS	2011- 12	*	139	*
	2012- 13	12203	146	84:1
	2013- 14	14611	318	46:1
	2014- 15	33827	183	169:1
B. COM	2011- 12	*	276	*
	2012- 13	18857	176	107:1
	2013- 14	18049	NA	
	2014- 15	Data not available	194	Data not available
B. SC (HONOURS) MATHEMATICS	2011- 12	*	51	*
	2012- 13	6852	72	95:1
	2013- 14	10436	88	119:1
	2014- 15	19755	55	359:1
B. EL. ED	2011- 12	Centralized admissions	50	-
	2012- 13	-	52	-
	2013- 14	-	53	-
	2014- 15	-	54	*
M. A HINDI	2011- 12	-	5	**
	2012- 13	-	6	**
	2013- 14	-	18	**
	2014- 15	-	14	**
M. A. PUNJABI	2011- 12	-	7	**
	2012- 13	-	3	**
	2013- 14	-	2	**
	2014- 15	-	7	**
M. A. SANSKRIT	2011- 12	-	0	**
	2012- 13	-	0	**
	2013- 14	-	1	**
	2014- 15	-	0	**
M. A. POLITICAL SCIENCE	2011- 12	-	0	**
	2012- 13	-	1	**
	2013- 14	-	1	**
	2014- 15	-	1	**

DEPARTMENT & PROGRAMMES		**Number of Applications**	**Number of Students Admitted**	**Demand Ratio**
B. A. (HONOURS) ECONOMICS	2011- 12	NA	-	**
	2012- 13	NA	-	-
	2013- 14	Data not available	49	-
	2014- 15	NA	0	-
B.TECH PSYCHOLOGICAL SCIENCE	2011- 12	NA	-	-
	2012- 13	NA	-	-
	2013- 14	Data not available	51	*
	2014- 15	NA	0	-
CERTIFICATE COURSES				
CERTIFICATE IN GERMAN	2011- 12	51	51	-
	2012- 13	59	59	-
	2013- 14	76	76	-
	2014- 15	81	81	-
CERTIFICATE IN FRENCH	2011- 12	55	55	-
	2012- 13	63	63	-
	2013- 14	79	79	-
	2014- 15	87	87	-
CERTIFICATE IN SPANISH	2011- 12	43	43	-
	2012- 13	51	51	-
	2013- 14	43	43	-
	2014- 15	40	40	-
DIPLOMA				
TEXTILE DESIGNING	2011- 12	-	-	-
	2012- 13	-	-	-
	2013- 14	-	-	-
	2014- 15	29	27	-
TOUR & TRAVEL	2011- 12	-	-	-
	2012- 13	-	-	-
	2013- 14	-	-	-

DEPARTMENT & PROGRAMMES		**Number of Applications**	**Number of Students Admitted**	**Demand Ratio**
	2014- 15	68	57	-
COMPUTERS	2011- 12	-	-	-
	2012- 13	-	-	-
	2013- 14	-	-	-
	2014- 15	178	178	-

- ∗ No applications were received by the College in this year.
- ∗ For postgraduate courses only tutorial classes are conducted in college, hence no data of applications is available.

There has been overall increase in the total number of students admitted to under graduate courses, with the total number of students admitted being 1485 in 2014-15 in comparison to 1258 students in 2013-14. The significant increase in numbers can be attributed to the presence of a distinguished, competent and dedicated faculty in the College. The excellent infrastructural facilities provided by the College including a well furnished, well stocked, Wi-Fi enabled, air conditioned library are instrumental in attracting students. An ultra modern auditorium with a seating capacity of five hundred students can be used by them for their non scholastic activities.

The College offers a myriad variety of course and students have numerous options to choose from. Apart from the conventional courses we also offer vocational courses and certificate courses in Foreign Languages to develop the soft skills of our students. These certificate courses have been very popular with students and the number of students has grown from 149 in 2011-12 to 208 in 2014-15. The College has also introduced other add on courses like Diploma courses in Textile Designing, Tour and Travel and Computers.

The College is committed to providing students with a safe and secure environment as well as an academically and psychologically satisfying ambience. This too is responsible for a lare number of students enrolling in our College. The increase in number of students can also be attributed to the College being centrally located with the Rajiv Chowk, Barakhamba Road and Mandi House metro stations being in close proximity, thereby making commuting convenient for girl students of the College.

2.2 Catering to Student Diversity

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

The College is sensitive to the needs of the differently-abled students and attempts to work towards providing an enabling environment to them. The following attempts have been made so far:

A full-fledged Enabling Unit has been established in the College with a view to focusing on providing accessible education and equal facilities to the differently-abled students. The Institution adheres to all government policies in this regard. In addition, most of the policies defined by the Equal Opportunities Cell (EOC) of the University have been implemented by the College.

Some of these are outlined below:

- No tuition fee is charged from physically handicapped students.
- Specialized study material is made available free of cost.
- The College campus already is and is being further made accessible and movement friendly for the differently-abled. The College has separate toilets for them and more ramps are being constructed for the comfortable mobility of those needing it.
- Extra time is given to visually challenged students during examination.
- Readers and writers are made available for students as per their requirement.
- The College provides equipment, reading material and software programmes for these students. These include Angel Pro device, Notebook, Braille Material, Laptop and Mathematical Awareness Kit.
- Tactile paths have been laid out around the College and auditorium building and a disabled friendly elevator has been installed in the auditorium, for the use of these students.
- Differently abled students actively participate in cultural events hosted by other colleges.

The College is constantly striving to take better initiatives to cater to the requirements of such students.

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.

It is not possible for the College to perform this role as admissions are based on guidelines issued by the University. Admissions are made on the basis of cut off lists issued by the colleges. Hence the College does not have any specific criteria to assess knowledge and skills of the students. Teachers interact with students after admissions and assess them during classroom interaction, modifying and adopting suitable teaching methodology according to their needs.

As mentioned, for the B.El.Ed course, students are assessed in terms of knowledge and skills through an entrance test. Their performance in this test and marks obtained in Class XII examination are the basis on which the admission is granted.

The details of the knowledge areas tested are as follows:

CONTENT TESTED	TYPE	MEDIUM
Bilingual Language Comprehension	Multiple Choice	English and Hindi
Subject Knowledge (Science up to Class X)	Multiple Choice	English or Hindi
Mathematical Thinking & Reasoning	Multiple Choice	English or Hindi
Subject Knowledge (Social Sciences upto Class X)	Multiple Choice	English or Hindi

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?

During classes, teachers attempt to provide individualized attention to students so as to cater to their academic needs. The following efforts are made to bridge the knowledge gap of students:

- Teachers provide additional reading and resource support in order to bridge the knowledge gap of students as well as enhance their existing learning.

- Tutorials are utilized as classes where students can clarify their doubts, share their queries and where teachers can engage in a more personalized interaction with them. The tutorials most significantly, help teachers to give additional readings, hold discussions, presentations and writing tasks on the on-going as well as completed topics.

- Students can also get in touch with teachers during their contact periods and mid-term break.

- Based on the results of internal assessment, teachers provide individual assistance to the students.

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

The College has several societies such as Eco Club, Divinity Society, Women Development Cell, NSS (National Service Scheme), NSO (National Sports Organization) and NCC (National Cadet Corps), which sensitize students towards gender, inclusion and environment protection. The faculty encourages students to participate in activities and events organized by these societies. Various initiatives like cleanliness drives, medical camps and street plays on gender and other social issues have been undertaken by these societies. In addition, they also organize talks and workshops on legal rights of women and debates on relevant social issues.

Furthermore, classroom teaching is used as a platform, wherever appropriate, in order to create awareness among students on these issues. There are different courses wherein issues of gender, environment and inclusion are dealt with specifically. Courses like B.El.Ed have subjects like Contemporary India, Core Social Sciences, Gender and Schooling wherein these aspects are taken up for a detailed study. Faculty members, by adopting innovative pedagogical strategies like discussions, documentary screenings, talks and reflective writings encourage students to look at these issues critically. Field projects like factory and slum visits and visits to historic sites are utilized as opportunities to help students understand these issues not only through readings, but also through observation and study of lived social reality.

The Department of English too has a syllabus that deals with these issues through specific papers on Women's Writing, Literary Theory and Postcolonial Writing. The focus of these and other papers is on marginality, gender and inclusion. The department through events organized by its Literary Society and frequent film screenings uses every opportunity to sensitize their students on these concerns even outside the classroom.

All the departments complement the efforts of the academic as well as non-academic societies by organizing seminars, talks, paper readings, workshops etc. on similar topics. Students as a part of their syllabus are required to do projects on issues such as environment protection and social inclusiveness.

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

The College makes sincere attempts to identify the needs of advanced learners. We endeavour to monitor the performance of students and thereby assess their learning potential. Once this is done, the departments and the College encourage and motivate such students to compete and perform in the larger peer group. Peer learning and cooperative learning also help to capitalize and optimize on the potential of these students. Furthermore, the faculty members provide help to such learners by giving them additional reading material. Financial help is also given to such students if required. In addition, toppers and University rank holders are felicitated on the College Annual Day.

2.2.6 How does the institute collect, analyse and use the data and information on the academic performance(through the programme duration)of the students at risk of dropout (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 Equal Opportunity Cell (EOC) of the College is a fully functional body, working in a close coordination with the Enabling Unit. The EOC ensures that both students and employees from all sections of the society are given an opportunity to grow and prosper.

THE FOLLOWING STEPS HAVE BEEN TAKEN BY THIS CELL:

- A data base of students from weak socio-economic status as well as students with special needs is created at the time of admissions. Students from such backgrounds are identified through details in the admission forms pertaining to income status, special categories of students including ST/SC and differently abled.
- The Equal Opportunity Cell has taken proper steps to look after the needs and concerns of SC/ST/PWD/Minorities and other weaker sections of society, ensuring that they are adequately represented in the College.
- For students who are at the risk of drop out due to financial reasons, a Students' Aid Fund has been constituted. Such students are given fee concessions, stationery, conveyance, medicine and clothes etc. SC/ST students, whose guardians are not assessed for income-tax, can avail reimbursement of tuition fees after admission.
- Special concession for disabled students from economically weaker sections is available. The College is a part of the scholarships schemes running under University of Delhi which include scholarship to Women/PH/ST/SC/OBC and BPL Card holders.
- The library maintains a book bank of essential texts which the economically deprived students can borrow for the whole year. The Helen Keller Unit provides various facilities to the visually challenged and physically handicapped students and faculty, thereby creating a congenial work environment for them.
- The teachers assess the performance of such students and provide additional help to them during tutorials.
- The internal assessment records maintained by the teachers help in tracking the academic progress being made by each student.

- The College also has a **North-East Welfare Cell**, which has been established under the directives of **Ministry of Human Resource Development** to prevent any kind of discrimination and harassment and to ensure a hospitable environment where students from the North Eastern States feel safe and secure.

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.)

Following steps have been taken towards planning of teaching-learning and evaluation schemes:

- The Academic Calendar consisting the teaching, examination and vacation duration schedule is drawn out and communicated by the University of Delhi to all colleges. This Calendar is then worked around in terms of planning of various teaching and non-teaching activities by the College.
- The time-table is drawn up and is made available to both teachers and students well in advance before the commencement of the session. It is also uploaded on the College website.
- Teachers are provided with individual copies and it is displayed outside classrooms and on notice boards. The time table and the University schedule are strictly followed. However, the teachers develop their own teaching plans as per their discretion and needs of the learners within the given schedules.
- Delhi University follows a centralized evaluation system for examinations. The schedule for the same is sent by the University to respective colleges in the form of a booklet and the teachers check the dates of evaluation for their individual papers and adhere to this schedule prescribed by the University.

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

The College has applied for the first cycle of accreditation. Hence the IQAC is in the process of being formed.

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?

Class room teaching is not teacher centric or text centric, but an attempt is made to make learning interactive and participative. Discussions, reflection and voicing of one's opinion are encouraged. Attempts are made to support learning through the use of technology by teachers as well as students in the form of presentations and assignments wherever possible.

Group tasks are encouraged to enhance peer learning and students are given projects which stimulate learning by exploring critical thinking. They work together in small groups to prepare paper and power point presentations. Tutorials become a fertile ground for student centric learning as students and teachers interact with each other in small groups.

In the B.El.Ed department students get an opportunity for group as well as individual learning. The first year students engage with school children in both groups and in an individual capacity, while in the third year they teach in pairs during block teaching. Both these activities give them an opportunity not only to work as individuals but also make them aware of the strength of working in collaboration.

Fourth year further helps in individualized learning, but in the setting up of the Resource Room- a centre of teaching-learning resources, they again work together as a group, building upon each others potential to the best of their ability. The faculty members are constantly present to facilitate them in this learning process. Workshops, talks, lectures and seminars are organized by the Department and students are encouraged to attend these academic activities in other institutions as well. The

Department is working on a Newsletter to be brought out soon and this too will be a collaborative effort.

The College authorities attempt to supplement the efforts of teachers through necessary infrastructural and other logistical requirements. Providing resources, physical spaces and administrative support become important here.

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 College and the departments hold inter class and inter college paper presentations, seminars and conferences to nurture critical thinking and creativity. Further, with a view to promoting integrated education, the Institution organizes a Kirtan and Bani competition, an event which infuses moral and spiritual values in the students. In addition ample opportunities are given to students to showcase their talent during the College's annual cultural festival ***"Saarang".*** Our students also participate in Delhi University's cultural festival ***"Antardhwani***". We encourage our students to take independent decisions which enable them to become life-long learners and innovators. Critical thinking, creativity and scientific temper are at the core of our teaching.

Special lectures, workshops, documentary screenings are held where Resource Persons are invited to share their expertise and skills with students. For instance, the B.El.Ed department organizes academic enrichment activities every Thursday. As a part of these activities craft and storytelling workshops, talks by eminent speakers from the field of education and other areas, documentary screening concerning issues of gender, caste, environment etc. are discussed.

The B.El.ED students are taken for field visits for enriching and contextualizing their learning to outside the classroom environment. For instance, students have been taken for visits to ***Bangla Sahib Gurudwara*** Museum and ***Bal Bhawan.*** Heritage Walks have been conducted to historical sites which are of socio-historical significance. These include the Humayun's Tomb, Mehrauli Archaeological Park and ***Ferozshah Kotla*** Fort to name a few. In order to broaden their horizon of thinking our students have been taken for academic meets and events organized at other colleges. All these have proved to be rich learning opportunities for both students and teachers.

In addition to this, the B.El.Ed department engages students in reflection writing where in they reflect on issues and experiences from the field which helps them in developing a critical perspective.

Classroom teaching encompasses taking up small projects in respective disciplines in all the four years. The nature of these projects varies according to the subjects. The fourth year students take up two school based research projects where the focus is on objective analysis of the data and sharing of findings

The Department of History too organizes educational trips and Heritage Walks for their students. They are taken for visits to monuments and museums of the city and this out of the classroom method of teaching proves to be extremely enriching. In a complete break from traditional pedagogy, lectures on the paper on Ancient India are held at the National Museum thereby giving the students a consummate experience of the wonder that was India.

The Department of English nurtures creativity of students by encouraging them to prepare brief skits from portions of their syllabus. The extremely active Literary Society makes an endeavour to tap the imagination of students to the fullest. In addition students are encouraged to analyze every text with a critical perspective, to subject it to a deconstructed, against the grain reading. Other departments of the College like Psychology, Political Science and others strive to inculcate critical and analytical skills in their students.

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 College provides internet facilities for faculty as well as students. Access to e-resources can be sought conveniently. Provision of projectors and laptops further aids in making teaching-learning more innovative and exciting for the learners. The computer labs in the College are well equipped with a large number of computers and related facilities. LCD screens and scope for individual teacher attention is also made possible in these laboratories.

Once again departments like the B.El.Ed utilize documentary screenings and power point presentations as significant pedagogical strategies. The College constantly makes available all the required means for realizing these strategies. One of the rooms allotted to B.El.Ed has its own projector. The department also has a set of speakers, educational DVDs and desktop computer. The method of using cinema to complement classroom teaching is used by departments like English, Psychology, History and Political Science. The use of PPT as a teaching tool is common in all the classrooms cutting across departments.

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

The College encourages faculty members to attend and participate in lectures, seminars, workshops of their interest organized by different institutions. Students and faculty participate in University events enthusiastically. Moreover, the College motivates faculty to take up research work, engage in other academic activities like publishing a paper/books, making paper presentations, giving talks etc. Many of the faculty members are also members of national and international academic committees and bodies.

LCD projectors have been provided in some of the lecture rooms. Teachers blend the chalk and talk method of teaching with e-based learning. Students' and teachers' knowledge is advanced by organizing lectures, talks, seminars, workshop as well as discussions. Through these, students are able to interact with experts and specialists who help them to broaden their perspective. Two Innovation Projects under the patronage of the University have seen participation of students and teachers in collaborative learning. The educational trips of the University have proved to be a fruitful learning experience for students.

In 2013, the Department of Elementary Education, organized a UGC funded National Seminar entitled **"Empowering Teachers: Building Resources of Pedagogy Skills and Attitude".** This seminar proved to be a platform for interaction between scholars, teachers, principals and students on critical issues concerning teacher empowerment. The Department of Punjabi organizes a seminar annually on diverse topics.

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

Students are provided academic, personal and psycho-social support and guidance services informally by the teachers, recently, the College has appointed a Counselor to aid and assist students with their psycho-social and other problems.

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

The College aims towards the overall development of students through innovative pedagogy. In this regard, the departments employ an interactive and interdisciplinary teaching- learning approach. Faculty uses a variety of innovative methods depending on the structure of the content. Sometimes, they also adapt or use a combination of methods as alternatives to the traditional lecturing or practical classes. Innovative methods adopted by the faculty are:

- Computer aided learning
- Power point presentations
- Audio-visual Aids
- Film-Screening
- Theatre/ Role play
- Project work
- Field Visits
- Heritage Walks
- Workshops and talks by different resource persons and experts

- Activity based learning
- Use of e-resources
- Curriculum enrichment activities such as quizzes, essay competitions, debate etc.

The impact of the innovative practice of teaching on the students has been positive. We have tried to make learning more students centric and have also taken small steps towards making an attempt to infuse a critical perspective into the students.

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

All educational materials in the library such as books, magazines and journals are available for circulation among students and faculty members throughout the year. On the first day of the academic session, students are acquainted with the library and how to make the best use of its resources. The library is well stocked with more than 95,000 books on its shelves and it subscribes to 60 journals and 16 newspapers. It is fully computerized and information regarding printed and audio visual collection is available through Online Public Access Catalogue (OPAC).

The library has an Advisory Committee and purchase of books is made on the recommendation of the teachers. The library's stock of books is checked meticulously once a year during the annual stocktaking.

The B.El.Ed Department has its separate collection of educational resources in the form of the Resource Room consisting of books of relevance to courses taught.

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.

The semester system is our biggest challenge as we are reined in by time constraints. It becomes difficult to make an in depth study of topics as the teachers are preoccupied with completing the syllabus within a limited time frame. The task becomes even more challenging with first year students as time limitation makes it difficult for teachers to initiate these new entrants in to a system of learning which is completely new for them.

However, the College has tried to overcome the challenge to the best of its ability. The loss of teaching hours is minimized by organizing most curricular activities preferably on Thursday after classes. The staff attend recharge programmes either during the vacations or after suspension of teaching. In case of a permanent teacher proceeding on long leave teachers on Adhoc/Guest basis are appointed as replacement.

The readings in libraries as well as on the internet are assessed and converted to study material for the benefit of students, sometimes even translating for Hindi medium students. Time constraints are overcome by scheduling extra classes for the benefit of students. We manage to complete the syllabus within the planned time frame.

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

The institute monitors and evaluates the quality of the teaching-learning through:

- Regular meetings of the departments to assess quality of teaching learning.
- Feedback collection- There is an open box to collect feedback from students and teachers outside the Principal's office. This feedback is also taken into account while developing strategies for quality improvement.
- The College also undertakes a formal analysis of results.
- The Timetable is prepared and uploaded on the website. A copy of the same is displayed outside classrooms.

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.

Selection and recruitment of the faculty is made as per University and UGC guidelines. As per the parameters defined by the University, eligible candidates are called for interview and selections are made.

Highest Qualification	**Professor**		**Associate Professor**		**Assistant Professor**		**Total**
	Male	**Female**	**Male**	**Female**	**Male**	**Female**	**156**
PERMANENT TEACHERS							
D.SC./D.LITT.	**NA**	**NA**	**Nil**	**Nil**	**Nil**	**Nil**	**Nil**
PH.D	**NA**	**NA**	**Nil**	**27**	**2**	**26**	**55**
M.PHIL	**NA**	**NA**	**Nil**	**13**	**Nil**	**12**	**25**
PG	**NA**	**NA**	**Nil**	**5**	**Nil**	**11**	**16**
TEMPORARY TEACHERS							
PH.D	**NA**	**NA**	**Nil**	**Nil**	**1**	**22**	**23**
M.PHIL	**NA**	**NA**	**Nil**	**Nil**	**2**	**18**	**20**
PG	**NA**	**NA**	**Nil**	**Nil**	**1**	**16**	**17**

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, Bio informatics etc.)?Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

The College has only Humanities and Commerce departments. All the departments assess the demands on a departmental and individual basis. The faculty attends staff development programmes like workshops, seminars, Refresher and Orientation courses in order to cope with the emerging developments in their respective fields.

The departments also organize interdepartmental collaborative talks or discussion to compliment the understanding of subjects. For example, History and English departments have been organizing such events in which faculty of both the departments have been addressing the same themes to promote a comprehensive understanding of an issue.

The College invites external academic/professional experts from different fields to interact with faculty and students. New faculty appointments are made keeping in view the changing requirements of the emerging areas.

2.4.3 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) The College encourages faculty members to attend seminars, workshops, talks in order to improve their teaching-learning approach, assessment techniques, and content management. For example, B.El.Ed. faculty regularly attends lectures organized by Regional Resource Centre for Elementary Education and Central Institute of Education, University of Delhi.

B) The College has always granted duty leave to the faculty to attend any Staff Development Programme and faculty members attend Orientation and Refresher courses on a regular basis.

C) NOMINATION TO STAFF DEVELOPMENT PROGRAMMES :

Academic Staff Development Programmes	Number of faculty nominated
Orientation Programme	25
Refresher Courses	17
Staff Training conducted by the University	15
Staff Training conducted by other institutes	--
Summer/winter schools, workshops etc	25

PERCENTAGE OF THE FACULTY

S.no	Programme	
1	Invited as resource persons in Workshops/ Seminars/Conferences organized by external professional agencies	Exact Data not available, Many of them do go as resource person
2	Participated in external Workshops / Seminars / Conferences recognized by national/ international professional bodies	**30%**
3	Presented papers in Workshops/Seminars/Conferences conducted or recognized by professional agencies	**20%**

a) 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
- Handling new curriculum
- Content/knowledge management
- Selection, development and use of enrichment materials
- Assessment
- Cross cutting issues
- Audio visual aids
- Multimedia
- OERs
- Teaching- Learning material development.
- As mentioned, issues related to content, pedagogy and evaluation, were addressed by a seminar entitled **"Empowering Teachers: Building Resources of Pedagogy, Skills and Attitudes**" conducted by Department the of Elementary Education. Brainstorming among the speakers followed by an interactive session proved to be an enriching experience for the faculty as well as students.

Cross cutting issues

- Cross cutting issues like gender, environment and human rights are discussed by all the departments in their respective classes.
- The Department of Elementary Education addresses these concerns through organization of various workshops like Theatre Workshops and Self Development Workshops. This enables students to form a perspective about cross cutting social issues. The Women Development Cell (WDC) sensitizes students about the legal rights of women gender issues and women empowerment through street plays and other activities.

Teaching learning material development, selection and use.

- The development and selection of material is largely made by the departments. Some departments have compiled readings lists and material for various topics. The Department of Psychology and English have done this. The faculty of the English department has collated essays on the background topics in the syllabus.

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

Government organizations such as UGC, ICSSR, ICPR provide for criteria based research grants to the faculty members. Study leave, Sabbatical Leave are granted to teachers who wish to pursue research work. Lien facilities are also available for permanent teachers.

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

The College constantly encourages the faculty to engage in research and other academic enterprises as well remain conscious of their social responsibilities. This not only promotes the personal growth of the faculty but also the benefits of the teachers' achievements ultimately percolate down to the students.

S.NO	NAME OF FACULTY	AWARD	YEAR
1.	Dr.Suman Khanna Aggarwal	Internationl Women Exellence Award (IWEA) by women International Network (WIN) for Social Work and Promoting Nonviolent Conflict Resolution.	2014
2.	Dr. Suman Khanna Aggarwal	Karamveer Puraskar by the International Confederation of NGOs for Community Service of the Underprivileged in 16 Urban Slums in South Delhi.	2013
3.	Dr. Shalini Dixit	Durganand Sinha Best Doctoral Dissertation Award by National Academy of Psychology India.	2013
4.	Mrs. Indu Mazaldan	Awarded highest civilian honour of Hungary "PRO KULTURA HUNGARCA" By Minister of Foreign Affairs of the Republic of Hungary	2010
5.	Ms Shabnam Suri	Distinguished Teacher of the University Award presented by A.P.J Abdul Kalam at a function organized by Delhi University	2009
7.	Dr.Chandra Chatterjee	Distinguished Teacher of the University Award presented by A.P.J Abdul Kalam at a function organized by Delhi University	2009

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

There is no formal mechanism of obtaining feedback; however, teachers informally take feedback from the students. This information is for self reflection, to review how their teaching is being received. This feedback could be about any aspect of teaching learning; on pedagogy, content knowledge, communication, learning environment and teacher accessibility.

2.5 Evaluation Process and Reforms

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

The internal assessment and evaluation criterion are stipulated by the University. The College communicates notification from the University to the departments and Teacher-In-Charges. Students are made aware of the evaluation process in the following ways:

1. The Orientation Programme held on the first day of the academic session is a forum to disseminate information about the evaluation procedure. All details regarding the same are also uploaded on the College website.
2. Students are allowed to see their internal assessment marks. The concerned teachers make sure that all students have seen and signed the internal assessment sheet, only then are the marks uploaded on the College website and later sent to the University.
3 In addition, attendance is uploaded on the College website on a monthly basis. As per the internal assessment scheme of the University, five marks are awarded to students for attendance. The students can check their attendance on the website.
4 Change in the evaluation system and its implementation is discussed in the meetings of the Staff Council for clarifying any doubts.

5 Teachers prepare students for appearing in the final exams with the help of mock tests. Based on the performance, guidance is given to them during the follow up classes and tutorials. In these classes, they are apprised of the evaluation procedure as well.

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?

The College follows the University guidelines for evaluation. It also allows students to improve their performance through multiple tests and assignments. Students are counseled in areas where they are lacking and special attention is paid to those who are found to be less involved with the subject.

The College adopted two reforms which were introduced by the University namely:

(a) Internal Assessment (b) Centralized Evaluation

There is a Departmental Moderation Committee and a Central Moderation Committee to retain parity in marking within the department and also among the different departments of the College.

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?

- All changes made by the University in the evaluation procedure are promptly notified to the staff.
- Guidelines are provided to the faculty in Staff Council meetings to ensure an effective implementation of internal assessment.
- The teachers often discuss the progress of the classes they teach and evolve a uniform policy of evaluation at the departmental level.
- Students can report their grievance to teachers and seek corrections before their marks are uploaded on the College website.

- Departments set up a moderation committee to counter check the marks and ensure their correctness and fairness.

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

Formative assessment of students is based on class projects, tests and presentations. The criteria for marking are generally the originality of the students' efforts, analytical skills, regularity and consistency of work. Internal assessment, in the form of formative assessment, has motivated the students to attend classes with more regularity and prepare them for the final summative exams. Since class projects become an integral part of internal evaluation, the students, in general, are more interested in doing their class projects well. The final exams are conducted and evaluated externally by the University.

The Department of Elementary Education makes students undertake projects on slum visits, observing children in play grounds and in classes and by watching documentaries and analyzing them. Other departments like Political Science, Education, Psychology and Commerce also assess their students on the basis of projects.

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 behavioural aspects, independent learning, communication skills etc).

The College has adopted a transparent policy with respect to internal assessment. The following steps are taken to ensure transparency:

1. Teachers provide formative feedback to students based on their performance in internal assessment.
2. Both, written and verbal feedback is provided to students towards improvement in the quality of assignments and learning.

3. The College and departments make sure that the students are aware of the internal assessment evaluation criteria.
4. The assessment and the evaluation records are made available to each student.
5. The students can check their marks and approach the concerned teacher directly in case of any clarification or discrepancy.
6. Members of the faculty thoroughly discuss and share the criteria for internal assessment to ensure that guidelines are followed strictly and transparency is maintained.
7. As far as weightage for other parameters like behavioral aspects etc. is concerned, since internal assessment guidelines are issued by the University, we are not at liberty to award marks based on these criteria. However, we do reward our students with prizes for "Best Student" and "Best All Rounder" taking into account these benchmarks while choosing the appropriate students for these prizes.

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

The graduate attributes of the University are providing academic excellence to create students who have the capacity to engage in self learning so that they become lifelong learners. The College tries to fulfill the graduate attributes of the University to the best of its ability. At the same time, as a part of its own graduate attributes, the College aims not only at achieving academic excellence but also imparting an all embracing, integrated and comprehensive education. This would enable students to become well-informed, responsible, conscientious and confident individuals. We are committed towards the achievement of this goal.

The ideology of the College is based on the teachings of Mata SundriJi whose life epitomizes cerebral capability, vision and strength converging into a strong sense of social responsibility. We hope to give the same orientation to our students as their graduate attributes.

The values of the College are respect and tolerance for the opinion of every individual and attention to not only issues of national relevance but also of global concern. We believe in widening the breadth of our students' understanding so as to enhance their intellectual excellence and creativity. We recognize the fact that academic freedom and integrity are necessary for this endeavour. Ultimately, the faculty, staff and students should be a part of a Community that actualizes this vision in the light of the University's values and goals.

The College strives to develop the above attributes with the help of following measures:

1. We ensure strict adherence to the time table and regular holding of classes to instill regularity in the teaching and learning process.

2. Regular curriculum enrichment activities are held in order to supplement classroom teaching. In order to build the desired graduate attributes, the College has constituted a number of societies. These societies like the Debate and Dramatics Society, Film Society and Eco-Club encourage students to participate in extracurricular activities through which they can give expression to their creative pursuits.
3. The NSS provides an opportunity to engage in community outreach thereby helping the students to fulfill their responsibility towards society. The College Divinity Society infuses moral and spiritual values in the students.

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

At the university level The Dean of Examination of the University receives and addresses grievances relating to evaluation. The office of the Dean is accessible through email dean_exam@admin.du.ac.in and telephone. In addition, the students have the right to obtain a photocopy of their answer script and seek remedies based on it. The students can also request for re-evaluation of answer scripts on payment of a nominal fee. Besides, the students can also approach the office of Dean Student Welfare.

At the College level the Student Welfare Committee/College Complaint Committee has been formed to look into matters related to complaints on the part of students. Following are the ways in which grievance are addressed:

1. Students can approach their teachers and report grievances soon after receiving the internal assessment result.
2. The College ensures that all the students have checked and signed their internal assessment marks before they are sent to the University. Students report their objection and seek correction at the time of signing the document.
3. The College resolves these and other existing grievances through a Moderation Committee to counter check the internal assessment marks. Any major unresolved complaints can be discussed in the College Staff Council.

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?

Value based learning outcomes:

The College has clearly stated learning outcomes in terms of the human virtues which are deemed as important as academic skills. This vision is stated on its website and handbook. In addition, the students are made aware of the aims and objectives of Mata Sundri College through the Orientation Programme and interaction with teachers. Over all these years, the College has not only made a mark in the academic field but also is known for grooming students to be good citizens with high social and ethical values.

Academic Learning Outcomes

Apart from the virtues that the students are encouraged to possess, there are specified outcomes in terms of the academic skills that the students learn. These learning objectives are department and subject specific. There are clearly defined courses which have to be taught to students. These learning outcomes are evaluated through internal and external evaluation.

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.

The College monitors the progress and performance of students throughout the duration of the course through classroom interactions and feedback on their internal assessment. The formative assessment provides space for such feedback and scope of further improvement in students. Written or verbal feedback is provided to students on their performance in tests, projects and presentations.

The attendance of the students is tracked strictly, attendance registers are checked regularly and monthly attendance is uploaded on the website. Students who are falling short of attendance are contacted personally and if necessary their guardians are also informed.

For a detailed course wise result analysis refer to 5.2.2

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

In order to facilitate the achievement of intended learning outcomes the College structures the teaching learning strategies in the following way:

- The College provides a good infrastructure; well equipped and rich library, auditorium and IT enabled classes to aid the conduct of the teaching learning process.
- We have a well-equipped Computer Centre with the latest updates in software and hardware. It hosts ultra-modern centrally air-conditioned, well-furnished and fully illuminated independent Computer Labs to cater to the needs of the students. The labs are equipped with desktops and are connected to one Server room. Two servers connected with Wi-Fi system have been provided by the University of Delhi.
- Ample opportunities are provided for student teacher interaction beyond the class hours.

2.6.4 What are the measures/initiatves 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 course offered?

The College has a Placement Cell which functions proactively for the placement of students. The Placement Cell of the College is a part of the Central Placement Cell, University of Delhi. It organizes seminars to assist students in finding jobs. It also organizes placement drives on the College campus by inviting renowned companies, thus opening employment avenues for students in fields of finance, banking, sales, marketing, airways, research and analysis.

Due to its initiatives, 300 students of our College have been registered with the Central Placement Cell. Out of these, 51 students were registered for internship and 249 for placement in the year 2012-13. Renowned companies such as Genpact, IACT Global Education Pvt. Ltd., Aspiring Mind (AMCAT), ITC, Indigo visited the College for placement in 2012-13. Aspiring Mind conducted the AMCAT (Online Computer Based Adaptive Test) in which 165 students appeared. After various group discussions and interviews, 45 students were recruited in Genpact, 7 for IACT and 20 students were selected for ITC and Indigo Airways.

The Department of Elementary Education has a separate Placement Cell which contacts different schools for placement of students. Some schools like Bharat National Public School and Presidium school visited the College for campus recruitment. In addition, the department makes inquires about vacancies in schools and sends their students for interviews and for exploring placement opportunities.

2.6.5 How does the institution collect and analyze data on student performance and learning outcome sand use it for planning and overcoming barriers o f learning?

- The first and the basic level data about the students is maintained by the teachers. During the course of interaction with students in class individual faculty members identify their needs and potential. .

- The regularity of students in terms of performance over tests, submitted assignments/projects, and presentations for internal assessment also provide information about their status of learning. The teachers during their interactions with students, suggest measures to enhance the learning and fill gaps in the same.
- Data is analyzed through interaction with the students and departmental meetings.
- The analysis of this data enables the Institution to identify areas where improvement is needed and then individual (counseling and assisting students) institutional measures (group and collaborative learning) are under taken for improvement.

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

The achievement of learning outcomes is monitored in the following way:

- The departments have meetings regarding the performance patterns of the students wherein all the teachers share their observations and concerns regarding the same and further measures are planned.
- The Staff Council meetings are also the place where all departments come together to share their concerns and observations regarding the achievement of students and gaps in the same.
- The students' progress is also monitored through tests and assignments.

2.6.7 Does the institution and individual teachers use assessment/ evaluation out comes 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.

The Institution does use assessment and evaluation outcomes as an indicator to gauge the performance of the students.

Teachers of other departments evaluate the performance of students by making them write tests and assignments and they are counseled in the areas where they are lacking. In the Department of Elementary Education, based on the performance of students in half yearly exam and internal assessment, the faculty reviews learning attainments. The key areas are identified where students are lacking and individual assistance is provided to these students in the tutorial classes.

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?

Mata Sundri College is an Institution for undergraduate students in Liberal Arts and Commerce. Although, postgraduate courses are offered in Punjabi, Political Science, Hindi and Sanskrit, only tutorials are conducted in the College. It is our strong belief that any Institution of higher education must have a focus on research. Our endeavour at the undergraduate level is to take the initial and formative steps to inculcate the spirit of research by arousing curiosity of young minds and to ensure that students have a strong foundation to build upon. At this level, the focus is upon acquainting and teaching students with the methods, tools and process of meaningful, ethical research.

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.

As mentioned above, being an Institution of undergraduate teaching, we take the necessary steps to initiate students into the world of significant research by developing a research temperament in their minds. This is done by encouraging students to take up project work and dissertations in the final year of BA(H) on a topic of relevance in the concerned discipline. This gives students a deeper insight of studied phenomena. The recent initiation of trips and Innovation Research Projects by Delhi University has further encouraged the spirit of research among students. Under this endeavour, teachers get an opportunity to engage with students of varied disciplines and carry out research in interdisciplinary areas.

Although the College does not presently have a research committee as such, given the increased emphasis on research focus at the undergraduate level for students and the changing need of our times as well as a facilitative impetus by the University, the College is planning to formulate a research committee in the near future.

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

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

The College has a developmental approach towards its teaching faculty and students and inspires all members to strive to reach their highest potential. Recognizing that innovative research is the foundation for excellence of an academic institution, the College provides encouragement and support to this end.

- Researchers are given complete freedom to accomplish their research ends and in keeping with the spirit of collaborative, research promoting, progressive work climate, the Principal investigator has full discretion, independence and autonomy in conducting research.
- Research funds, as provided by the concerned funding agency are disbursed readily first just before (first installment) the research has taken off and later after the submission of bills and Utilization Certificates to concerned funding authorities.
- Annual audit is done by an internal auditor.

- A number of faculty members have been granted Study Leave to pursue PhD and Postdoctoral Research. A provision for Sabbatical Leave for Associate Professors with 7 yrs. teaching experience has been made available to teachers in Delhi University colleges only recently after a notification in October 2013 and teachers can utilize this to pursue their research work.
- The College facilitates faculty to avail of any leave as per the provision of the University Grants Commission (UGC) to take up research/ teaching assignments outside the College.
- All library, laboratory resources, ICT and any infrastructural help wherever possible is made available. The library resource has a huge collection of books, journals and open access material. All DELNET services are available to faculty ensuring that they keep themselves abreast with the latest developments in their field and area of expertise.
- A separate research section has been created where research work carried out by faculty members, themselves/ supervised by them is made available to all for consultation
- The College has an open and mutually respectful atmosphere facilitating mutual sharing of ideas. It has supported its faculty in terms of granting leave for participation and presenting papers in conferences (National and International) and seminars as per stipulated rules and UGC guidelines.

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

The faculty members have always geared efforts towards building a scientific temper and a research culture among students. Some steps taken by the College in this direction are:

- Students of different departments have been involved in interdisciplinary sharing of ideas. They have learnt the value and significance of synergistic academic endeavours. They have been initiated into the basic processes of research, have learnt the utility of various research methods and have enriched themselves tremendously by looking at the research problem from a multi-disciplinary gaze.

- The teaching learning process encourages students to create mini study projects related to theoretical concepts as a part of teaching in most papers.
- Practical work in subjects like Psychology and B.El.Ed. equips students to apply theoretical concepts to the field settings in hospitals, clinics, HR organizations, NGOs, schools and other such settings in the real world.
- The interdisciplinary approach has become an important and a challenging technique in modern curriculum. Different departments of the College have adopted this approach in their teaching methodology. In consonance with this approach, the Department of History has an interdisciplinary interaction with the Department of English. Some members of the department have delivered lectures to the literature students to give them a historical perspective of 18th and 20th century Britain.

Visit to the museum/archives introduces the students to primary sources which lays the foundation for the future research pursuits. Visit to museums in Delhi, namely, the National Museum, Nehru Memorial Museum, National Archives and Purana Qila Museum is a mandatory activity of the History Department. In fact, depending on the specialization/paper, certain lectures are held in the galleries of the museum being visited, especially discussions/talks on the paper on Ancient India are held in the National Museum. In order to introduce the students to important sources in the study of History, the students visit the National Archives and Teen Murti Bhawan.

Mata Sundri College for Women, from a historical perspective is located in a `cusp of time'. The College itself is located near a historical place which is associated with the wife of the tenth Sikh Guru, Mata Sundri, who lived here in the 18th century. Around our College, there are important monuments, which virtually span the entire history of India from Ancient, Medieval and Modern. Heritage walks to these sites which has been made an academic exercise by the department of History, enriches the syllabus prescribed by the University of Delhi. These heritage walks are conducted by the faculty members who also train the students in the methodology of conducting historical walks. These walks not only develop a perspective of history among students but also impart a skill which can be of help to those wanting to pursue a career in tourism. These heritage walks also expose them to the social milieu of communities around the College. This in turn makes them more compassionate citizens. It also exposes the students to the challenges of historical management.

- Films and cinema are a powerful medium of driving home the message of social, psychological and historical relevance and bringing about social change.
- The Departments of Psychology, History and English have regularly screened films and documentaries on varied topics like mental illness, gender sensitization, and other subjects of social and historical importance. The Department of English screens films on relevant topics from the syllabus as well as outside the syllabus to stimulate the students. These films not only sensitize them but also motivate them to make an in-depth study of their subject, once again awakening their research oriented sensibilities.
- A number of students have participated and presented papers at National and International Conferences. Four students of the Department of Psychology have presented papers at a National Conference in Psychology at Sri Aurbindo College, under the aegis of Delhi University and National Academy of Psychology (NAOP).
- The College would like to encourage students to be taken to short duration field trips of two to three days to understand basic research processes, learn the use of different research methods and carry out small research projects. This will also help them in appreciating among other things the use of different

research tools and methods to look at a particular phenomenon from different vantage points.

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 NUMBER OF FACULTY GUIDING RESEARCH STUDENTS

Department	Ph. D	MPhil	MA/MBA	BA (Hons.)
MATHEMATICS	1 (ongoing)	NIL	-	-
PSYCHOLOGY	1	NIL	-	6
SANSKRIT	-	1	-	-
MUSIC	5 ongoing, 1 completed	NIL	1	-
EDUCATION	1 (ongoing)	NIL	-	-

Some topics of student research at BA (Hons.) Level

Guided projects of final year students in which the teachers have guided the students as mentors and also examined them through the Viva process. Students have conducted research and completed projects on the following topics under the guidance of their teachers:

Department Of Psychology

• **"Occupational Stress Job Satisfaction"**	Dr. Garima Kumar
• **"Leadership and Job Satisfaction in the Hospitality Industry"**	Dr. Garima Kumar
• **"Comparative study of Delinquents and Non Delinquents"**	Dr. Pooja Wadhawan
• **"Schizophrenia"**	Dr. Jayshree Singh
• **"Eating Disorders"**	Dr. Jayshree Singh

Department Of Commerce

- **“Use of Innovation and Technology in Promoting Good Governance”**
- **“E-marketing”**
- **“Marketing for Beginners”**
- **“Social Networking Service”**
- **“Foreign Direct Investment”**
- **“Problems Faced by Women at Workplace”**

Research work in other areas

Department of Education

Dr. Radhika Menon has supervised research work in the following areas:

Delhi University School Resource Network (USRN) teacher fellow supervision of the research on **“School Management and Policy: An Everyday Experience of a Primary School Teacher**”, by Shikha Sardana, 2009.

Delhi University School Resource Network teacher fellow supervision of the research on **“Co-Education and Gender Identity”** by Firoz Ahmed, 2011.

Department of Psychology

Dr. Pranita Gaur, Associate Professor Department of Psychology, supervised research work on a Ph.D Thesis entitled **“Perceived Self-Awareness in the Promotion of Health and Wellbeing”,** submitted in 2012. She has also evaluated 4 Ph.D. thesis of Avadh University**.**

Department of Music

Dr. Sunanda Pathak Associate Professor Department of Music one student has been awarded Ph.D in 2010, four are ongoing. Details are as follows:

Neelam Adhikari, ‘***Hindustani Sangeet mein Sanskrit Granthon ki Bhumika Evam Upyogita: Ek Adhyayan’***, University of Delhi (2014).

Neha Pathak, ***'Hindustani Sangeet mein Raag Nirmiti mein Prayukt Hone Wale Saundaryatmak Tatvon ki Bhumika: Ek Adhyayan'***, University of Delhi (2014).

Parminder Singh, '***Gurubani Sangeet mein Prayukt Honewale Bhavon ki Utpatti ka Vikas Evam Mahatva: Ek Vishleshnatmak Adhyayan'***, University of Delhi (2014).

Paramjeet Kaur, '***Vartmaan Pariprekshya mein Brij Kshetra mein Prachlit Sangeet ka Saundaryatmak Vishleshan'***, University of Delhi (2015).

Vani Kaur, '**Comparative Study of Gurumat and Sufi Sangeet'** University of Delhi (2010). PhD has been awarded**.**

Department of Mathematics

Dr. Rashmi Verma, Assistant Professor, Department of Mathematics is currently guiding a Ph.D Student working on "**Coding Theory"**

Department of Sanskrit

Dr. Abha Mathur Associate Professor Department of Sanskrit is a co guide for M.Phil research

Faculty Engaged in Individual and Collaborative Research (Completed / ongoing)

NCERT Research Project

Dr. Pranita Gaur, Department of Psychology has submitted an NCERT Research Project entitled **"A Study of Value Orientation and Patterns of Conflict Resolution"** (2003-05).

Dr. Sarabjit Kaur is the co-coordinator and the content writer of the paper on Clinical Psychology in a UGC project on E-content development for postgraduate courses entitled **"E-pathshala: Content modules."** Twenty modules have been completed and submitted and the rest are under process.

Dr. Pooja Wadhawan from the Department of Psychology is the content writer for twenty modules of the paper on Cognitive Science in the above mentioned UGC project.

The following faculty members have been engaged in Innovation Projects under the aegis of Delhi University

Dr. Sharda Garg, Associate Professor, Department of Commerce, Dr Prabhsharan Kaur Associate Professor, Department of Commerce and Dr.Hemlata Krishnani, Assistant Professor Department of Philosophy, have worked on the Innovation Project entitled **"Working Conditions of BPO employees: Social and Ethical Dimensions''**(Completed, 2012).

Dr. Pranita Gaur, Associate Professor, Department of Psychology, Dr. Pooja Wadhawan, Department of Psychology and Ms. Neeti Arora Department of Economics were granted a project entitled **"Happiness Correlates Among Young Adults"** (Completed 2015)

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.

- A programme for teachers capacity building was organized under the aegis of CPDHE-ILLL in 2010. Dr. Sharda Garg and Ms. Kanwaljit Kaur were Resource Persons for this programme.

Department of Elementary Education

- B.El.Ed Department **o**rganized a UGC sponsored National Seminar on the theme "**Empowering Teachers: Building Resources of Pedagogy, Skills and Attitudes**" on May 22-23, 2013.

The following programmes were also organized:

S.No.	Event	Academic Year	Venue	Resource Person (s)	
				Name	Organisation
1.	Interactive talk on "Nonviolent lives, nonviolent lively-hoods: Ecology and Agriculture"	2008-2009	Mata Sundri College for Women	Sh. Dhoom Singh Negiji and Sudesha Behen	Activists of Chipko Andolan and Beej Bachao Andolan (Uttrakhand)

S.No.	Event	Academic Year	Venue	Resource Person (s)	
				Name	Organisation
2.	Talk(special lecture) on "Right to Education Bill"	2008-2009	CIE, Faculty of Education, University of Delhi	(Late) Sh. Vinod Raina	Member of CABE committee & Working Group for the 2008 draft – RTE Bill
3.	Public lecture on "Communal Stereotypes and Education: The Role of Cinema"	2008-2009	CIE, Faculty of Education, University of Delhi	Prof. Ira Bhaskar	Jawaharlal Nehru University
4.	Interactive talk on "Child Rights"	2009-2010	Mata Sundri College for Women	Ms. Latika Gupta	National Commission for Protection of Child Rights
5.	Workshop on 'Use of Masks in Education'	2009-2010	Mata Sundri College for Women	Ms. Amita Shaw	Former Director, National Bal Bhawan
6.	Public Lecture on "Children in the Area of Civil Unrest"	2009-2010	Miranda House College	Prof. Shanta Sinha	Chairperson, National Commission for Protection of Child Rights
7.	Special lecture on "Assessment In Elementary Classrooms"	2010-2011	Mata Sundri College for Women	Prof. Anita Rampal	Former Head and Dean, CIE, Faculty of Education, University of Delhi
8.	Workshop on "Using Museum Resources for Teaching Environmental Science"	2010-2011	National Museum of Natural History (NMNH)	Team of experts in making low cost teaching aids and clay modelling.	Department of Education, NMNH
9.	Special Lecture on "New Conjugality & its Discontents: Mixed Legacies for Women's Education"	2011-2012	CIE, Faculty of Education, University of Delhi	Dr. Uma Chakravarthi	University of Delhi
10.	Workshop on "Pottery"	2011-2012	Mata Sundri College for Women	Mr. Raj Kumar	National Bal Bhawan
11.	Public Lecture on "Literature in	2011-2012	CIE, Faculty of Education, University of	Ms. Paro Anand	Renowned story writer and story

S.No.	Event	Academic Year	Venue	Resource Person (s)	
				Name	Organisation
	Action" by RRCEE		Delhi		teller
12.	Lecture on "Biodiversity" as a component of outreach programme in collaboration with Mata sundri college for B.El.Ed. trainees	2011-2012	National Museum of Natural History (NMNH)	Dr. Faiyaz A. Khudsar	Lead scientist at Yamuna Biodiveristy Park
13.	Workshop on "Film making and Supporting Pedagogy with Audio-Visual aids"	2011-2012	Mata Sundri College for Women	Mr. Paramjeet Barnad	Founder & Director, Mool Creations
14.	Workshop on "Puppet making"	2012-2013	Mata Sundri College for Women	Mr.Pramod Kumar	CIET, NCERT
15.	Workshop on "Teaching mathematics"	2012-2013	Mata Sundri College for Women	Mr. Shaji	JodoGyan
16.	Workshop on "Low cost teaching aids"	2012-2013	Mata Sundri College for Women	Mr. O.P. Sharma	National Bal Bhawan
17.	Special lecture/ session on "Gender, Education and Empowerment"	2012-2013	Miranda House College	Dr. KamlaBhasin	Mirambika
18.	Workshop on "Film making and Supporting Pedagogy with Audio-Visual aids"	2012-2013	Mata Sundri College for Women	Mr. Paramjeet Barnad	Founder & Director, Mool Creations
19.	Talk on "Television and its complex relationship with muslim women"	2012-2013	NMML, Teen Murti Bhawan	Ms. Sabina Kidwai	Associate Professor, Jamia Millia Islamia
20.	Workshop on "Story Telling"	2012-2013	Mata Sundri College for Women	Ms. Deepa Agarwal	Writer, Poet, translator
21.	Workshop on	2013-	Mata Sundri	Mr. Pramod Kumar	CIET, NCERT

S.No.	Event	Academic Year	Venue	Resource Person (s)	
				Name	Organisation
	"Puppet making"	2014	College for Women		
22.	National Seminar on "Empowering teachers : building resources of pedagogy, skills and attitudes"	2012-2013	Mata Sundri College for Women	Eminent speakers and paper presenters including school teachers	Presenters form different universities, research institutions & schools etc. from Delhi and other states
23.	Workshop on "Low cost teaching aids"	2013-2014	Mata Sundri College for Women	Mr. O.P. Sharma and Mr. Surjit	National Bal Bhawan
24.	Talk on "Teaching is the best profession for women: notes on the politics and sociology of women in the teaching profession" organized by RRCEE	2013-2014	CIE, Faculty of Education, University of Delhi	Dr. Madhulika Banerjee	Associate Professor, University of Delhi
25.	Workshop on "Innovative teaching in mathematics"	2013-2014	Mata Sundri College for Women	Mr. Shaji and Ms. Shubhomita	JodoGyan
26.	Workshop on "Film making and Supporting Pedagogy with Audio-Visual aids"	2013-2014	Mata Sundri College for Women	Mr. Paramjeet Barnad	Founder & Director, Mool Creations
27.	Talk (special lecture) on "Locating and Addressing Alternate Frameworks in Elementary Classrooms"	2013-2014	Mata Sundri College for Women	Dr. Rakesh Sharma	Maharishi Valmiki College of Education, University of Delhi
28.	Workshop and interaction session on "Conservation of petroleum products in our day to day life"	2013-2014	Mata Sundri College for Women	Team of experts and volunteers	Petroleum Conservation Research Association (PCRA) and NGO- 'India Aids'

In addition, these activities also took place in the College:

- A self-defense workshop organized under the professional guidance of Ms Indu Sharma and Mr Rakesh Dhawan jointly by the Women Development Cell and the Internal Complaints Committee. Over 100 students participated in the workshop.

Under the aegis of the Innovation Project the following programmes were organized:

- A lecture by Mr. Ajay Chaturvedi, founder of HARVA, an all women BPO.
- A lecture by Dr. K.K.Agarwal, on ill effects of working at odd hours in BPO.
- A talk by Mr. Vivekanand Vivek on stress and time management.

Department of English

The English Department has its Literary Festival at the beginning of each year.

Department of Economics

A workshop to familiarize students with empirical data and statistical and econometric techniques was conducted on February 26, 2015

Department of History

The History Association organized a workshop on "**Gender Sensitization**" conducted by the women's group **'JAGORI'** on October 8, 2013.

Department of Political Science

In 2014, a seminar on **"Peace and Conflict Studies"** was organized by the department in which Professors and experts on the subject from Jawaharlal Nehru University (JNU) and DU were invited to give lectures to the students. All the students actively participated and made a documentary film on the issue.

- Eminent speakers were invited to speak and share their views about various facets of conflict resolution.

- A debate competition on **"Is Capital Punishment Justified?"** was organized in which students participated in good numbers.

- On April 11, 2014, the department organized a seminar on **"Conflict Resolution**". Professor A. K. Mohapatra, an expert in peace and conflict studies at the Centre for West Asian Studies and Professor Ujjwal Kumar, Head Political Science Department were speakers.

Department of Psychology

- A workshop on "**Conflict Management and Resolution"** was conducted by Prof. Anand Prakash, Dean International Relations, and an expert in the area of Group Dynamics, Interpersonal Relations and Soft Skills held on March10, 2015. About 150 students participated.
- Skill Development workshop conducted by Dr Poonam Kumar on **Positive Psychology,** jointly conducted by the Department of Psychology and the Innovation Project team in January, 2015. Close to 150 students participated.
- An interactive session was conducted with Mr. Vivekanand Vivek on Yoga and stress alleviation in September, 2014 jointly conducted by the Department of Psychology and the Innovation Project team in January, 2015. Around 150 students participated.
- A Seminar on "**Indian Psychology"** conducted by Dr. Suneet Varma, University of Delhi, was held in September 2013, in the College
- An interactive session was held with Prof. Girishwar Misra, Vice Chancellor Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya on **"Happiness: An Indian Perspective**" in October 2012.
- The Department of Psychology organized a Seminar on September 28, 2011 on the topic **"Mental Well being".**
- An Interactive session with Prof N.K. Chadha, Professor Department of Psychology on "**Career Prospects in Psychology**" was held in 2011.
- An interactive session with Dr. Sangeeta Saksena on **"Sexuality and Health: A Gynecological Perspective"** was conducted in January 16, 2012.

- An interactive session with Dr. Roma Kumar, Consultant Psychologist and special educator at was organized at Sir Ganga Ram Hospital in September 2010.

Department of Music

Music department organized a lecture by Bhupinder Malhotra from Rohtak University on **"Importance of Music in Education"** in 2014.

Department of Punjabi

The department organizes the **"Guru Nanak Paper Reading"** competition every year for students.

"Bani Kirtan" competition is also organized each year**.** This fosters moral and spiritual growth among students. The values of egalitarianism are promoted through the concept of ***"langar"*** or common kitchen.

Department of Urdu

- Organized an interdisciplinary event with Department of Education and support from Department of History on "**Understanding and Celebrating the Plural Traditions of India"** in March 2015.

- Prof. Sharif-ul- Hasan Qasmi former Head, Department of Persian was invited to conduct a lecture on Amir Khusro's **"Contribution to India's Cultural Traditions".** The programme culminated with a Qawali by Nizami Brothers and a display of books by "Aiwan-e- Ghalib".

Women Development Cell (WDC)

A seminar on "**Gender Sensitization and Legal Clarification**" was organized in the College, on February 10, 2014. Ms. Mamta Sharma, chairperson, National Commission for Women was the chief guest for the occasion. Dr. Anjali Sinha member, Stri Mukti Sangathan and Ms. Anita, were speakers.

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

Each department has available expertise in different areas of contemporary significance. At the undergraduate level emphasis is more on developing research sensibilities of young minds and to ignite a critical thinking approach to understanding concepts. The idea is to help them embark on a continued journey of seeking innovative solutions to vexing issues. Teachers at the College aim to initiate and instill the right values for a sound research temperament. The objective is that guided discovery gradually gives way to more independently driven pursuits by students in the long run. To this end, faculty members are individually involved in pursuing and further developing their own areas of interest and expertise. An Indicative chart is presented.

Department	Prioritized Research Area
PSYCHOLOGY	Social Psychology, Positive Psychology, Critical Management Studies, Experimental Psychology, Cognitive Psychology, Clinical Psychology Developmental Psychology, Psychology of Gender
PHILOSOPHY	Ethics, Peace and Conflict, Logic, Critcal Theory, Existentialism, Vedantic Philosophy
ENGLISH	Relevance of Gothic Element in modern literature, Role of Suffering in modern Drama: Indian & European
HISTORY	Ancient, Medieval, Modern
HINDI	Historical work in topics of Aadikal, Bhaktikal, Reetikal and Aadhunik kal, Modernity, poetry and poetics, grammar, relevance of literature, Sociological perspective etc.
ECONOMICS	Indian Economy
PUNJABI	Prose, Poetry and grammar
SANSKRIT	Poetics and Classical literature
MATHS	Error Detecting & Correcting code, Repeated burst errors, Non-linear Waves in Gaseous Media
COMMERCE	Finance, Marketing and Human Resource Management.

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

The College regularly attempts to invite speakers and researchers of eminence. They have enlightened the students and faculty on many contemporary issues of national and international relevance.

SOME PREEMINENT SPEAKERS WHO HAVE GRACED THE INSTITUTION:

- Dr. Kiran Bedi, Indian politician, social activist, former tennis player and a retired police officer.
- Mr. Ajay Maken (the then Housing and Poverty Alleviation Minister of India)
- Prof Vivek Suneja, the then Pro VC Delhi University
- Sardar Jaspal singh Sandhu, Secretary, University Grants Commission
- Dr. Suchitra Gupta, TV Actor and Academician
- Ms. Mamta Sharma, chairperson, National Commission for Women
- Mr. Soli Jehangir Sorabjee, former Attorney-General of India.
- Professor Vishavnath Tripathi, University of Delhi
- Professor Nityanad Tiwari, University of Delhi
- Mr.Bhagwandas Morwal, Novelist
- Mr. Rakesh Tyagi, Deupty Director, Doordarshan
- Mr.Pratap Sehgal, Drama Writer
- Mr.Ashok Arora, Former president of Bar council of India
- Mr.Arvind Gaur, Director, theatre group “Asmita”
- Professor Sharif-ul-Hasan Qasmi, Persian Department, University of Delhi
- Mr.Vijay Dev, Chief Electoral Officer of Delhi
- Padamshri Uma Tuli, Director, Amarjyoti Foundation
- Ms Neeru Alahabadi, Historian
- Dr.K K Mohammad, Historian
- Professor Girishwar Misra, a social scientist, educator psychologist, author
- Prof. Ujjawal Kumar, Head, Department of Pol. Science, University of Delhi
- Professor A.K. Mohapatra, Head, West Asian Studies, JNU
- Mr. Devendra Raj Ankur, National School of Drama

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?

A provision of Sabbatical leave has only been made available to college teachers in October, 2013. Although till date no one has utilized leave under this head in the College, our teachers have involved themselves in research activities without availing leave from the College. They are aware of the provision of research grants from various agencies like UGC, NCERT, Delhi University and the like for the same. A number of teachers have engaged with research work at doctoral and post doctoral levels.

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)

The teachers and students of the College believe in carrying out activities and mini research projects that contribute to building a spirit of learning and sensitizing them to conduct socially responsible actions and provide avenues to include in socially credible behavior. Students are not only motivated to do research work within their curriculum but also they are encouraged to reach out to others outside the classroom. Extension programmes like blood donation camps have been organized by the College to help them to engage in acts of Institutional Social Responsibility (ISR).

Various societies of the College like NCC, NSS, WSDC, students take up the responsibility to transfer their relative findings from Lab to Land. (For details see 3.6).

- The students of the Department of Psychology developed a practical on **“Effective Waste Disposal and Management Behavior”**.

Department of Political Science organized the following activites:

- Poster making competition and quiz competition regarding awareness for Right to Vote was organized in collaboration with Election Commission of Delhi in 2013.
- A programme was organized with the help of Delhi Police for women safety in 2013.

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.

No such separate provision for research is provided in the budget as grants are received from the UGC mainly under the heads Pay and Allowances for teaching and non-teaching staff and maintenance grants.

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?

As such there is no formal provision or budget allocated for research by the University at the undergraduate level.

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

No specific grant discretion has been given to colleges. Students have got opportunity and exposure to interdisciplinary research as field researchers of Innovation Projects started by Delhi University and trips; educational field trip and train journey encouraging and fostering research interest and team spirit among students. Both these are funded by the University. At the College level we plan to allocate some part of the grant received from UGC XII Plan for extension activities in College and for the purpose of research activities at the College level.

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.

Interdisciplinary Innovation Projects facilitate students and faculty to engage in interdisciplinary research. The Department of Psychology and Economics have undertaken one such exercise. The Department of Commerce and Philosophy had similarly taken up an Innovation Project under the aegis of DU. One challenge faced in carrying out interdisciplinary research is finding common time slots to come together and brainstorm. Being a nonresidential College this is an additional challenge

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 Institution ensures an optimal use of equipment by sharing them judiciously. Three laboratories are shared between the Department of Mathematics, Commerce and OMSP on time sharing basis. The College labs are available to all students. The Psychology laboratory provides access to all relevant material for individual psychological testing and use of equipment for various experiments. The library has a huge collection of books and journals. It is connected to DELNET and INFIBINET service.

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.

No grants or financial assistance have been received from industry or other bodies.

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.

Nature of the Project	Duration Year From To	Title of the project	Name of the funding agency	Total Grant	Total grant received till date
				Sanctioned Received	
MINOR PROJECT	NIL	NIL	NIL	NIL	NIL
MAJOR PROJECTS	NIL	NIL	NIL	NIL	NIL
INTER DISCIPLINARY	2011-13 Completed 2013- 15	Working Conditions of BPO Employees:	Delhi University	Rs. 5 lakh Rs.3.5 lakhs	

PROJECTS	Completed	Social and Ethical Dimensions'' (Completed, 2012). "Happiness Correlates Among Young Adults (Completed 2015).			
INDUSTRY SPONSORED					
STUDENTS' RESEARCH PROJECTS					
ANY OTHER (SPECIFY)		Project by UGC on E-content development for Post-graduate courses entitled' e-pathshala, content modules in paper clinical psychology. Dr Sarabjit is the co-coordinator and the content writer of the paper no 15. In this project, 20 modules have been completed and submitted and the rest 20 modules are under process.	MHRD	Funding was provided by the Ministry for the project the individual teachers involved received a remuneration for the same.	NA

3.3 Research Facilities

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

The College provides infrastructural and support facilities in the form of computers, library, internet facility, e resources and laboratories. Student activities like field trips to encourage research temperament train them in the use of various research methods, tools and techniques. It also raises the level of awareness and conscientiousness towards socially responsible actions and issues of societal relevance. Students of Psychology and Commerce have taken internships with other organizations to get hands on experience and training and practical exposure to the world of work.

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?

A fully wireless (Wi-Fi) computer network covers the entire campus including all indoor classroom/ laboratory locations, student breakout areas and common areas on campus. This network connects all campus computers to each other and to the internet. The College has well equipped laboratories for course related practical work. As mentioned the College plans to allocate a part of the grant received from UGC under the XII Plan for promotion and encouragement of research activities.

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.

Being an undergraduate College, we receive no grant specifically for research. For undertaking research Projects, the faculty members can request for grants from UGC, NCERT,DU, ICSSR, ICHR.

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

The University of Delhi students and teachers also have access to other libraries like:

- JNU Library
- FMS
- Ratan Tata Library
- South Campus Library
- Teen Murti Library
- NCERT Library
- NUEPA Library
- The American Centre Library
- Sahitya Kala Academy
- The British Council Library
- Delhi Public Library
- Sahitya Academy Library
- National Museum Library
- Hardayal Public Library
- Library of Aiwan-e-Ghalib

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

An excellent, well equipped library is in place in the College with a rich collection of resources. A large collection of books, academic scholarly journals of repute, printed resources as well as digital resources are available to students and teachers for promoting, facilitating and fostering a research culture among students and teachers. The library has two computer systems with OPAC (Online Public Access Catalogue) an online database of materials held by the library and can be accessed by research scholars, students and teachers of the College.

At present the library subscribes to ninety five journals and magazines and sixteen newspapers (English and Hindi). The library has a collection of nearly fifty thousand books in the journal and reference section. The library has the following sections:

- Book Bank
- Periodical and Magazine Section
- Reference Section
- Text book Section
- Research Section

Books in the Reference Section are meant for in-library reference work whereas books in the text books section are issued to students for a one week period. As a part of library collaborations, the College library can access journals of the University of Delhi Library System. The teachers and students have also got access to Delhi University Computer Centre.

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.

There are no collaborative research facilities developed by any research institutes. However, all research facilities including computers, Wi-Fi and laboratory material has been made available by the Delhi University.

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) : NA**
- **Original research contributing to product improvement : NA**
- **Research inputs contributing to new initiatives and social development:**

Research Awards

1. Dr. Garima Kumar, Assistant Professor, Department of Psychology received the Best Research Award (First Prize) for the paper entitled "**Consumed by the Marketing Logic: Targeting the Employee and Consumer Subjectivity"** in OB/HR/ Management Stream at the International Conference on "**Mind Culture and Human Activities: Psychological Sciences in the 21st Century"** and XXth Annual Convention of National Academy of Psychology (NAOP), held at JNU New Delhi 2010.

2. Dr. Shalini Dixit of the Department of B. El. Ed received the Durganand Sinha **Best Dissertation** Award, for her Doctoral Research.

Dr. Sarabjit Kaur of the Department of Psychology has completed a Doctoral Research on the legislation formulated by the government for the protection of elderly who are facing abuse in their own homes by their own children. The researcher has concluded that a large number of the elderly were not found to be aware about the provisions of the Act. Government should lay emphasis on how they should be educated and sensitized about the Act. The research has social relevance which addresses a glaring problem faced by the elderly especially in urban India.

As part of the initiative of University of Delhi on Innovation Projects for 2013-2014, a team of teachers and students undertook a study on "**The Experience and Correlates of Happiness Among Young Adults**". The project received the Best Display Award by the University of Delhi.
The study aims to quantify the determinants of happiness among university students.Happiness is expected to be linked to a range of socio-economic factors and socio-demographic factors, along with educational facilities that include college teaching-learning environment, opportunities to participate in extracurricular activities etc. The findings have the potential to make contributions to higher education management. These should contribute to the more general empirical research into the determinants of well -being of the youth

Dr. Simmi.K. Mehta worked as a Research Assistant with Indian Council of Historical Research on the project entitled **"Towards Freedom"** between 2010-11.

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

The College recognizes the need for an increased focus on research in contemporary times. Among other initiatives to further stimulate and promote research, the College will make an effort to begin such a practice in the future.

3.4.3 Give details of publications by the faculty and students:

a) **Publication per faculty:** 1.76

b) **Monographs:**

c) **SNIP:**

d) **SJR:**

Department wise Publication	No of Papers in peer reviewed Journals	Publications listed in International Database*	Citation index	Impact Factor	h-index	Chapter in Books	Books Edited	Books With ISBN no
B.El.Ed	28	1	-	-	-	22	1	2
Commerce	31	-	-	-	-	1	-	2
Economics	10	-	-	-	-	1	-	-
Education	9	-	-	-	-	2	-	
English	11	-	-	-	-	6	-	5
EVS	1	-	-	-	-	1	-	-
Hindi	26	-	-	-	-	1	2	3
History	4	-	-	-	-	4	-	-
Maths	14	17	23	10.68	3	-	-	6
Music	5	-	-	-	-	5	-	3
Philosophy	-	-	-	-	-	3	-	-
Political Science	11	-	-	-	-	9	-	2
Psychology	7	-	-	-	-	4	-	-
Punjabi	1	-	-	-	-	7	2	6
Sanskrit	-	-	-	-	-	-	-	-
Urdu	-	-	-	-	-	-	-	2
Total No. of Faculty 157	**158**	**18**	**23**	**10.68**	**3**	**65**	**5**	**31**

* 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.)

3.5 Consultancy

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

Industry interface for the moment is done by the Placement Cell in College, where a number of students have been absorbed by MNCs and other organizations. A number of students of the Department of Psychology and other departments are doing volunteer work in some of the organizations in HR, HOSPITALS, NGOs and the like, to get practical exposure in the field. However, the College recognizes that this is an area which can be developed further to utilize the expertise of faculty to the fullest.

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

Faculty members involve themselves in informal consultancy to others. There is no formal institutional provision as such to discover and promote expertise to propagate consultancy.

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

Many faculty members provide consultancy at an informal level.

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

Since no formal consultancy mechanism exists, no revenue is generated as such. As an independent endeavour some faculty members informally engage in such activities.

Department of Psychology

Dr. Pranita Gaur

Dr. Pranita Gaur has provided counselling help and guidance to school children at **"Amarjyoti".**

She is a member of the Review Board for reviewing medical and ethical aspects of research proposals presented at Amarjyoti.

She is also on the panel looking into complaints with regard to ragging in **"Amarjyoti"** Rehabilitation and Research Centre.

Dr Gaur has also been a member of the review board as psychologist mentor for IAS Aspirants in 2014.

Involved in postgraduate teaching at IGNOU.

Mr D.P. Bhatia OMSP

Acted as a Member/Expert on the following Committees during the academic session 2011-2012.

a) E-Typrewriting Committee of Central Board of Secondary Education (CBSE)

b) E-Typewriting Committee of National Insitute of Open Schooling (NIOS)

Educational Films

The following Educational Films have been released for students of National Institute of Open Schooling. The films have been produced under two subject experts including Mr. D.P. Bhatia. The script, rough cut and final cuts were finalized under the supervision of subject experts.

1. **Handling Mail in an Office: The film has been released in both English and Hindi in 2007.**
2. **Placing of Vowels in Shorthand**: for students of English Stenography at Senior Secondary level released in Feb. 2009.
3. **Consonants and Their Joining**: For students of English Stenography. This film was released in 2010.

Department of Education

Dr Radhika Menon

Reports submitted as team member of Official Committees

- Joint Review Mission on Teacher Education for the State of Tamil Nadu (May 2014) constituted by the Ministry of Human Resource Development (MHRD), Government of India, New Delhi.
- Sub-Committees of the National Council for Teacher Education (NCTE) on model syllabi for Elementary level Teacher Education courses (D.Ed.) (2010)
- Review member of D.El.Ed. Syllabus, Delhi SCERT(2011)
- Review member of D.El.Ed. Syllabus, Meghalaya (2014)

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 policy is in place since no income is 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?

Our students are socially conscious young minds who are sensitive to issues plaguing the Indian society. The NSS unit of the College organizes periodic blood donation camps while the students make monetary and other kind of contribution when a natural disaster strikes the country. This inculcates the ideals of service and social commitment among them. Our B.El.Ed students interact with children from less privileged sections of society during their school visits.

The students and teachers have undertaken voluntary activities for **“*Swachh Bharat Abhiyan*”** through cleanliness drives inside and outside the campus**.** Different clubs and societies of the College too play an important role by sensitizing students on various issues. The College Divinity Society through disseminating the message of humanity fosters the principles of love, truth and honesty amongst students. The Debating Society through debates on contemporaneous topics and Dramatics Society (***Parindey)*** through organization of street plays on socially relevant themes contribute towards good citizenship and holistic development of students.

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

The College sensitizes its students towards social movements like *"**Swachh Bharat Abhiyan", "Ekta Divas** **and** **"Good Governance Day**"***. We also encourage our students to join NSS for social service and NCC for developing discipline.We impart the ideas of moral values by talking to them in class about social issues with an aim towards making them responsible citizens. These include the problem of corruption in India, female foeticide, sexual violence against women and conservation of natural resources.

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

We solicit stakeholder perception by taking feedback from them through the College website and the feedback box placed outside the Principal's office.

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

The College is planning to provide a separate budgetary allocation for such activities in the near future.

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?

As mentioned we exhort our students to join NCC or NSS. Our NCC students periodically participate in civil defense programmes. As physical education is a component of the course, students work as a part of NSO as well. Students are taken for study tours that are often aimed at providing exposure to extracurricular activities and ensure an integrated development.

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?

Mata Sundri College is located in an area having a substantial number of minority students, often coming from under privileged backgrounds. The drop out ratio amongst this category is reasonably high. Also, it has been seen that the academic performance of these students is not up to the mark. Although no formal surveys or studies have been undertaken by the College, we would like to conduct such studies to assess these issues in future.

However, projects undertaken by students as a part of their undergraduate curriculum help in understanding issues around social justice and empowerment. As a part of curricular activities, students have to often write term papers on themes of social justice and emancipation of marginalized segments of society. The College also organizes periodic lectures, talks and group discussions by inviting eminent citizens to share their experiences and thoughts on such subjects. In future we would organize outreach programmes for the benefit of underprivileged children of slum colonies and involve our students in these activities.

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.

Extension activities carried out by the College aim at enjoinig the students to take up their social responsibility with dedication and earnestness. Our aim is to churn out a crop of students who are confident, competent, have faith in the right value system and walk out as good citizens of the country. The College wants to impart values of social justice and compassion in our students. Therefore, concepts like ***"langar",*** an activity organized periodically in the College and a system based on the principle of egalitarianism, teaches our students the idea of assimilation with other human beings. It is small wonder that our students have not only excelled in various walks of life but also shone as exemplary human beings.

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

Several community oriented endeavors have been planned by the College as a part of its reach out activities:

- The Institution plans to adopt two local schools catering to the under privileged sections for imparting of free education by the teachers of the College.
- A plan to adopt two local jhuggi clusters for distribution of medicines is also on the cards. The inhabitants will also be educated on the importance of hygiene and general cleanliness. A free medical checkup of girls will be undertaken while the mothers will be acquainted with the nutritional needs of girls.
- The College plans to adopt two neighborhood slum areas for a cleanliness drive to be undertaken by the teachers and students as a part of the ***"Swachch Bharat Abhiyan".***

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

The College gets guidance from the University of Delhi for its various outreach programmes and extension activities. However, there is space for furthering these activities so that a meaningful outcome basket could be constructed.

As mentioned for school interactions, associations are forged with various stakeholders including governmental departments like NDMC, SARVODAYA

SCHOOLS, MCD, school authorities, Election Commission and community for its outreach programme.

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.

The College has been participating in numerous cultural and social activities under the auspices of University of Delhi where its contribution has been recognized on many occasions, including prizes. However, it is also felt that the overall environment for development and proliferation of extension activities is still underdeveloped due to which the College is not able to optimize its potential.

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.

There are no formal mechanisms in place for staff exchange and sharing facilities. The Institution has also not formulated any formal method for collaborations with research laboratories, institutes and industry for research activities. But some examples of collaborative arrangement of student internships in different organizations is encouraged by the College

3.7.2Provide 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 students.

NIL

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.

Various eminent personalities have come and addressed students as part of career counseling initiatives under the aegis of the College Placement Cell. This enhances the professional growth of students and provides them with skill development opportunities.

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

In 2013, the B.El.Ed. Department organized a UGC funded National Seminar entitled **"Empowering Teachers: Building Resources of Pedagogy Skills and Attitude".** This proved to be a platform for interaction of eminent scholars and researchers from the field, on critical issues concerning teacher empowerment.

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

a. Curriculum development/enrichment
b. Internship/On-the-job training
c. Summer placement
d. Faculty exchange and professional development

e. Research

f. Consultancy

g. Extension

h. Publication

i. Student Placement

j. Twinning Programmes

k. Introduction of new courses

l. Student exchange

m. **Any other** NIL

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

The College will make efforts to collaborate with the industry in future to enable not only placement for our students but also allow our students to enrich their knowledge through industry-academia interface.

CRITERION-IV

INFRASTRUCTURE AND LEARNING RESOURCES

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

The planning of infrastructural facilities on the College campus is driven by the Institution's commitment to providing an engaging teaching-learning environment. As per the requirement, infrastructure is improved, modified and upgraded on a regular basis. The College makes available to its faculty comfortable work spaces, internet connectivity, audio-visual aids and numerous other facilities to facilitate teaching. Under the 12th Plan scheme of UGC, a Planning Board has been constituted which looks into the maintenance and expansion of infrastructure in the College.

Mata Sundri College has excellent infrastructural facilities including spacious classrooms and an air conditioned and technology enabled seminar hall. Recently, a state of the art elevated auditorium was constructed for the use of students and classrooms were added on the fourth floor of the College. The library was refurbished and is now fully air-conditioned and Wi-Fi enabled, providing students the perfect ambience to read for long hours. Our B.EL.Ed department has interactive boards for classroom teaching while many other classrooms are ICT enabled. The College ensures a continuous power supply on its premises as generators have been installed on the campus.

In addition, the College is committed to creating an environment friendly campus which is also cognizant to the needs of differently-abled people.

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

A) CURRICULAR AND CO-CURRICULAR ACTIVITIES–

S.S.	**Curricular & Co-Curricular Activities**	**No.**	**Area**	**Activities & Facilities**
1.	Classrooms	64	11 rooms= 650 sq ft (approx) 26 rooms=500-525 sq ft (approx) 20 rooms=400 sq ft (approx) 07 rooms=300 sq ft (approx)	Capacity= 48 students Capacity=40 students Capacity=30 students Capacity= 20 students
2.	Examination Centre	01	550 sq ft	One computer system has been installed. All activities related to the examination are conducted here.
3.	One Seminar Hall One under construction	01	1820 sq ft	It has been the venue for various seminars, academic and socio-cultural activities. Capacity= 200 people Centrally air conditioned Equipped with multimedia projector and sound system
4.	Auditorium	01	7556 sq ft	It has been the venue for big conferences,, seminars, cultural activities and other mega events. Capacity= More than 500 people. Fully air conditioned It is well equipped with multimedia projectors, audio-video recording systems and latest light arrangements.
5.	Computer Labs Commerce 2 labs OMSP 1 Psychology 3	06	Carpet area of each lab is 638 sq ft (approx)	Lab 1 & Lab 2 No. of computers= 190 desktops No. of printers= 15 Fully air conditioned Fully illuminated Two servers with Wi-Fi system provided by University of Delhi

S.S.	**Curricular & Co-Curricular Activities**	**No.**	**Area**	**Activities & Facilities**
6.	Tutorial Hall		3411 sq ft	10 groups of students at one time
7.	B.El.Ed. Room	01	690 sq ft	All facilities related to learning & teaching are available. Smart Board-01 Printer-02 Laptop-01 Projector-03
8.	Library	01	Total area= 13000 sq ft Stack Area= 370 sq ft Reading Room Area= 4750 sq ft Computer lab 2=380 sq ft	Fully Computerized Reading Room seating capacity=150 students Two separate rooms for students and teachers with 10 computer systems with Wi-Fi connectivity to access Delhi University subscribed e-resources and e-mail services. Two computer systems for OPAC. Centrally air conditioned For surveillance of library there are 16 CCTV cameras
9.	Enabling Unit	01	Established in year 2010-11 382 sq ft	Wheel chair=01 Laptops=02 Notebooks=02 Ipods-03 CDs box=01 Pen drives Hard Disk 500Gb Almira=01 Printer=01 Audio recorder
10	Common Room	1	700 sq ft	Well furnished and comfortable
11.	Botanical Garden	NA	NA	NA
12.	Animal House	NA	NA	NA

(B) SPORTS:

Sports Room 1. Area of Room	**Infrastructure Facilities** 4.50x3.80 sq m.=17 sq meter
2. Almirahs	07
3. Tables	03
4. Chairs	02
5. Computer	NIL
6. Printer	NIL
7. Any other facility	1. Refrigerator-01 2. Water Dispenser-01 3. Music System-01 4. Steppers Aerobics-20
2. Outdoor Games	
Name	Infrastructure facilities (like area etc) and number of equipments
1. Volleyball	1. Volleyball Court Area=20X12 sq mts 2. Air Pump-01 3. Volleyball-20 4. Net-01 5. Volleyball Poles-02
2.Football	1. Footballs-02 2. Cone-12
3.Kho-Kho	1. Area=32X18 sq mts. 2. Poles-02
4.Acrchery	1. Wooden Bows-06 2. Target-01 3. Recurve Bow-04
5.Ball Badminton	1. Net-02 2. Rackets-16

3. Indoor Games	
Name	Infrastructure facilities (like area etc) & number of equipments
1. Judo	1. Area of judo Hall-8.70X16.1 sq mts. 2. Judo Mats-35 3. Dumbbells-04 Sets
2.Weight Lifting	1. Weighing Scale-01 2. Bench-02 3. Rods (20Kg)-03 4. Small Rods-02
3. Power Lifting	1. Stands-02 2. Plates (1-25 Kg)-07 Sets
4. Chess	1. Chess Boards-10 2. Chess Clock-04 3. Magnet Chess Kit-01
5. Taekwondo	1. Mats-64
4. Yoga Room:	Infrastructure facilities (like area etc) & number of equipments
1. Room	Yes
2. Facilities Available	1. Yoga Mats-24
NCC	
1. Room Area	--
NSS	
1. Room Area	
2. Other infrastructural facilities	--

5. Sports and Cultural Activities:

Students of Mata Sundri College have brought glory to the cultural life of the Institution. The College has a sports ground and an auditorium with a seating capacity of five hundred students for cultural activities. In addition, an all-purpose hall is also utilized for these activities.

6. Public Speaking and Communication Skills Development:

The College has a debating society which organizes debate competitions to discuss and deliberate upon issues relevant in society. For this purpose, the College auditorium as well as a multipurpose conference hall is equipped with podiums and a sound system which includes speakers, microphones and amplifiers. Projectors are available to support these activities.

7. Health

The College has one medical room which has all first aid facilities. It is also equipped with a wheel chair, basic medicines, a blood pressure instrument, B.I. Sugar Monitoring Machine, and a weighing scale. A qualified lady doctor is available in the College on all working days.

8. Hygiene

All floors including the staff room have water purifiers. There are fifteen toilets on the College campus two of which are for physically challenged students. A number of workers have been employed for cleaning these as the College believes in maintaining rigorous standards of hygiene.

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).

We as an Institution are committed to optimally utilizing the infrastructure for our academic growth. Keeping pace with changing requirements, the College has expanded the infrastructure by constructing twelve classrooms on the fourth floor. Our endeavour is to provide a holistic, value based education to our students and to this end, a centrally located Gurudwara building is under construction. As mentioned a state of the art elevated auditorium has been constructed to complement curricular activities with extracurricular ones. In addition, the College has purchased an independent transformer with two eco-friendly silent green DG Sets of 360 KVA and 180KVA respectively. A firefighting system has been put in place under the disaster management programme as safety and security of students and staff is our primary concern. The infrastructure and other facilities of the College are being used by the Non-Collegiate Women's Education Board (NCWEB) and the Vocational Centre.

NON-COLLEGIATE WOMEN'S EDUCATION BOARD (NCWEB)

Mata Sundri College for Women is also conducting non-collegiate classes under the aegis of the Non-Collegiate Women's Education Board (NCWEB) on its premises on Sundays and during term breaks. The NCWEB has a separate room with all infrastructural facilities to aid in its smooth running. The Board has a separate library to support its academic requirements.

VOCATIONAL CENTRE

The College also runs a series of add on courses thereby training students to face the emerging challenges of the future and also contribute to the industry by developing confident, skilled and efficient personnel. The College is running a Vocational Centre which is well equipped with all facilities. The Vocational Centre computer lab has twenty five computer systems. The following vocational courses are being run in the College:

Travel and Tourism

Textile Designing

Computer Applications

Foreign Languages

The College is planning to expand its existing infrastructure for a prospective Bachelor of Education course and other new courses which it is planning to introduce in the near future. For purposes of energy conservation, solar panels will be installed in the College while the canteen will see an enlargement to include a separate seating area for the teachers. The College plans to upgrade the computer laboratories as well. Infrastructure will be expanded and modified to make the library more disabled friendly while a separate space will be created for a research unit.

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

The College provides a favourable environment for the differently abled students and aims at providing them with not only academic aid but also a campus which is well suited to their needs. In order to support them, the College has assembled guiding tiles in the pathways, developed ramps for easy accessibility to teaching blocks and has installed an elevator which provides easy mobility to these students.

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

- **Hostel Facility–Accommodation available**
- **Recreational facilities, gymnasium, yoga center,etc.**
- **Computer facility including access to international hostel**
- **Facilities for medical emergencies**
- **Library facility in the hostels**
- **Internet and Wi-Fi facility**
- **Recreational facility-common room with audio-visual equipments**
- **Available residential facility for the staff and occupancy.**
- **Constant supply of safe drinking water**

Security

Hostel Facilities are not available on the campus.

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?

Primary medical care, including first aid is provided to the students and staff members in the medical room. A doctor is present on the campus to aid and assist students. Besides, Maulana Azad Medical College and LNJP Hospital are easily approachable. Off campus students and staff can avail the facility of WUS Health Centre. In addition, the College issues a medical card to all permanent teaching and non-teaching staff members to avail the direct payment and reimbursement facility through the University issued empanelled list of hospitals, clinics and pathology labs. The College also conducts free health check up camps and organizes lectures on health care.

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, Counseling and Career Guidance, Placement Unit ,Health Centre, Canteen, recreational spaces for Staff and students, safe drinking water facility, auditorium, etc.

The College has a medical room and an auditorium. The canteen is a large spacious area, with a seating capacity of about two hundred and fifty students. It is equipped with one LCD TV and mandatory standards of hygiene are maintained.

Common Room facilities are available for students and the staff room comprises three rooms with air conditioners and lockers for teachers. A computer system with Wi-Fi connectivity, a printer and a drinking water RO system are also in place. A special room has been created for the IQAC and the Placement Cell. Due to a lack of space other committees and cells of the College utilize a common space.

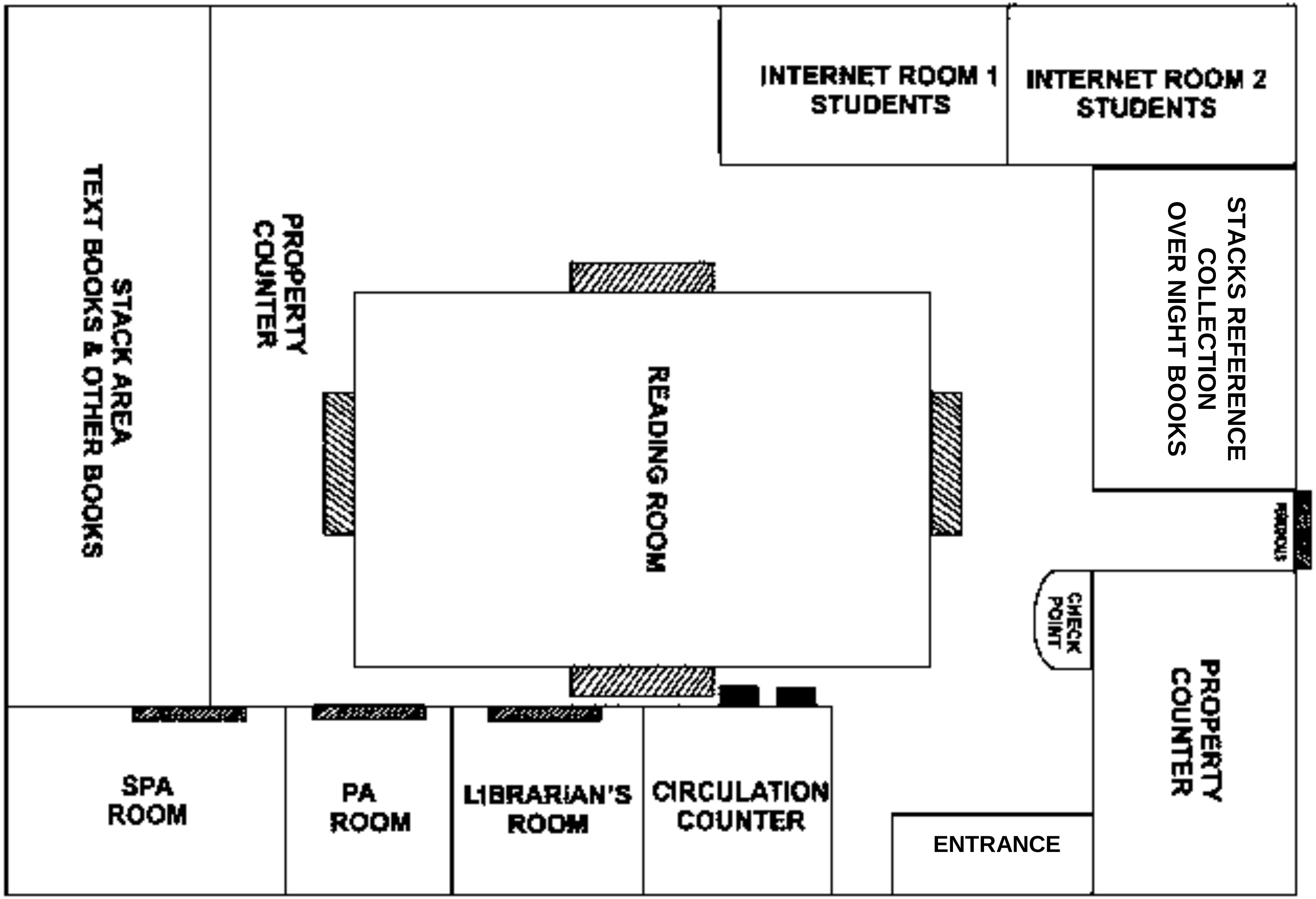
4.2 Library as a Learning Resource

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

The library has an Advisory Committee, comprising six members from various departments and the Librarian. All important decisions regarding the improvement of library facilities are taken by this committee. In recent times, the Library Committee has discussed the issue of weeding out of books. In addition, the creation of a book bank is an initiative that the Library Committee has undertaken for the aid of economically weaker students.

4.2.2 Provide details of the following:

- **Total area of the library (inSq.Mts.)** : 13000 sq ft = 1207.7 sq mts.
- **Total seating capacity** : 150 students
- **Working hours** : 8:30 A.M. to 4:30 P.M (on working days ,during preparation leave before examination s, during examination days, during vacation)
- **circulation of books in the library** : 9A.M. to 2 P.M
- **Reading Room Facility** : 9 A.M. to 4:30 P.M.
- **Lay out of the library** : (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)


INTERNET ROOM 1
STUDENTS
INTERNET ROOM 2
STUDENTS
STACK AREA
TEXT BOOKS & OTHER BOOKS
PROPERTY
COUNTER
READING ROOM
STACKS REFERENCE
COLLECTION
OVER NIGHT BOOKS
CHECK
POINT
PROPERTY
COUNTER
SPA
ROOM
PA
ROOM
LIBRARIAN'S
ROOM
CIRCULATION
COUNTER
ENTRANCE

The College library, located in the basement of the building, is fully air conditioned and automated. It is an amalgamation of the traditional and modern, where conventional reading spaces are complemented by wireless internet access and computer workstations. The library has an excellent collection of over 1, 00,000 books and access to digital resources provided by Delhi University. All library holdings and other services are available on one floor. New arrivals are displayed timely and on a continuous basis so that the students and teachers are abreast with the latest books available in their respective subjects. The library is running the LIBWARE software successfully. The overall ambience of the library provides a pleasurable environment and fosters a culture of reading and consulting books among the students.

FLOOR PLAN

- At the entrance there is a property counter towards the right.
- Towards the right of the front passage, reference section and overnight books are placed.
- Towards the left of the entrance there is a circulation counter, reading rooms for the staff, office of the librarian and book stacks.
- At the extreme back the library has two separate rooms with internet connectivity via Wi-Fi network.
- Periodicals and Online Public Access Catalogue are also available on the same floor.

ONLINE PUBLIC ACCESS CATALOGUE (OPAC)

Information regarding all printed and audio-visual collection is available through Online Public Access Catalogue (OPAC) which is accessible through two computer systems, installed near the periodicals display stack in the library.

BOOK SHELF ARRANGEMENT

The library has an excellent collection of books on various subjects. There are approximately eighty new and ninety five old racks where books are placed for daily circulation. Reference collection and overnight books have been placed in eighty almirahs.

SEATING PLAN

The center of the library has a spacious reading room with twenty five tables and a seating capacity of hundred and fifty students.

SUPPORT

The library staff is trained in operating the computer systems. They are skilled and can provide students with all the information and resources that they need.

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 College library purchases books on the recommendation of teachers who advise the library on current titles and latest editions of books. The library in-charges from each department recommend these purchases. The library ensures that there is no duplication of recommended books by checking the database of books thoroughly. The library personnel also check the current titles or latest editions of books through websites of publishers as well as the catalogues provided by the publishers and vendors. Newly acquired books are placed on the new arrivals display stand. The information about new arrivals is disseminated to students and faculty members through notice boards.

The following table provides the total amount spent on books in the last four years:

Library Holdings	Year 2010-11 No. Cost (Rs.)		Year 2011-12 No.Cost (Rs.)		Year 2012-13 No. Cost (Rs.)		Year 2013-14 No. Cost (Rs.)	
	Books	amount	Books	amount	Books	amount	Books	amount
Text Books	1470	5,38,659	1937	7,07,290	2347	8,76,137	2279	8,18,954
Reference Books	78		104		141		127	
Periodicals	58	95,168	60	1,06,796	61	1,21,195	61	1,51,145
E-Resources	-	-	-	-	-	-	-	-
B.El.Ed. Books	52	43,020	184	44,326	74	57,307	111	58,793

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

OPAC

- Two computer systems near the entrance of the library are installed with library software LIBWARE Version 3.0.3 with Online Public Access Catalogue (OPAC) facility.
- Students can use this software and access all the collections available in the library via title, author, publisher, keywords etc.
- Instructions have been displayed as to how to operate OPAC.
- We have a future plan to conduct an orientation class for students of all courses being taught in the College in order to make them aware of OPAC and its functionality.
- We are also planning to convert OPAC into WEBOPAC. This will enable the students and faculty members to search the titles from the comfort of their homes.

Federated searching tools to search articles in multiple databases

DULS Knimbus is available for searching articles in multiple databases of Delhi University subscribed e-resources via DULS link on university site i.e. www.du.ac.in

Library Website

There is a link of College library on the college website i.e. ms.du.ac.in

In-house/remote access toe-publications

- All Delhi University subscribed e-resources can be accessed through Wi-Fi connectivity on DU network on the College campus.
- Public domain e-resources are available for remote access.

Library automation

Mata Sundri College Library is fully computerized using Library Management Software LIBWARE Version 3.0. 3. It has the following modules:

- Administration
- Acquisition
- Cataloguing
- Circulation
- Member facilities
- Articles Indexing
- Serials
- Other Works

The library is using Administration, Cataloguing, Circulation, Member facilities (which include OPAC) and serials modules. In addition, we are also using the barcode technology. All books have been barcoded. Barcodes are generated in the library using barcode printer. Books are circulated through the software. Barcode scanners are used for this purpose. Books are checked at the check point through this software.

Total number of computers for public access : **13**

- Eight computer systems with Wi-Fi connectivity are installed for students to access e-resources as well as other curriculum related materials.
- Three computer systems with Wi-Fi connectivity are installed for faculty to support their research works, projects etc.
- Two computer systems are installed with OPAC to access collection of the library.

Total numbers of printers for public access	:	NIL
Internet speed	:	100Mbps
Institutional Repository	:	No Institutional Repository

Content management system for e-learning : NA

Participation in Resource sharing networks/consortia (like Inflibnet)

Students and faculty can access resource sharing networks through Delhi University Network only.

4.2.5 Provide details on the following items:

Average number of walk-ins	203 students per day (Calculated for years 2012-13 & 2013-14)
Average number of books issued/returned	105 books per day (Calculated for years 2012-13 & 2013-14)
Ratio of library books to students enrolled	25:1
Average number of books added during last three years	2438 books
Average number of login to opac(OPAC)	Exact statistics are not available.
Average number of login to e-resources	No statistics available
Average number o f e-resources downloaded/printed	NA
Number of information literacy trainings organized	NIL
Details of "weeding out" of books and other materials	The library has no details of weeding out of books since 1967. The process of weeding out of books has been initiated in year 2014-15. A list of 12, 816 books that need to be weeded out has been prepared. The

process will be completed in the academic session of 2015-16.

4.2.6 Give details of the specialized services provided by the library

Manuscripts	:	NA
Reference	:	Library provides access to all reference collections like encyclopedias, yearbooks, dictionaries, directories etc.
Reprography	:	The library provides the reprography services outside the library on College premises.
ILL(Inter Library LoanService)	:	NA
Information deployment and notification	:	Information regarding issue of books, clearance and budget is displayed on the notice boards periodically.
Download	:	The library provides high speed internet connectivity with Wi-Fi facility to download articles.
Printing	:	NA
Reading list/Bibliography compilation	:	NA
In-house/remote access to e-resources	:	This service is provided through DU Network on College premises. All Delhi University subscribed e-

resources can be accessed via DU network.

User Orientation and awareness : An orientation of first year students is conducted at the commencement of every academic session by the Librarian in order to make them aware about the working of the library. The library support staff also help the students. Queries are dealt with promptly and step by step instructions are displayed for using OPAC.

Assistance in searching Databases` : The Librarian personally provides assistance to students and faculty for searching various databases subscribed by Delhi University.

INFLIBNET/ IUC facilities : NA

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

- The Librarian addressees the day to day grievances of the students and faculty members speedily and efficiently.
- The library staff provides assistance for locating books placed on stacks.
- Extra attention is given to students with special needs.
- The library is well stocked with adequate material for post graduate students who do not have regular classes on the College campus.
- The Librarian assists faculty members to search articles or books on the internet.

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

- Physically challenged students and faculty members are not required to queue up for issuing books.
- The library has a Helen Keller Unit where Braille material provided by Delhi University has been set aside for the use of visually challenged students and faculty.
- Two computer systems are being installed with software for visually challenged students and faculty.
- The Librarian provides assistance to the visually challenged students and faculty by copying their curriculum related CDs in their laptops & PLEXTALKs.
- Delhi University Braille Library Membership is provided to visually challenged students.
- If required, the Librarian helps visually challenged students and faculty by converting their print material into voice material by personally recording it.

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?)

As of now there is no formal feedback system in place but the librarian carries out an informal interaction with students and faculty on the basis of which changes are made in the library.

- Grievances are solved in no time.
- On the request of students issue of books continues during lunch hours from 1:30P.M. To 2.00 P.M.
- Recommendations made by the Library Committee are implemented swiftly.

4.3 I T 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)**

S.No.	Places where computer systems are installed	No. of Computer systems	System Configuration (Hardware & Software details)
	Principal's Room	01	Hp Desktop system-Core 2 Duo Windows
	Computer Lab 1	29	Acer Desktop, Windows AMD Processor
	Computer Lab 2 (near gurudwara)	31	Acer Desktop, Windows AMD Processor
	OMSP Lab	22	Hp Desktop system-Core 2 Duo Windows
	Library	20	Hp Desktop-Core I3, Core2 Duo Windows
	Admin Office	10	Hp Desktop-Core 2 Duo Windows
	Accounts Section	07	Hp Desktop-Core 2 Duo Windows
	Psychology Lab	19	Hp Desktop-Core 2 Duo Windows
	B.El.Ed.	02	Hp Desktop system-Core 2 Duo Windows
	Staff Room	01	Hp Desktop system-Core 2 Duo Windows
	Divinity Room	NIL	
	Room No.-107	01	Hp Desktop system-Core 2 Duo Windows
	PA's Room	01	Hp Desktop system-Core 2 Duo Windows
	Vocational Lab	25	Acer Desktop, Windows AMD Processor
	Enabling unit	2	Hp Desktop system-Core 2 Duo Windows

- **Computer-student ratio- 1:24**

- **Stand alone facility**

S.No.	Stand Alone Facility	Total Numbers
1.	Fax machines	01
2.	Laptops for students	1171
3.	Laptops for teachers	52

- LAN facility

College has LAN facilities in:

- Computer Lab 1 & 2
- Library
- Accounts Section
- OMSP Lab
- Wi-Fi facility
- The entire College campus is Wi-Fi enabled with the exception of the fourth floor and the auditorium.
- Licensed software
- Paper License Windows XP- 43 system License
- Mathematica-09 (Network License from Delhi University)
- SPSS (Network License from Delhi University)
- Quick Heal Admin Console 4.6 Antivirus
- Number of nodes/computers with Internet facility= 119 Computer Systems
- Servers-

Windows based server -02 (Network License from Delhi University). These are Sofware pre-installed servers with Xeon Processor received from Delhi University.

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

There are 119 computer systems for students and teachers. Students and faculty have been provided with login ID and password to access the internet via Wi-Fi network provided through Delhi University.

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

- The College is planning to provide internet facility to the fourth floor classrooms and the Auditorium.

- A plan to convert projector installed classrooms into E-Classrooms for effective teaching and learning is also on the anvil.
- Improvement in the College website
- Up gradation of OPAC to WEBOPA

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)

.	2010-11 (Rs.)	2011-12 (Rs.)	2012-13 (Rs.)	2013-14 (Rs.)
Procurement	5,00,000	2,15,964	1,05,490	-
Up gradation	-			
Deployment	-	3,34,711	53,000	36,000
Maintenance	88,130	70,110	1,26,586	2,56,664
Total (Rs.)	5,88,130	6,20,785	2,85,076	2,92,664

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

The College has equipped thirty classrooms with LCD projectors to enable teachers to augment their teaching using audio-visual aids. Computer aided teaching is being utilized by the Mathematics department, where the faculty is using a software **“Mathematica”** to teach their students. In addition, students are encouraged to use projectors to make class presentations. Differently abled students have been provided with laptops and pen drives to enhance their learning capabilities. Further, they have access to computer systems with JAWS& NVDA installed software to support them in their academic activities.

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 focus of the Institution is keeping pace with changing learning environment that has been ushered in with the advent of technology. Teaching learning methodologies involve assignments, presentations, tutorials, class-tests, projects and a host of other activities. This requires extensive research and the use of ICT for students becomes absolutely imperative. Thus, pedagogy changes from mere lecturing to a more interactive and stimulating experience, rendering the role of a teacher to that of a facilitator. The College, on its part facilitates the use of technology by providing lap tops and easy access to e-resources through a Wi-Fi enabled campus. Besides, ICT enabled infrastructure like well equipped computer labs, library, projector enabled classrooms are learning spaces available to teachers to facilitate students.

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

Yes, the College does avail the National Knowledge Network connectivity through the parent university i.e. University of Delhi. The College is connected to NKN for resource sharing with all major educational and research institutions across the country. ICT services including internet are being provided to the College through NKN. The services availed by the College through NKN are:

- Video Conferencing
- Delhi University Wide Area Network
- Local Area Network in the college
- All Delhi University subscribed e-resources

4.4 Maintenance of Campus Facilities

4.4.1 How does the Institution ensure optimal al location 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)

S.No.	Heads	2010-11 (Rs.)	2011-12 (Rs.)	2012-13 (Rs.)	2013-14 (Rs.)
1	Building	1,29,839	-	-	-
2	Furniture	-	33,971	3,232	-
3	Equipment	5,00,000	1,58,284	18,013	-
4	Computers	-	2,15,964	1,05,490	-
5	Vehicles	-	-	-	-
6	Any other	35,000	1,00,001	1,05,163	36,000
	Total (Rs.)	6,64,839	5,08,220	2,31,898	36,000

4.4.2 What are the Institutional mechanisms for maintenancee and upkeep of the infrastructure, facilities and equipment of the College?

The College ensures regular maintenance of infrastructure, facilities and other equipment by periodic checking carried out by the respective teams of the College. Routine maintenance of the equipment is carried out by the maintenance staff as well as outsourced to concerned agencies. Flora in the College is maintained by expert, experienced and dedicated gardeners. A few of the equipment are under the Annual Maintenance Contract of the concerned company.

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

The calibration and precision of equipments are taken on a regular basis by the lab assistant and lab attendants as per manual guidelines. In case of additional need the College takes help from an external agency.

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

Power supply remains uninterrupted as we have a Green DG Set installed in the power station of the College. All computer systems are connected with UPS.

Maintenance and upkeep of these is supervised by the care taker and electrical professionals. In case of emergency, help of external experts is sought .For a constant supply of water available through New Delhi Municipal Council (NDMC), the College has sixteen overhead water storage tanks in place. Purifiers are attached to the seven water coolers for providing safe drinking water to students, faculty and other staff members. The College has an RO water treatment plant with a capacity of 1000 lpht to purify water. The cleaning of water tanks has been outsourced and these are cleaned on a regular basis.

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?

The College publishes its updated prospectus annually for its prospective students and this is also uploaded on the College website. The prospectus provides a detailed account of the following information:

- Vision and Mission of the Institution
- Admission Schedule and its rules and procedure
- Details pertaining to Infrastructure.
- College rules and regulations and Ordinances of Delhi University
- Fee Structure
- Examination and Evaluation process
- Details pertaining to Scholarships and Assistance provided to students.

In addition, the prospectus clearly outlines and states the College's policies regarding Discipline, Ragging and Sexual Harassment. It also delineates the profiles of faculty members, courses, committees and societies working in the College towards a holistic development of students. Policies outlined in the prospectus are communicated to the students during the Orientation Programme and are rigorously adhered to throughout the year. The faculty and administration consistently work in accordance with the information provided in the prospectus to make the College a centre of academic excellence.

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

The College is committed to providing financial assistance to disadvantaged students. Liberal concessions and timely financial aid is expended to them and those requiring assistance simply have to fill out the relevant application form. A Student Aid Fund has been established to give assistance to students for fee, stationery, conveyance, medicines, clothes etc. Special concession for disabled students from economically weaker sections is also available. In addition, financial assistance out of the Vice Chancellor's Student Fund is granted to underprivileged students. Scholarships are also offered by Central and State governments as well as retired and serving members of the teaching faculty, for poor but meritorious students. Charitable trusts and organizations like B.K. Anand Benevolent Trust, Ashrafi Devi Educational Trust and The Noble Foundation Trust etc also make their contribution by way of providing scholarships. A breakup of financial aid disbursed in the last four years is given in the table below:

S.No.	Financial Year	No. of Students	Total Amount
1.	2010-11	200	Rs 6,82,880/-
2.	2011-12	145	Rs 300000/-
3.	2012-13	266	Rs 12,52,214/-
4.	2013-14	286	Rs 15,66,027/-

5.1.3 What percentage of students receives financial assistance from State government, Central government, and other national agencies?

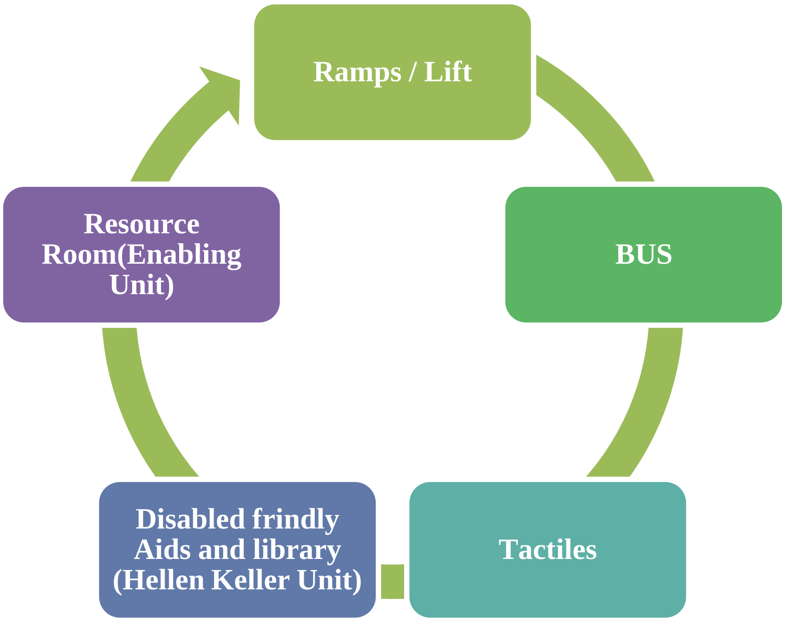
Approximately 2.5% of students receive financial assistance from State Government, Central Government, and other national agencies.

5.1.4 What are the specific support services/facilities available for Students from SC/ST/OBC/PWD and economically weaker sections?

The Equal Opportunity Cell of the College works in close coordination with the Enabling Unit to provide all possible help to such students. It ensures that both students and employees from weaker sections are provided a professionally and academically stimulating environment along with financial assistance. The SC/ST/PWD/Minorities are adequately represented in the College. Furthermore, an appropriate relaxation in cut-off percentage is given to SC/ST/PWD students during admissions.

Students with physical disabilities

The College Enabling Unit was established in 2010-11 with a view to focus on providing accessible education and equal facilities to the differently abled. As an Institution which is committed to providing a friendly and favourable environment to the differently-abled we have a number of support systems in place which are graphically represented below:



Ramps / Lift

BUS

Tactiles

Disabled frindly Aids and library (Hellen Keller Unit)

Resource Room(Enabling Unit)

Overseas Students - The College provides facilities as per the University rules.

Students to participate in various National and International competitions

The College has active societies to promote sports and extra-curricular activities which cater to the divergent needs of students. Students who participate in these non scholastic activities are provided with special academic support in terms of extra time and classes from the faculty. Sports students are given sports kits and nutritional supplements

Medical assistance to students: health centre, health insurance etc.

The College has a fully functional medical room with a qualified doctor to attend to the needs of the students. In cases of emergency the College makes arrangement for students to be taken to hospitals situated in close proximity to the College.

Coaching Classes for Competitive Exams-

The College conducted UGC sponsored remedial classes for students in the academic session 2011-12. As of now no grant has been provided by the UGC for holding classes for competitive examinations. As and when we receive a grant to conduct such classes the College will do so.

Skill Development (Spoken English, Computer Literacy, etc.)

The College is making its utmost endeavours to hone the skills of its students to make them suitable for the fast paced, rapidly transforming job market. To this end, add on courses on computer applications are being run in the College. Textile Designing, Tourism and Foreign Language courses are being conducted by the Vocational Centre. The College has a tie up with National Bal Bhawan to teach skill development techniques like paper recycling to the students. The Sun Foundation too is conducting certificate courses on Fashion Designing, Textile Designing and Graphics Designing for our needy students. In addition, workshops and seminars are conducted on a regular basis to boost communication skills of the students. The College Placement Cell is not only doing a laudable job in getting our students placed but also counsels the students about choosing the right career.

Support for “slow learners”

Informal support, coaching and mentoring is provided by the teachers.

Exposure of students to other institution of higher learning/ corporate/business house etc.

Various interactive programs and workshops are organized to encourage interaction between industry and academia. Under the 12th Plan a provision has been made for study tours and trips and the College is planning to take its students for such trips in the near future.

The following seminars were conducted by some companies in the College:

Year	Event	Company
2010-11	Career Counselling Seminar	Saarthi
2011-12	Career Counselling Seminar	Aviva Insurance AMCAT
2012-13	Career Counselling Seminar	AMCAT
2013-14	Career Counselling Seminar	AMCAT

Publication of student magazine

The creativity of our students finds adequate expression through articles, poems and sketches published in the College magazine “**Bani**”. Four decades old, it is published in five languages – Sanskrit, Hindi, English, Urdu and Punjabi. Students take full responsibility of material collection, editing and designing of the magazine supported by the teaching faculty.

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

The College plans to intensify its efforts in this direction by holding more interactions between the industry and academia. We would like to collaborate with organizations and send our students to corporate houses in order to provide them exposure and hone their entrepreneurial skills

5.1.6 Enumerate the policies and strategies of the Institution which promotes 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**
- **special dietary requirements, sports uniform and materials**
- **any other**

Participation of students in extracurricular activities is an integral part of personality development and impacts the emotional and social well being of students in a positive way. A wide and diversified range of such activities exist in College and there are active societies to promote them. A few examples are the Cultural Society, Dramatics Society, Debating Society and Film Society. In addition, students are encouraged to join the NCC and the NSS. Academic support in the form of some relaxation in attendance and by holding extra classes is given to such students. Students participating in these events are provided additional coaching from external agencies as and when required. The College provides refreshment to students during practice sessions. Sports students who win prizes in national and international events are felicitated on the College Annual Day. Those excelling in such activities are admitted to College under the ECA category, trials for which are conducted by a Committee especially constituted for the purpose.

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, Defence, Civil services etc.

There is no provision for formal coaching classes. However, informal guidance is imparted by our teachers.

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

Academic Counselling: While the admission process is underway, the Admission Committee constitutes a counselling team to help the students regarding the choice of stream and subjects. Doubts and queries regarding admission procedure are resolved by this team. Informally, the teachers help the students in forming academic roadmaps for themselves.

Personal Counselling: Teachers are available for mentoring, advising, counselling and supporting the students in time of their need. The Head of the Institution too looks into the problems of the students when required.

Psycho-Social Counselling: The College arranges resource persons from various fields including psychology to guide students and provide psycho-social support. Moreover, a qualified Counsellor has been appointed in the session 2014-15 for helping students overcome their emotional and stress related problems

Career Counselling: The College has an active Placement Cell to ensure that the students get adequate exposure to the current employment scenario. The Cell has made a commendable effort in getting our students placed in good organizations and companies.

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).

As mentioned, the Placement Cell helps students with making an informed career choice. The Cell approaches companies that offer internships to students of junior classes and job placements to the outgoing students. Many organizations visit the College for campus recruitment. Some corporate giants that have visited our campus are listed under:

- WIPRO
- GENPACT
- WNS
- AVIVA
- ITC
- INDIGO AIRWAYS

- IACT
- OBEROI HOTEL
- HT Media

In the session 2013-14, 370 students attended placement drives. The Central Placement Cell of the University selected students for jobs at Oberoi hotel and HT media. 65 girls were selected by Genpact for various profiles. B.El.Ed. graduates have been successfully placed in various reputed schools of Delhi like- Presidium, The Heritage, Cambridge Foundation and Bharat National Public School.

In addition, the individual departments make efforts to prepare students for the employment market. For instance **"Invictus",** the Commerce Society of the College organizes seminars and talks on how to face interviews. Verbal ability experts are invited as speakers and the students benefit from these sessions immensely. One such talk was organized in March 2015 where Mr. Krishendu Datta, a verbal ability expert was invited as a speaker.

The following table provides the College's placement record:

Table: College Placement Record

Year	Course	Students Registered	Students selected	%
2010-11	Commerce, English, Psychology, Maths BA Program,	With CPC-14 With College-38	Not Available 12	-- 32%
	B. El. Ed.	30	18	60%
2011-12	Commerce, English, Psychology, Maths BA Program,	Total-100	60	60%
	B. El. Ed.	32	9	28.12%
2012-13	Commerce, English, Psychology, Maths BA Program	With CPC-300 With College-105	Not Available 72	-- 69%
	B. El. Ed.	39	23	46.93%
2013-14	Commerce, English, Psychology, Maths BA Program,	With CPC-370 With College-95	Not Available 65	68%
	B. El. Ed.	49	12	24.48%

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.

The College has a Grievance Redressal Cell but mostly to resolve the grievances of its staff members. As far as students are concerned, there are Student Advisors to look into their problems. Besides, a suggestion box has been placed outside the Principal's office for addressing students' grievances.

The following table enumerates the list of grievances and their redresssal:

S.No.	Grievance	Redressal
1.	Non availability of cold drinking water	New water coolers and purifiers were installed on each floor
2.	Overcrowding of photocopy facility in the College premises	Addition of new photocopying machine
3.	Shortage of computer laboratories	Establishment of additional computer laboratories
4.	Low standards of hygiene in the College	An external agency has been appointed for the up keep of hygiene and cleanliness in the College. Additional toiletries have been sanctioned. Sanitary napkin vending and disposal machine has been installed.
5.	Variety of food in the canteen	Health foods were added on the menu and a Mother Dairy outlet was opened on the campus.
6.	IT connectivity and audio-visual facility in the classrooms	Facilities were provided in many classrooms
7.	Lack of facilities in the Common Room	The Common Room has been refurbished.
8	Lack of space for the Placement Cell	A separate room has been provided for the Placement Cell.

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

A fully functioning Internal Complaints Committee as per the Sexual Harrassment of Women at Workplace (Prevention, Harassemnt, Prohibiton and Redressal), Act, 2013 has been instituted in the College to resolve grievances related to harassment. The composition of this committee is as follows:

- Two members of the teaching staff
- Two members of the non teaching staff
- Three student representatives.
- Two co-opted members from outside college with known contribution to women’s issues

- In addition, the College imparts education on self defence to its students.

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?

Yes, an Anti-Ragging Committee is fully functional in the College. Strict vigil and monitoring by this Committee has ensured that Mata Sundri College for Women has been a zero ragging zone for the last four years.

5.1.13 Enumerate the welfare schemes made available to students by the Institution

The College ensures social justice through the following welfare schemes:

- The College has a fully functioning Fee-Concession Committee which expends timely distribution of fee concession to deserving students. The College also extends free-ships to EWS category students.
- A book bank is available for students who cannot afford to buy books.
- The College runs a subsidised canteen for students.

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?

The process of forming Alumni association has been initiated by the College.

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.

Student progression	%
UG to PG	Data Not available
PG to M.Phil.	
PG to Ph.D.	
Employed • Campus selection • Other than campus recruitment	

Most of our students pursue post graduate programs like M.A., M.B.A., M.Sc., M.Com., CA, CS, B.Ed. etc. Many of our students have been placed in good companies as well but the exact data is not available in our records.

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

Result analysis of Mata Sundri College for Women (Last 4 Batches)

Session-> Percentage->		**2010-11**		**2011-12**		**2012-13**		**2013-14**	
		Pass%	**Com%**	**Pass%**	**Com%**	**Pass%**	**Com%**	**Pass%**	**Com%**
S.No.	**Course**								
1.	B.El.Ed.	100	100	100	100.	97.62	100	100	100
2.	B.A.(H) History	28.57	14.28	100	23.53	100	34	63.63	63.64
3.	B.A.(H) Political Sc.	92.10	70	100	67.53	100	73.61	59.79	59.79
4.	B.A.(H) Philosophy	87.5	36.84	85.71	50	100	51.43	56.25	56.25
5.	B.A.(H) Psychology	88.88	72.73	96.87	77.5	97.5	78	88.88	56.82
6.	B.A.(H) English	57.77	44.83	55	15.28	100	83.33	75.67	74.67
7.	B.A.(H) Hindi	95.65	95.65	80	47.76	100	58.82	72.22	72.22
8.	B.A.(H) Punjabi	87.5	63.64	90	64.28	100	80	56.25	56.25
9.	B.A.(H) Sanskrit	50	14.28	66.66	33.33	100	38.46	0	0
10.	B.Sc.(H) Maths	86.66	59.09	92.31	51.06	100	80	80	80
11.	B.Com. (H)	95.83	68.45	98.07	73.91	100	76.36	75.70	75
12.	B.Com.Program	81.73	74.58	57.57	46.79	100	88.13	88.53	87.5
13.	B.A. Program	64.83	59	48.41	40.86	100	86.78	67.88	66.37

Comparison of pass percentage of Mata Sundri College for Women with other colleges has been provided in the table below:

Session→	**2010-11 Colleges**					
S. No.	**Course**	**Mata Sundri College**	**Lakshmi Bai College**	**Vivekanand College**	**Bharati College**	**Shyama Prasad Mukherjee College**
1.	B.El.Ed.	100	N.A.	N.A.	N.A	100
2.	B.A.(H)History	28.57	76.19	67	100	69.25
3.	B.A.(H)Political Sc.	92.10	83.33	84	100	98
4.	B.A.(H)Philosophy	87.5	94.11	N.A.	N.A.	83.3
5.	B.A.(H)Psychology	88.88	N.A.	N.A.	N.A.	96.42
6.	B.A.(H)English	57.77	68	100	100	70
7.	B.A.(H)Hindi	95.65	100	100	100	69.4
8.	B.A.(H)Punjabi	87.5	N.A.	N.A.	N.A.	NA
9.	B.A.(H) Sanskrit	50	100	57	100	100
10.	B.Sc.(H) Maths	86.66	100	91.30	N.A.	92.3
11.	B.Com. (H)	95.83	94.87	100	100	100
12.	B.Com.Program	81.73	90.29	90.10	100	88.37
13.	B.A. Program	64.83	82.19	89.92	100	75.6

Session→	**2011-12 Colleges**					
S. No.	**Course**	**Mata Sundri College**	**Lakshmi Bai College**	**Vivekanand College**	**Bharati College**	**Shyama Prasad Mukherjee College**
1.	B.El.Ed.	100	N.A.	N.A.	N.A	100
2.	B.A.(H)History	100	70	82.60	88.89	100
3.	B.A.(H)Political Sc.	100	85	94.10	91.17	100
4.	B.A.(H)Philosophy	85.71	100	N.A.	N.A.	90
5.	B.A.(H)Psychology	96.87	N.A.	N.A.	N.A.	95.45
6.	B.A.(H)English	55	87.5	92.00	92.68	93.1
7.	B.A.(H)Hindi	80	95.4	97.14	93.1	93.93
8.	B.A.(H)Punjabi	90	N.A.	N.A.	N.A.	NA
9.	B.A.(H) Sanskrit	66.66	100	82.35	87.5	100
10.	B.Sc.(H) Maths	92.31	100	100	N.A.	100
11.	B.Com. (H)	98.07	100	100	100	100
12.	B.Com.Program	57.57	75.2	70.33	71.84	79.38
13.	B.A. Program	48.41	49.3	62.60	55.03	60.42

Session→	2012-13 Colleges					
S. No.	**Course**	**Mata Sundri College**	**Lakshmi Bai College**	**Vivekanand College**	**Bharati College**	**Shyama Prasad Mukherjee College**
1.	B.El.Ed.	97.61	N.A.	N.A.	N.A	100
2.	B.A.(H)History	100	88.46	96	91.30	87.5
3.	B.A.(H)Political Sc.	100	78.43	97.61	96.55	98.5
4.	B.A.(H)Philosophy	100	88.46	N.A.	N.A.	94.44
5.	B.A.(H)Psychology	97.5	N.A.	N.A.	N.A.	97.05
6.	B.A.(H)English	100	78.57	94.87	80.39	100
7.	B.A.(H)Hindi	100	77.96	95.12	95.23	97.05
8.	B.A.(H)Punjabi	100	N.A.	N.A.	N.A.	NA
9.	B.A.(H) Sanskrit	100	100	93.75	83.33	100
10.	B.Sc.(H) Maths	100	100	100	N.A.	92.85
11.	B.Com. (H)	100	100	89.13	88.57	100
12.	B.Com.Program	100	70.73	89.43	74.75	91.3
13.	B.A. Program	100	68.13	86.09	79.23	76.9

Session→	2013-14 Colleges					
S. No.	**Course**	**Mata Sundri College**	**Lakshmi Bai College**	**Vivekanand College**	**Bharati College**	**Shyama Prasad Mukherjee College**
1.	B.El.Ed.	100	NA	N.A.	N.A	100
2.	B.A.(H)History	63.63	67.39	51.02	60	76
3.	B.A.(H)Political Sc.	59.79	46.87	85.71	100	82.9
4.	B.A.(H)Philosophy	56.25	63.15	N.A.	N.A.	60
5.	B.A.(H)Psychology	88.88	NA	N.A.	N.A.	81.25
6.	B.A.(H)English	75.67	75.6	75.76	83.33	90.9
7.	B.A.(H)Hindi	72.22	74.46	87.76	83.63	84
8.	B.A.(H)Punjabi	56.25	NA	N.A.	N.A.	NA
9.	B.A.(H) Sanskrit	0	46.66	15.79	18.18	16
10.	B.Sc.(H) Maths	80	58.33	82.05	N.A.	83.87
11.	B.Com. (H)	75.70	84.84	86.11	77.34	85.36
12.	B.Com.Program	88.53	84.76	93.43	74.19	89
13.	B.A. Program	67.88	61.95	72.99	64.13	73.72

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

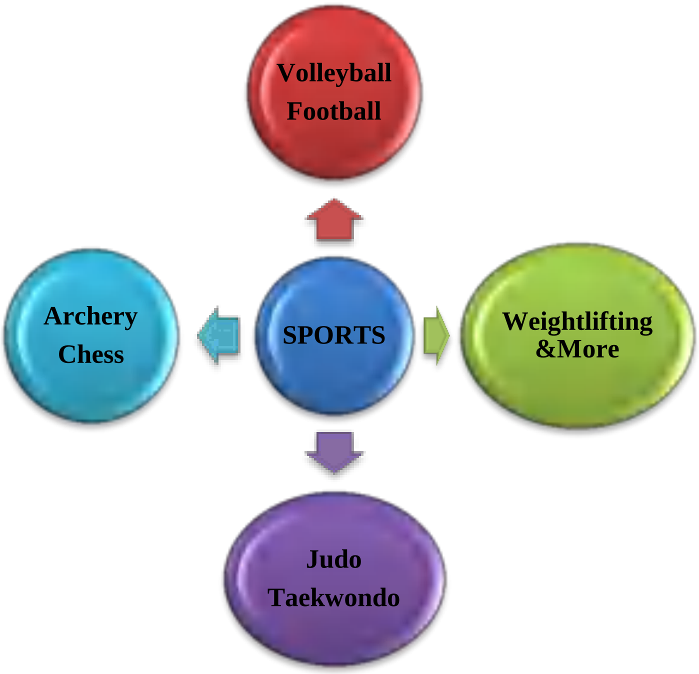
As mentioned, informal guidance is provided by the teachers. The College has an active Placement Cell which guides students and helps them in securing employment. Counselling programmes are also held from time to time.

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

In India, several psycho social reasons can be attributed to students dropping out of colleges. The College makes an attempt to address these. As mentioned, financial aid is made available to students who may be at the risk of dropping out due to financial constraints and formal and informal counselling is provided to students who may have other reasons. Those at the risk of failure are provided additional academic help by the teachers. Individual attention is given to such students during tutorial classes.

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.



The College sports ground is well equipped. Expert coaches are hired from outside and coaching is provided to students free of cost.

Cultural and Extra-Curricular Activities:

The College organizes a two day long Inter College Cultural Festival annually aptly named “***Saarang”,*** meaning 'infinite colours'. The festival provides an opportunity to students to showcase their innumerable abilities. The festival opens with the **'Guru Nanak Paper Reading'** competition. ***“Saarang”*** witnesses participation of more than one thousand students from different colleges of Delhi. A host of events like **Debate, Poetry, *Mehfil-e-Ghazal***, **Poster** and **Collage Making**, ***Antakshari***, **Ad-Mad Show, Quiz, *Rangoli, Mehandi,* Face Painting and Dance Competitions** are organized. Stalls arrayed with products are on display.

The College **Divinity Society** is an active fully-functioning body focussing on spiritual development. Activities like Sehaj Path, Bani kirtan competition, Kirtan sessions, Gurpurab celebrations, Nagar kirtans, Mata Sundri Diwas and Gurmat quiz are conducted by the society. A large number of teams from different schools and colleges of Delhi and NCR participate in the annual Bani Kirtan competition.

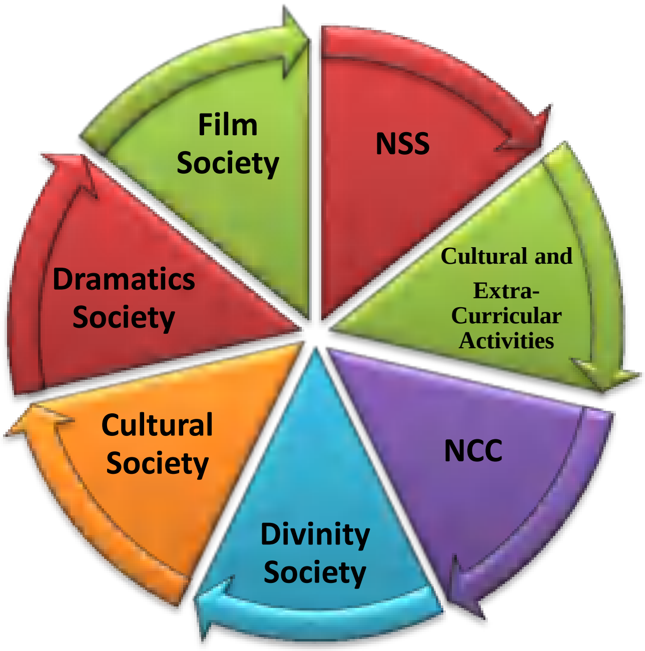
The **Cultural Society** is active throughout the academic year. Teams participate in various inter-college festivals and win many team and individual prizes. Members of the Cultural society show case their performances during all the important College functions. The Cultural team has brought laurels to the College by winning prizes in festivals and events organized in different colleges of Delhi University.

Our **Dramatics Society**, comprising a vibrant group of enthusiastic young actors is engaged in putting up plays on socially relevant themes especially those concerned with women’s exploitation and crimes against women. They have made us proud by winning several team and individual prizes in inter-college festivals.

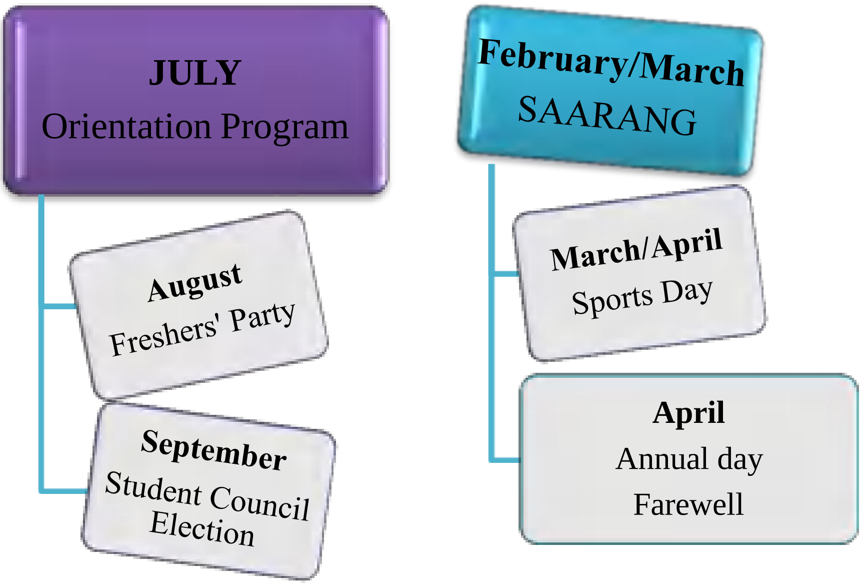
The **Film Society** of the College screens a number of films throughout the year one again on issues germane to society. The screenings are followed by panel discussions and analysis.

National Service Scheme works tirelessly throughout the session, sensitizing students about various issues like Voter Awareness and Health and Nutrition.

National Cadet Corps wing of the College is a part of the Indian Military Cadet Corps. Cadets attend training camps in different parts of the country. Our NCC students have participated in the Prime Minister’s Rally in the academic session 2013-14 .


Film Society
NSS
Cultural and Extra-Curricular Activities
NCC
Divinity Society
Cultural Society
Dramatics Society

College Program Calendar


JULY
Orientation Program
August
Freshers' Party
September
Student Council Election
February/March
SAARANG
March/April
Sports Day
April
Annual day
Farewell

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.

The following table provides a list of our student achievements:

Year wise cultural prizes

Year	International	National	University
2010-11	Nil	Nil	6
2011-12	Nil	Nil	8
2012-13	Nil	Nil	5
2013-14	Nil	Nil	7

Year wise Sports prizes

Year	International	National	University
2010-11	01	32	Nil
2011-12	Nil	10	10
2012-13	Nil	Nil	12
2013-14	Nil	Nil	04

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 College does not have a formal mechanism for collecting feedback. However, this is done informally through interaction with students by individual teachers as well as teacher in charges.

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.

The College publishes its annual magazine entitled **"Bani"**. This is brought out in English, Hindi, Punjabi and Urdu. Creative endeavours like articles, stories, poems and essays find a place of prominence in the magazine. The publishing of this magazine is a collaborative effort as both teachers and students contribute towards its publication. The Student Editor is involved in all areas of publication like editing and designing. Further, we encourage our students by awarding the best articles on the Annual Day.

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

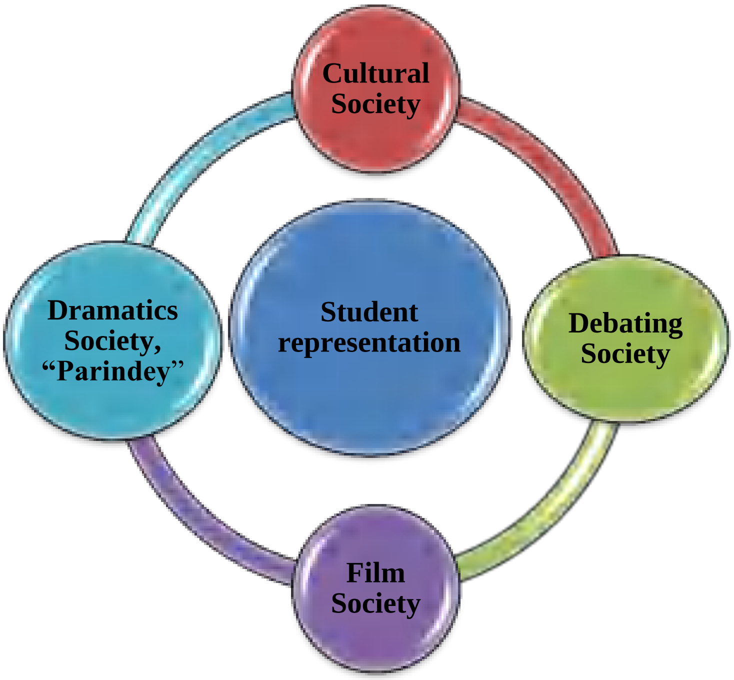
The College does have a democratically elected Student Council. The following are the office bearers:

- President
- Vice-President
- Secretary
- Joint Secretary.

The Council is funded by the College Student Council Fund, created from the fees collected during admissions. The Council is responsible for organizing various functions especially the Student Council Day.

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

Student representatives are a part of several societies and committees of the College. These include:


Cultural Society
Dramatics Society, "Parindey"
Student representation
Debating Society
Film Society

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

The Alumni and former faculty members of the College remain an integral part of the Institution even after they leave it. The College networks, collaborates and interacts with them in differing ways:

- The former faculty members are invited as Resource Persons for workshops, seminars, talks etc.
- They participate in all the important functions of the College like Bani Kirtan competition and **"Saarang"**
- They are invited for all programmes, especially those held for superannuation of an employee.

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.?

The ideology of the College evolves out of the principles of righteous living, as reflected in the life of the legendary woman after whom the Institution is named. Mata Sundriji's life embodies intellectual capability, vision, and fortitude amalgamating into a strong sense of social responsibility. We hope to give the same orientation to our students. We aspire to inculcate in them the leadership qualities, compassionate instincts and moral vision which marked her personality. Our focus is upon academic excellence and on developing the potential of our students to the fullest, so that their intellectual capabilities can emerge in a wide range of professions. As an Institution, our aim is to provide holistic education with equal emphasis upon scholastic as well as non scholastic activities. We are proud of providing a distinguished faculty, good infrastructure and modern facilities backed by latest technology.

We help our students develop those skills that equip them to adapt better in a fast paced world. In addition, we endeavor to endow them with abilities that contribute towards the growth and development of the country so that they become good and responsible citizens. The College aims to inspire its students to realize their full potential, fight gender discrimination and also excel in every field. As an Institution, we seek to produce confident, enterprising and socially responsible women who can create a niche for themselves in the world outside and make us proud.

6.1.2 What is the role of top management, Principal and faculty in design and implementation of its quality policy and plans?

Our College is a Constituent College of the University of Delhi and is governed by the Delhi Sikh Gurudwara Management Committee. The Principal is the Academic and Administrative Head of the Institution. The Management gives her substantial freedom to function in an independent manner in order to fulfill the vision and mission of the College. The Principal maintains a proactive role in encouraging and motivating all faculty members for the overall academic growth and development of the College. Periodic meetings are held to discuss issues related to infrastructure, academic working and other important concerns. The Management, Principal and the faculty are always working together in close tandem for designing and implementing the quality policy and plans keeping in mind the University Grants Commission (UGC) policies and University guidelines.

Teacher In-charges of various departments regularly review the internal working of individual departments. The members of various College committees like Admission, Examination, Anti-Ragging, Internal Complaints Committee and many others under the leadership of conveners hold regular meetings. In these meetings, they make their recommendations to the Principal before arriving at suitable decisions for implementation. The Principal and Bursar of the College frequently interact with the Management to discuss various proposals. These may pertain to infrastructural facilities, funds received for development, and expenditure incurred. This ensures better financial management and accountability.

6.1.3 What is the involvement of the leadership in ensuring :

- **The policy statements and action plans for fulfillment of the stated mission;**
- **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan;**
- **Interaction with stakeholders;**

- **Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders;**
- **Reinforcing the culture of excellence;**
- **Champion organizational change**

Leadership involves a consistent effort to guide, motivate, encourage and involve all stakeholders towards a common goal. In order to achieve this aim, strategic goals of the Institution are decided by the Management in the light of Delhi University's guidelines. However, the Management encourages the Principal and the staff to take decisions about the institutional functioning independently.

For a proper formulation of action plan for all operations, the Principal has formed different committees on a rotational basis. She receives reports from different committees about their working periodically and if required matters are discussed in the meetings of the Staff Council. The Principal, as the Executive Head of the Institution, personally interacts with various stakeholders on a regular basis and in a systematic way. In addition to this, the Institution has a Student Council to regulate and redress the concerns of the students on a day to day basis. The academic and cultural activities of the departments and College are planned well in advance. The departments take independent decisions to pursue their academic activities and invite eminent speakers for talks, seminars and workshops.

To reinforce the culture of excellence, the College encourages faculty members to publish their research work in reputed journals. It also encourages students to join language and other courses from the Vocational Studies Department along with their normal course work. Since the Institution has to adhere to the guidelines prescribed by the UGC and is a constituent College of Delhi University, it can only advocate change as per directives issued by these authorities. However, we do review our programmes for the betterment of our stakeholders despite the limitations.

6.1.4 What are the procedures adopted by the Institution to monitor and evaluate policies and plans of the Institution for effective implementation and improvement from time to time?

The following procedures are adopted by the Institution:-

- The Principal, in the Staff Council meeting held at the commencement of the academic session, appoints conveners and co conveners of various committees. These committees have well defined roles and responsibilities. The aim is to achieve desired results by giving the conveners and co-conveners the freedom to implement decisions taken by these committees. The duration of such committees (described in 6.1.2) formed is two years. These committees regularly prepare active plans and submit them to the Principal for approval. At the end of the year these bodies submit their annual report for the work done during the year. Action is taken immediately on complaints and suggestions.
- Regular meetings of the faculty with their respective departmental heads are held in order to discuss the allocation of subjects and papers, preparation of time table and other issues pertaining to departments.
- In order to monitor the performance of the faculty and redress grievances of students a suggestion box has been placed outside the Principal's room. This is checked on a regular basis and acts as a feedback mechanism.

6.1.5 Give details of the academic leadership provided to the faculty by the top Management

The administrative hierarchy is structured like a pyramid with the Governing Body at the topmost level. The members of the Governing Body besides the top management comprise one senior and one junior faculty member. These members, along with the Principal take care of the overall development of the Institution. They take special care to discuss the problems and issues related to the College's development, administrative growth and infrastructural needs. The Management is extremely supportive and encourages the staff and students by their presence on all the important functions of the College. The Principal and staff nominees on the Governing Body act as a link between top management, employees and students. Fortunately for us the Governing Body is not merely a stakeholder but are active participants in achieving our desired goals and objectives.

6.1.6 How does the College groom leadership at various levels?

The College grooms leadership at various levels by following a vertical chain and delegating authority in the following ways:

- Leadership skills are inculcated in the students right from the beginning. At the classroom level, class representatives are selected to handle their class issues and problems, thereby educating students to become potential leaders. These class representatives are selected by the students themselves. The democratic process followed in the Student Council election ensures that they feel motivated and come forward as strong leaders of the future.
- The Student Union is a link to put forward the students' problems before teacher advisors. Teacher advisors to students are a further link between students, Principal and the top management.
- Similarly, various duties of the College like conducting examinations, divinity, refreshment, decoration, discipline, prize distribution and others are assigned to different departments on rotation for a period of two years. Within the committees, extended activities are conducted as and when required.

6.1.7 How does the College delegate authority and provide operational autonomy to the departments/units of the Institution and work towards a decentralized governance system?

The College delegates authority and provides operational autonomy to the departments/units of the Institution in various ways. The College selects every committee for two years on a rotational basis. Within the committees, convener and co- conveners are selected. These office bearers are given the freedom to plan activities and programmes of the committee within the allotted funds. For better performance of the above mentioned activities they hold meetings with the Principal and relevant departments as and when required. Teacher in Charge of each department also has the freedom to coordinate the daily activities of their respective departments for a smooth and efficient running. Some of these activities include formulation of policy regarding admission, preparation of the time table, drawing up of the academic calendar among others. Good governance requires decision making and implementation in a planned and focused manner. To achieve this task proper coordination is ensured at multiple levels.

6.1.8 Does the College promote a culture of participative management?

The College promotes a culture of participative management at all levels. The Governing Body, the top decision making authority of the Institution has two representatives from the faculty and one representative from the administration as well. The Principal is Head of the Academic and Administrative affairs. The Principal encourages active participation and involvement of all the staff members for providing valuable suggestions and information in council meetings. As has been mentioned earlier, various committees are formed during these council meetings. Teachers can volunteer for the post of convener and co-convener and they are duly appointed by the consent of the House. The Staff Council acts as a forum for formal participation and regular meetings with the Principal. The Administrative Officer along with the other administrative staff also plays an active role for smooth running of the administration of the College.

6.2 Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

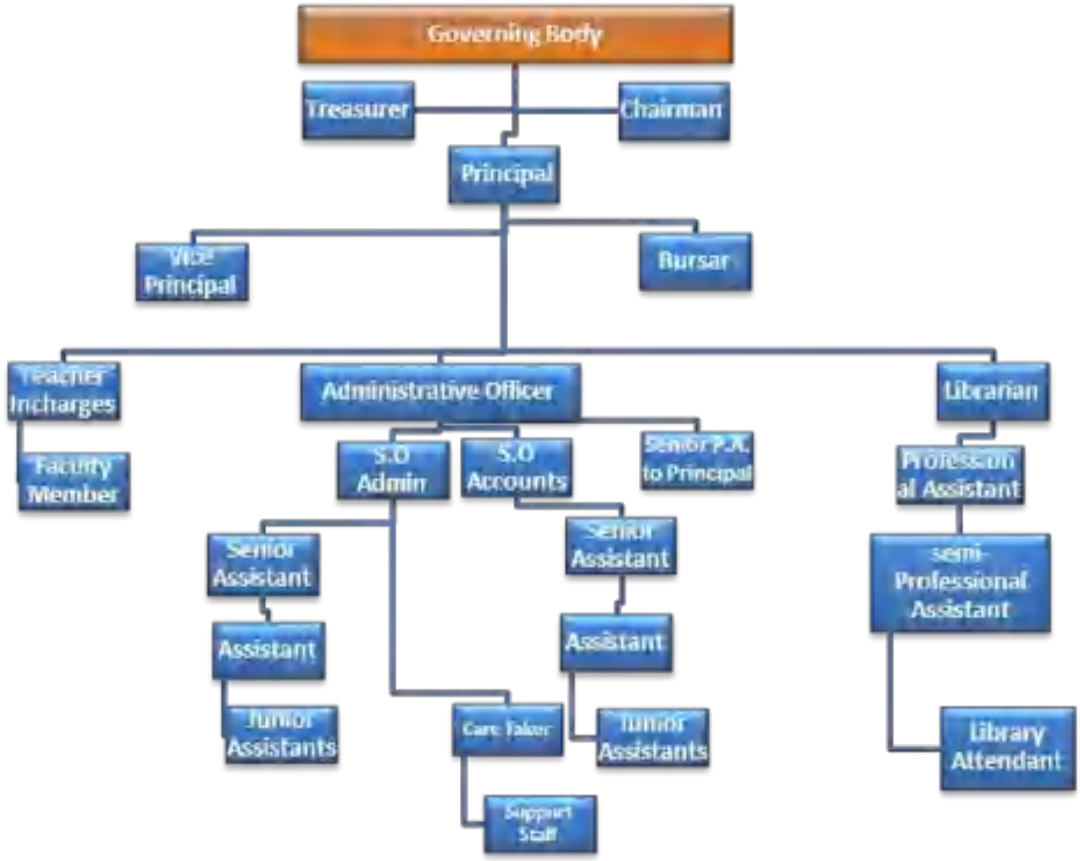
The Institution does not have any formally stated quality policy in a documented form. However, the College is in the process of formulating its quality policy.

6.2.2 Does the institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The College has a different perspective plan for development in different functional areas:

- The College is working towards the development of the sports ground by taking various measures like renovating changing rooms and increasing the seating capacity of the ground. This will entail constructing a spectator's arena in the sports ground.
- In order to upgrade computer laboratories the College is planning to add more space to these labs with addition of more computers for students.
- The Institution is also planning to introduce new courses like Economics (Honours), Bachelor of Elementary Education and B.Sc in Computer Science. These courses are extremely popular among the students and give them an edge over their peers in the job market.
- A plan to add an additional server and converting many classrooms into smart classrooms is also on the anvil.
- The College is proposing to commence an Evening College and Diploma courses on Management
- In future we also plan to conduct remedial classes for our academically weak students and introduce several skill development courses.
- The College as a part of its Institutional Social Responsibility is planning to adopt a school by providing them with not only pedagogical aids but also with teaching- learning resources like teaching aids and books etc
- The College plans to encourage its faculty for participating in recharge programmes and motivate the non-teaching staff for attending training and skill development programmes In future we would like to expand the scope of our academic activities beyond the curriculum.

6.2.3 Describe the Internal Organizational Structure and decision making processes.


Governing Body
Treasurer
Chairman
Principal
Vice Principal
Bursar
Teacher Incharges
Faculty Member
Administrative Officer
Librarian
S.O Admin
S.O Accounts
Senior P.A. to Principal
Profession al Assistant
Senior Assistant
Assistant
Junior Assistants
Care Taker
Support Staff
Senior Assistant
Assistant
Junior Assistants
semi-Professional Assistant
Library Attendant

The decision making follows a trilateral chain. The most important decisions are taken by the Management and the Principal. Such decisions may include matters pertaining to College infrastructure or any other issue of an imperative nature. The academic decisions are taken in the Staff Council meetings in the presence of the Principal and the faculty members. Finally, administrative decisions are taken by the Administrative Officer under the guidance of the Principal.

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following:

- **Teaching & Learning**
- **Research & Development**
- **Community engagement**
- **Human Resource Management**
- **Industry interaction**

The College has adopted informal quality improvement strategies. It encourages teachers to attend Orientation and Refresher Courses. Interested teachers are given Study Leave for the purpose of pursuing research. They are encouraged to attend seminars, conferences and the fee is reimbursed by the College. A number of projects under the Innovation Project scheme initiated by the University have been undertaken along with students. Active student participation is also seen in the activities of the National Service Scheme (N.S.S) and National Cadet Corps (N.C.C.). Our students are energetic and enthusiastic participants in projects of community development like the recently launched ***"Swachh Bharat Programme".*** These young minds are also wholeheartedly championing the cause of making India tobacco free and have started out by making their College campus a tobacco free zone.

An event that encourages spiritual, moral and ethical values is the Bani Kirtan competition held annually in the College. This event witnesses large scale participation of students and teachers from various schools and Colleges of Delhi. Mata Sundri College participates in the annual "***Gyanodaya*****" e**vent organized by Delhi University. The College follows all the guidelines laid down by the University, UGC and the Government pertaining to SC/ST for Human Resource Management.

The College Placement Cell organizes various skill development programmes and career counseling sessions where eminent speakers from industry are invited to guide the students. Our placement record is extremely impressive with students having been placed in good organizations over the years.

6.2.5 How does the Head of the Institution ensure that adequate information (from feedback and personal contacts etc) is available for the top management and the stakeholders, to review the activities of the Institution?

The Principal holds meeting with the members of the College committees periodically to review their activities and gather feedback. The details of all the activities in which committees have been involved throughout the year are compiled in the Annual Report which is prepared at the end of each session. In addition, the Head of the Institution is kept abreast with major financial decisions of the College like purchases and Audit Report. The Principal also apprises the Management about faculty requirements, student results and other activities of the College. Stakeholders can also obtain information about the College from the website which is updated regularly.

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 Management encourages and supports involvement of the staff in improving the efficacy and efficiency of the institutional processes in many ways. They provide lot of opportunities to all staff members to develop their competence and capabilities so that the vision, mission and objectives of the Institution are achieved effectively and efficiently. The Management shows a keen interest and involvement in all matters relating to the development of the Institution.

6.2.7 Enumerate the Resolutions made by the Management Council in the last year and the status of implementation of such Resolutions.

The Management of the College consistently works for the growth and improvement of the Institution as a whole. The Governing Body passed 12 Resolutions and all of them have been implemented:

6.2.8 Does the affiliating University makes a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the Institution in obtaining autonomy?

Not applicable

6.2.9 How does the Institution ensure that the grievances/ complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

The College has a Grievance Cell to redress the grievances of Staff. There are Student Advisors who look into the grievances of students.

6.2.10 During the last 4 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?

In last 4 years, there has only been one minor case of dispute on balance of payment related to building work against the College.

6.2.11 Does the Institution have a mechanism for analyzing students feedback on institutional performance? If 'yes', what was the outcome and response of the institution to such an effort?

There is no formal mechanism for analyzing students' feedback on the institutional performance. However, feedback is obtained through the suggestion box which has been placed outside the Principal's room. In addition, students are free to interact with the Principal and staff members if they want to share some information or make suggestions.

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 Institution encourages teaching and non-teaching staff to enhance their professional development in many ways:-

Faculty members are encouraged to attend seminars workshops, Orientation Courses and Refresher Courses to update their knowledge. Study leave with pay up to three years is given to staff members enhance their educational qualification. Funds are clearly allocated for professional development i.e. for attending seminars workshops etc.

The College reimburses travel allowance and registration charges for attending UGC recognized conferences. The College also nominates and sends the non-teaching staff for various computer training /financial /administrative and skill development programmes.

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 teachers are given duty leave to attend recharge programmes like Refresher and Orientation courses and share their knowledge with their peers and students. In addition, the non-teaching staff is also sent for training programmes.

6.3.3 Provide details on the performance appraisal of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

The faculty members are required to fill out the proforma for Performance Based Appraisal System (PBAS). The teachers assess their performance on parameters relating to academics and research, teaching and evaluation, non scholastic and extension activities and Refresher Courses and training programmes attended.

For the non-teaching staff performance appraisal is conducted by the Administrative Officer. A remark is given on this Annual Performance Appraisal Report by administrative officer and then the Principal reviews it.

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?

For teaching staff, promotion to the next grade is based on the PBAS. In case of the non-teaching staff, after reviewing their performance appraisal reports all the points of difference are communicated to them in writing.

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 4 years?

The College subscribes to a common Delhi University Fund i.e. the Teachers Welfare Fund and the Non-Teaching Staff Welfare Fund. Every employee contributes towards this fund which is maintained by the University itself. Employees get the benefit directly from the University. No employee has availed the benefit in the last four years

6.3.6 What are the measures taken by the Institution for attracting and retaining eminent faculty?

Our College follows selection procedures as per the UGC and DU guidelines. Once a faculty member is appointed, all the opportunities are provided for her/his career advancement. The College also provides an amicable working environment, adequate facilities, quality culture, smooth employer-employee relationship to retain eminent faculty.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The Institution is managing its financial resources to the best of its ability through planning and budgeting. The Planning Board constituted under the 12th Plan of UGC decides about the utilization of the General Development Fund provided by UGC. All purchases to be made by the College have to be routed through the Purchase Committee comprising the Principal, Bursar, two faculty members and one member from the Administration.

The Institution has a Provident Fund (PF) Committee approved by the Staff Council. This Committee monitors the P.F Investments and invests funds mostly in the form of fixed deposits after meeting the cash requirement for PF loans and retirement benefits of the employees.

Expenditure of various committees is discussed and approved by the Principal.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

The Institution has Internal and External Auditors who conduct the audits at regular intervals. The External auditor is appointed by the University. The last internal audit was undertaken till September 2014 and no major objections were reported. Minor objections were duly rectified by the College. Furthermore, the audit for the year 2012-2013 has been submitted to the University as well as to the U.G.C

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 institution, if any.

The major source of fund is Grants through University Grants Commission, fee receipts from the students and 5% Management share. The deficit is funded by the U.G.C. Corpus fund is reflected in the balance sheet.(**A copy of Audited Accounts of the previous four years is enclosed.)**

6.4.4 Give details on the efforts made by the Institution in securing additional funding and the utilization of the same (if any).

The Institution is expecting a rental income from the newly constructed Auditorium which will be let out for academic functions. There is a nominal income from the bank rent, canteen and Mata Gujri Hall as well as from self-financing courses run in the Vocational Centre.

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

- **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?**
- **How many decisions of the IQAC have been approved by the management /**

authorities for implementation and how many of them were actually implemented?

- **Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.**
- **How do students and alumni contribute to the effective functioning of the IQAC?**
- **How does the IQAC communicate and engage staff from different constituents of the institution?**

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.

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.

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?

6.5.5 How is the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

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?

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders?

- **Any other relevant information regarding Governance**
- **Leadership and Management which the College would like to include.**

The Institution is in the process of forming the IQAC as it is the first cycle of Accreditation. The College is aware about the need of ensuring quality in the realm of academics and makes all efforts to ensure that academic standards are not diluted. To this end, an Academic Activity Committee has been constituted to look into the academic activities of all the Departments.

CRITERION-VII

INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

The College is in the process of initiating a Green Audit. However, we are conscious of the causes of environmental degradation. We contribute in our own small way towards making the environment more eco-friendly by keeping our campus green. The College has a Garden Committee and adequate staff to keep the campus environment friendly.

In addition, adequate budgetary provisions have been provided for making the environment clean and green.

7.1.2 What are the initiatives taken by the College to make the campus eco-friendly?

Energy Conservation

The following measures have been adopted by the College for Energy Conservation:

- We have started the process of phasing out of tube lights, CFL and incandescent bulbs and replacing them with LED bulbs. This process has been completed in the Administrative and Accounts section.
- Classrooms, labs, canteen, office, staffrooms, medical room and gurudwara have large windows to let in sunlight and air thereby reducing the use of electricity.
- The College has an Eco Club which spreads awareness on energy conservation and environment related issues.
- The College has tied up with National Bal Bhavan to teach skill development and conservation techniques like paper recycling to the students.
- Students are taught the importance of switching off fans, ACs, lights and

computers. Notices and posters have been put up in all the rooms.

- Canteen management has been asked to implement the policy of 'No Plastic Bags'.
- To conserve water, notices asking students and staff to close the taps after use, have been put up in the toilets.
- We have instituted an award and merit certificate of '**Green Ambassador of the Month'** for students, based on the initiatives they take in this direction.
- A notice board has been installed where newspaper cuttings, articles, photograph of **'Green Ambassador of the Month'** and her views on green initiatives are displayed.

Use of Renewable Energy

The College plans to install solar panels to save, conserve and switch to renewable energy which is the need of the hour.

Water Harvesting

There is a water harvesting plant in the College to conserve water.

Check Dam Construction

NA

Efforts for Carbon neutrality

- Many members of the staff and students use the metro for their daily commute.
- Staff and students carpool to College.
- Students and staff living nearby prefer to walk or use rickshaws and e-rickshaws.
- Autos, when used, are usually shared.
- In order to have a pollution free green campus "no vehicle" policy is followed on the campus

Plantation

Due to the location and space constraints our College does not have a large green coverage, but wherever possible, efforts have been undertaken to increase plantation area.

Hazardous Waste Management

The College does not offer science courses so there is no production of hazardous waste and thus management of the same is not required. As far as general waste management is concerned, different coloured dustbins have been placed in different parts of the campus for segregation of waste.

E-Waste Management

As per government rules.

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 College has developed an attendance management system internally, to keep accurate record of student attendance. This has helped in correct calculation of attendance. As this attendance is uploaded on the website, parents and students can also access these records.
- The ***Helen Keller Unit*** in the library provides various facilities to the differently-abled students. It is equipped with ***Braille Material, Audio CDs***.
- Mata Sundri College promotes inclusive growth by giving education opportunity to all students especially those belonging to minority section of the society. **The Equal Opportunity Cell** ensures that both students and employees from different walks of life get an equal opportunity to grow and prosper.
- The College also provides students from economically weaker sections with ***fee concessions.*** We have made a provision of ***book loan*** for these students. There

are various facilities for the reserved category students, making higher education more accessible to them.

- In an interdependent world of globalization, the College wants to churn out students who ultimately strive to become global citizens. To this end, the College offers a One Year Certificate course in French, German and Spanish in collaboration with the department of Germanic and Romanic Studies, University of Delhi.
- The College appreciates the contributions of non-teaching staff members by honouring them on Annual Day with the "Best Worker Award". Other awards are also given away on occasions like the College festival ***'Saarang'.***
- The Institution encourages inculcation of moral values along with academic knowledge. Fostering of moral values through spiritual guidance helps in the development of a student's character. The College Divinity Society organizes a spiritual meet every Thursday to instil values like compassion and contentment among students. It also organizes various events to impart our College motto ***"Truth is the highest virtues but true living is higher still"*** to students and faculty alike. An annual spiritual trip is also organized by the society.
- ***The Sun Foundation*** under the leadership of our honourable Chairman Padmashri Vikramjit Singh Sawhney is extending support to empower the underprivileged section of our society by providing them with ***free education***. The Foundation is a means for capacity building of individuals and groups on a journey to achieving ones focused end and that is self-reliance. The Foundation has been engaged in a number of social welfare activities. It has reached out to those who were incapacitated and has provided support to less privileged sections of the society. The Sun Foundation strives to provide an opportunity to those who are less privileged, thereby integrating them with mainstream society.
- The Foundation offers One Year Certificate Courses: Fashion Designing, Textile Designing, and Graphic Designing. Our faculty and students are contributing in NGOs in big ways and in small ways. Our students are involved with various NGOs like **"Save the Children"**, **"*Pravah*"**, **"*Pratham*"**, **"*Digantar*"** (Jaipur) and **"SIDH"** (Mussorie).

7.3 Best Practices

7.3.1 Elaborate on any 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.

Two Best Practices

1. A Conducive Environment for the Differently-Abled.

- **Goal:** To promote higher education among differently-abled women by providing them with an enabled and friendly atmosphere.
- **Context:** Higher education for women is filled with challenges. Though every year newspaper reports show girl students producing far better results than boys, accessibility of higher education remains a privilege of the few. The situation is far more challenging for differently-abled girls. Not only do they have to fight gender prejudices but also accessibility and lack of disabled friendly environment remains a concern .Our society is not sensitized towards the differently-abled. Today lack of adequate infrastructural facilities is a major hindrance for a differently-abled Indian. If knowledge is power, then every individual has a right to empower herself. Pursuit of knowledge should be a pleasurable journey for a young person. The institution should empower her and make her feel equal to her peers. She should not be encumbered by any fears and should feel free and secure every day of her life. Whether it is academics or extra-curricular activities, a physically challenged student should be able to participate, learn and grow along with the rest.
- **The Practice:** In our efforts towards creating a disabled friendly College, we have put various mechanisms in place :

i. An ***Enabling Unit*** has been set up which looks after the needs of the differently-abled students. This Unit monitors the implementation of disabled friendly policies in our College and closely watches the progress and welfare of students. To comprehend and address their concerns better, differently-abled staff is at the helm of affairs. A room has been given to the Enabling Unit. This room has been provided with two computers installed with JAWS and a mini library with all study material required as per syllabus.

ii. As mentioned earlier, the ***Helen Keller Unit*** in the library provides various facilities to the differently- abled students. It is equipped with ***Braille Material and Audio CDs***.

iii. Students have also been given laptops and Angel Pro devices for recording lectures. NSS volunteers help the visually challenged students as readers and in preparing study material. Teachers provide additional support to students who require it.

iv. The College has ensured that the staff and other students are sensitive towards the concerns of differently abled students.

v. Ramps and tactile paths have been laid out to improve accessibility to classrooms, labs, auditorium, canteen and library. A lift has been installed to improve ease of access.

vi. Toilets have been constructed for disabled students and staff.

vii. There is a bus service to drop and pick up students from designated locations. Especially designed self-defence classes are held for physically challenged students to instil confidence in them.

viii. Computer proficiency classes are held to make students technologically friendly. In our efforts toward providing holistic education disabled students are actively encouraged to participate in sports and other cultural activities. Scholarships and fee concession are also provided.

- **Evidence of Success:** The presence of a number of physically challenged students in our College shows that it is a preferred destination for many. Feedbacks are regularly taken from students and it has always remained positive.

These results indicate that provided with the right environment, every individual can thrive. Challenges faced by the physically challenged are many and it would not be incorrect to say that the College has resolved each and every one of them. With times, these challenges also change. It is best to say that it is and should remain a work in progress.

Problems Encountered and Resources Required

- The main problem that we face is providing writers for differently-abled students during examination. As the prospective writers have to meet specific requirements as laid down by the University and as our student volunteers cannot be made available during examination, this remains an important issue.
- Study materials in terms of secondary resources are not easily available for differently-abled students.
- Resources in terms of e-books, accessible hi-tech equipments and more financial assistance to meet other needs above and beyond fee concessions would help the students tremendously.

2. Holistic development

- **Goal:** To provide our students with an atmosphere where every aspect of their personality can be developed.
- **Context:** The full development of an individual necessitates an education that is holistic in design and orientation. The role of the family and educational institution remains fundamental in this process. As they step out to face the challenges of life, book knowledge is often insufficient. Qualities like intelligence, tenacity, confidence, empathy, civic sense can only be developed by a multi-pronged approach to education. As more and more women step out into the world, the challenges they face are many. They have to combat deep rooted social prejudices and gender biases. Violence in forms of rape, eve teasing and molestation has been on the rise. The socialization process is so strong that a paradigm shift is required even among the girls themselves. Education of women, especially in India should be focussed on equipping them with strategies to cope with these challenges and to make them realize their true worth.

- **The Practice:** The College provides students with an excellent infrastructure. Classrooms are equipped with **projectors** and **air conditioners**.

  i. Being an Academic Institution, the primary focus of the College is to provide **High Quality Education.** To ensure this, qualified staff have been appointed. Checks and measures have been put in place to ensure **that lectures, tutorials** and **preceptorials** are held.

  ii. Along with this, **seminars, workshops** and **talks** are also organized on a regular basis.

  iii. The **library** is well equipped with books, journals, magazines and newspapers. It is automated with web based software, Wi-Fi connectivity including the use of libware software. The entire collection of the library is accessible through **OPAC.**

  iv. **Computer labs** have been set up to make the students technologically friendly.

  v. To infuse a sense of competitiveness, team spirit and fair play, the College provides facilities for various **sports**. This helps in the physical development of girls.

  vi. To foster moral and spiritual growth, the College has an active **Divinity Society**. Regular prayers and spiritual meets are held.

  vii. The College provides facilities for various extra-curricular activities. A state of the art **auditorium** has been constructed. The College also has a separate seminar **hall.**

  viii. A **lady doctor** is available in the medical room during working hours. Toilets have been fitted with **sanitary napkin dispensers** and **disposal units.** The College has also appointed a **counsellor** so that staff and students can benefit from a professional and achieve optimal emotional, physical and mental well-being.

  ix. Keeping in view the increasing crimes against women, **self-defence classes** are held on a regular basis and students are encouraged to participate in these. **Judo** and **Gatka** techniques are taught to the students.

x. Our College also has a number of students coming from North East India. To curb racism, as per University rules, a **North East Cell** has been set up especially to prevent and overlook all issues related to racial harassment. Two teachers have been appointed to look after their welfare. Their phone numbers have been given to students. These numbers are used as 24X7 helpline numbers. What's app group has also been created to facilitate communication.

xi. An **Internal Complaints Committee** consisting of teaching staff, non-teaching staff, and an NGO member along with students has been set up. This committee actively works towards preventing, dealing with and dissemination of information relating to sexual harassment issues.

xii. An interactive session was organized with the **Delhi Police** where students discussed issues related to women security. Delhi police increased the security cover around the College after that.

xiii. Keeping in mind their future prospects, The Vocational Centre of the College offers skill development programmes in **Textile Designing**, T**ravel and Tourism** and **Computer Application.**

Evidence of Success

- There has been an increase in the number of students enrolling in our Institution. The College has produced numerous University toppers. Academic results and laurels won in various sporting and extra- curricular activities is a testament of our success.
- Our alumni have successful careers in various fields of defence, academics, banking, police etc.

Problems encountered and Resources required

- No major problems have been encountered in implementing a holistic approach towards education. Both students and parents are receptive and appreciative of our efforts. As far as resources are concerned, if funds and space were made available for a girls hostel, it would be of immense help to our out station students.

EVALUATIVE REPORTS OF THE DEPARTMENTS
DEPARTMENT OF COMMERCE

1.	**Name of the Department**	:	**Commerce**
2.	**Year of Establishment**	:	1977
3.	**Names of courses offered**	:	Undergraduate Courses
		:	B.Com (Honours)
		:	B.Com (Programme)
		:	B.Com, FYUP (erstwhile)

4. Names of interdisciplinary courses and the departments/units involved:

Interdisciplinary papers like Hindi, Punjabi, English, Economics and Mathematics are taught by respective departments.

5. Annual/ Semester/ choice based credit system (programme wise):

Semester system is applicable for both B.Com and B.Com (H).

6. Participation of the department in the courses offered by other Departments:

The Department teaches interdisciplinary papers of B.A. Programme like "Banking and Insurance", "Advertising and Sales Promotion" and "Introduction of Computers" in the course on Office Management and Secretarial Practice (OMSP). The Commerce Department is also involved in teaching "Financial Accounting" paper of B.Sc Mathematics.

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:

Nature of Posts	Sanctioned	Filled
Professors	24	NIL
Associate Professors		10
Assistant Professor		9 Permanent 8 Adhoc Assistant Professors

10. Faculty profile with name, qualification, designation, specialization, (D.Sc. / D.Litt. /Ph.D. /M.Phil. etc.)

Name	Qualification	Designation	Specialization	Years of Experience	No. Of Ph.D. Students guided
Dr. Kamlesh Jain	Ph.D	Associate Professor	HRM, Law	38 Years	Nil
Dr. Kamlesh Kaur	Ph.D	Associate professor	Finance, Auditing, Marketing.	36 Years	Nil
Dr. Sharda Garg	Ph.D	Associate Professor	Organisational Behaviour, Human Relations	33 Years 3 Months	Nil
Mrs. Prabhsharan Kaur	M.Phil.	Associate Professor	Finance	34 Years 8 Months	Nil
Mrs.Rashmi Singh	M.Phil.	Associate Professor	Business statistics, Fundamentals of Investment	32 Years	Nil
Mrs. Tajinder Kaur	M.Phil.	Associate Professor	International Business	32 Years	Nil
Ms. HarinderJ. Singh	M.Phil.	Associate Professor	Organisation Behaviour and Human Resource Management, Corporate Law, Corporate Governance.	31 Years	Nil
Ms. Kanwaljit Kaur	M.Phil.	Associate Professor	International Business, Accounts	33 Years 6 Months	Nil
Ms. Parvinder Kaur	M.Phil.	Associate Professor	Marketing	29 Years	Nil
Ms. Jaspal Kaur Sahni	M.Phil.	Associate Professor	Organisation Behaviour and Development	29 Years 6 Months	Nil
Ms. Renu Arora	M.Com,MBA	Assistant Professor	Financial Management	16 Years	Nil
Dr. Kalpana Devi	Ph.D.	Assistant Professor	Marketing, Computers	10 Years 2 Months	Nil
Ms.Chetan Kaur	M.Com	Assistant professor	Human Resource Management and Computers	11 Years	Nil
Dr. Meenakshi Goenka	Ph.D.	Assistant Professor	Tax	9 Years	Nil
Dr. Sapna Dhaliwal	Ph.D.	Assistant Professor	Marketing	7 Years 5 Months	Nil
Mrs. Poonam Arora	M.Phil.	Assistant Professor	Finance, International business	7 Years 3 Months	Nil
Dr. Harleen Kaur	Ph.D	Assistant Professor	Marketing, Brand Management	8 Years 4 Months	Nil

Name	Qualification	Designation	Specialization	Years of Experience	No. Of Ph.D. Students guided
Mrs. Tanu Dhingra	M.Phil	Assistant Professor	International business	18 Years	Nil
Ms. Priya	M.Phil.	Assistant Professor	Finance	5 Years 4 Months	Nil
Ms. Nidhi Gupta	M.Com	Assistant Professor (Ad-hoc)	Finance, Law	3 Years 3 Months	Nil
Ms.Ishpreet Kaur Virdi	M.Com	Assistant professor (Ad-hoc)	Marketing, Computers	2 Years 8 Months	Nil
Ms. Kiranpreet Kaur	M.Com	Assistant Professor (Ad-hoc)	Finance, Accounts, Marketing	1 year 7 Month	Nil
Ms. Manpreet Kaur	M.Com	Assistant Professor (Ad-hoc)	Finance, Taxation	1 Year 3 Month	Nil
Ms.Manjot Kaur Boparai	M.Com	Assistant professor (Ad-hoc)	--	2 Year 2 Months	Nil
Ms.Jyoti Verma	PhD.	Assistant professor (Ad-hoc)	Marketing, Financial Management	4 Years 8 Months	Nil
Ms. Gurvinder Kaur	M.Com	Assistant professor (Ad-hoc)	Marketing	4 Years 8 Months	Nil
Ms.Leena Devi	M.Phil.	Assistant professor (Ad-hoc)	Marketing	7 Months	Nil

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).

Course	Student Teacher Ratio
B.com	62:1
B.com(H)	34:1
B.A (Prog)	87:1

*** For B.A. (Prog), Commerce department is teaching one paper i.e.; ASPM (2 sections) and another paper i.e.; Banking and Insurance (1 section)**

14. **Number of academic support staff (technical) and administrative staff; sanctioned and filled:** NIL

15. **Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil., PG:**

Refer to table in number. 10

16. **Number of faculty with on-going projects from a) National b) International funding agencies and grants received:**

At present no project is going on.

2 members of the Department were engaged in the Innovation Project under the aegis of Delhi University in the years 2011-2013. The details are as under:

Total Grant received	:	Rs 5 lakh
Project Title	:	**“Working Conditions Of BPO Employees: Social and Ethical Dimensions”**
Project Code	:	MSC-101

Mrs. Prabhsharan Kaur

Dr.Sharda Garg.

* *(In this project Dr. Sharda Garg was the Principal Investigator)*

17. **Departmental projects funded by DST- FIST; UGC, DBT, ICSSR, etc. and total grants received.** NIL

18. **Research Centre/ facility recognized by the University:**

There is no Research Centre in the College at present but as part of the Delhi University Library System (DULS) the faculty and staff have access to a rich collection of books, journals, e-resources, audio-visual material from across different parts of the globe. The faculty and students also have access to other libraries like Ratan Tata Library (RTL), Faculty of Management Studies(FMS) and others.

19. **Publications**

Publication per faculty: Listed in the table below

a) 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.)

b) Monographs

c) Citation Index

d) SNIP

e) SJR

f) Impact factor

g) h-index

Name of Faculty	**Number of papers published in peer reviewed journals (national /international)**	**Chapter/Articles in books**	**Books Edited**	**Books published with ISBN number and other details(title, edition, publishers)**
Ms. Renu Arora	7	NIL	NIL	“Industrial Law”, International Book House Pvt. Ltd. ISBN No. 978-93-81335-19-2, 2012
Dr. S. Kalpana Devi	NIL	NIL	NIL	“Technology Trust and E-Banking Adoption” Serials Publications, New Delhi ISBN: 978-81-8387-572-1
Dr. Harleen Kaur	3	NIL	NIL	NIL
Ms. Priya	NIL	1	NIL	NIL
Ms. Ishpreet Virdi	4	NIL	NIL	NIL
Ms. Nidhi Gupta	3	NIL	NIL	NIL
Ms.Kiranpreet Kaur	2	NIL	NIL	NIL
Ms. Manpreet Kaur	3	NIL	NIL	NIL
Ms. Manjot Kaur	5	NIL	NIL	NIL
Ms. Gurvinder Kaur	4	NIL	NIL	NIL

20. Areas of consultancy and income generated:

NIL

21. Faculty as members in

a) National Committees:

- Dr. Meenakshi Goenka is a member of All India Accounting Association.
- Ms. Kamlesh Kaur is a member of (IIA) Institute of internal auditors.

b) International Committees NIL

c) Editorial Boards NIL

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/ programmes: 90%

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. Mr. Ajay Chaturvedi, founder of HARVA- an all women BPO
2. Dr K.K. Agarwal delivered a lecture on "Ill effects of working at odd hours in BPO"
3. Mr Vivekanand Vivek, chief coach of EARTH EDUVISION ENSEMBLE.

25. Seminars/ Conferences/ Workshops organized and 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
B.com (Honours)				
B.com(H): 2010-11	11565	109	109	100%
B.com(H) : 2011-12	No applications received	139	139	75.7%
B.com(H) : 2012-13	12203	146	146	Pursuing
B.com(H)FYUP: 2013-14	14611	318	318	Pursuing
B.com(H) : 2014-15	33827	182	182	Pursuing
B.com (Programme)				
B.com (P): 2010-11	13669	236	236	100%
B.com (P): 2011-12	No applications received	276	276	88.53%
B.com (P): 2012-13	18857	176	176	Pursuing
B.com (P) : 2014-15	No applications received	191	191	Pursuing

27. Diversity of Students

Name of the course	% of the students from the same state	% of students from other states	% of students from abroad
B.com (Honours)			
B.com (H) : 2010-11	87.15	12.85	NIL
B.com (H) : 2011-12	86.23	13.77	NIL
B.com (H) : 2012-13	82.19	17.81	NIL
B.com (H) : 2013-14	88.36	11.64	NIL
B.com (H) : 2014-15	84.61	15.39	NIL
B.com (Programme)			
B.com (P): 2010-11	91.94	8.06	NIL
B.com (P): 2011-12	89.49	10.51	NIL
B.com (P): 2012-13	87.50	12.50	NIL
B.com (P): 2014-15	88.48	11.52	NIL

28. How many students have cleared national and state competitive examination such as NET, SLET, Civil services, Defence services, etc?

Seven of our students who are also faculty members have cleared competitive examinations. Other students may have done so as well but data is not available.

29. Student progression:

Student progression	Against % enrolled
UG to PG	Data not available
PG to M.Phil	Data not available
PG to Ph.D	Data not available
Ph.D to Post-Doctoral	Data not available
Employed • **Campus selection** • **Other than campus recruitment**	Data not available
Entrepreneurship/ Self- employment	Data not available

30. Details of Infrastructural Facilities

a) Library

The library has a rich collection of books and journals available for both the students as well as the faculty for research work. We have access to DU's E-library also.

Books added in library during last 4 Years:-

Subject	**2010-11**	**2011-12**	**2012-13**	**2013-14**
Commerce	360	366	515	428

b) Internet facilities for staff and students

The College has internet facility which is available to both students and faculty members.

c) Class rooms with ICT facility: 2 classrooms and 2 computer laboratories on a sharing basis.

31. Number of students receiving financial assistance from college, university, government or other agencies: Refer to section 5.1.2

32. Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:

- A workshop on **"How to Spread Financial Literacy"** was organized by RBI in 2014 and our students got an opportunity to undertake a complete tour of RBI and also an opportunity to ask questions from the then governor of RBI.
- A lecture was organized on how to face interview by the Commerce Society, ***"Invictus"*** in 2015.
- Special lecture on **"Trading in Virtual Stocks"** by ICICI Direct Centre for Financial Learning

33. Teaching methods adopted to improve student learning:

Besides the usual class rooms chalk and talk model, tutorial system is utilized to club the gaps in the learning problems of students. Fewer students in tutorials enables effective interface between the teacher and students and allows a two way exchange of information. It is essentially used as a top up to improve the existing comprehension of the concepts and analytical skills to the level normally not achieved in a full class room discussion. Use of internet and audio video aids encourage the students to prepare and present projects and these projects are aimed at improving their speaking skills.

34. Participation in institutional Social Responsibility (ISR) and extension activities

Many teachers and students are involved in activities of AYUDHAM-an old age home while some are working with children with disabilities.

35. SWOC analysis of the Department and Future plans

STRENGTHS

- Commerce department is the largest department of the College with 24 sanctioned faculty members and an intake of 350 students every year.
- We have dedicated, energetic, motivated and supportive faculty with 8 faculty members holding doctorate and many others pursuing research in diverse fields of specialization.
- Diverse educational background with faculty members from all over India (e.g. University of Delhi, University of Punjab, University of Himachal Pradesh, University of Karnataka, Guru Nanak Dev Amritsar University).
- Most of the faculty members are proficient in ICT and use ICT techniques in day-to-day teaching.
- Active engagement of faculty in research including paper writing, presentations and publications.
- The Department organizes special lectures and seminars to groom students and keep them updated with the changing industry trends.
- Various projects undertaken by faculty members, e.g. Innovation Project undertaken by Dr. Sharda Garg and Mrs. Prabhsharan Kaur.
- Some Faculty members hold professional qualifications (MBA etc)
- Faculty members have experience of PG teaching.
- Department organizeds a number of extra- curricular activities including both inter-college and inter-department events (like GK quiz competition, and AD-MAD show).
- Availability of commerce books in the library and networked computers.

WEAKNESSES

- Non-availability of e-resources for Hindi medium students.

- Limited interaction with the industry.
- No platform for interaction with university at large.
- Unable to undertake fieldwork, organise seminars, workshops etc. due to lack of time under semester system.

OPPORTUNITIES

- To make students globally more competitive, through alliances with national and international educational institutions.
- Add more professional / job-oriented optional courses
- Invite speakers from different research institutions/ universities to guide and inform students in the field of research.
- Interactive session with experts from the industry to prepare students to be more competitive in the changing economic scenario.
- Provide more recruitment opportunities through the College Placement Cell.
- Organising more seminars/workshops on latest methods and techniques in diverse areas of commerce.

CHALLENGES

- Students taking more interest in professional courses like C.A, C.S. and B.com considered as secondary option.
- To provide students with effective and concrete guidance and research facilities for their project in syllabus of 3rd year.
- Encourage students to do computer courses and recognize them.
- To create self-learners and help students to develop an interest in the subject and motivate them to become good human beings.
- Dealing with space constraint.

EVALUATIVE REPORTS OF THE DEPARTMENTS

DEPARTMENT OF ECONOMICS

1. **Name of the Department** : **Economics**

2. **Year of Establishment** : 1967

3. **Names of Programmes /Courses offered** : Undergraduate

4. **Names of Interdisciplinary courses and the departments/units involved**:

Logic and Ethics are taught to the students of Economics. The Philosophy Department is involved in teaching the students of Economics.

5. **Annual/ semester/choice based credit system (programme wise)**

Semester System

6. **Participation of the department in the courses offered by other departments**

The Economics department teaches courses offered by other departments like Commerce and Mathematics.

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.**

Under the guidelines of the University, its constituent colleges are required to follow the curriculum drafted by the University. So collaboration with other universities, industries, foreign institutions does not happen at the departmental level.

8. **Details of courses/programmes discontinued (if any) with reasons**

DC-1 Economics discontinued due to roll back of FYUP.

9. **Number of Teaching posts**:

Nature of Posts	Sanctioned	Filled
Professors	12	Nil
Associate Professors		1
Assistant Professors		4+5(Ad-hoc)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D. / M. Phil. etc.)

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D.Students guided for the last 4 Years
Mrs.Meenakshi Kohli	M. Phil.	Associate Professor	Econometrics	25 Years	Nil
Mrs.Upasna Dhawan	M.A, M.F.C	Assistant Professor	Econometrics	17Years 2 months	Nil
Mrs.Shivani Verma	M.A	Assistant Professor	Agricultural Economics	8Years 8 months	Nil
Mrs. Niti Arora	M.Phil.	Assistant Professor	Developmental Economics	8Years 4 months	Nil
Mrs. Jasleen Kaur	M.A	Assistant Professor	Econometrics	7Years 8months	Nil
Ms Shruti Jain	M.A, MBE	Adhoc Assistant Professor	Public Economics	2 Years 4 months	Nil
Ms Kittu kapoor	MBE, MA	Adhoc Assistant Professor	Quantitative Techniques and Finance	3 Years 8 months	Nil
Ms.Nandini Jayakumar	M.A	Adhoc Assistant Professor	Economics	8 Months	Nil
Ms. Divya Kumar Gupta	M.A	Adhoc Assistant Professor	Econometrics	2 Years 3 Months	Nil
Mr.T.Thawng Khan Siam	M.A	Adhoc Assistant Professor	Agricultural Economics	3 Years	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)

Course	Student teacher ratio
B.A(H)Economics	36:1
B.com(H)	124:1
B.com(P)	148:1
B.A(P) Economics	155:1
Maths FYUP (Economics) Allied in 2nd Year	162:1
Commerce FYUP (Economics) (Allied)	184:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled.

Since there are no practical classes in Economics, there is no requirement of technical support staff.

15. Qualifications of teaching faculty with D.Sc/ D.Litt/ Ph.D/ MPhil / PG.

Refer to table in no. 10

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received

Project Details	
Name of the Faculty Member	Ms. Niti Arora, working as Principal Investigor
Project	Innovation Project
Topic	Co-relate of Happiness among Youth Adults
Project Code	MSC 201
Grant Received	3.5 Lacs

17. Departmental projects funded by DST - FIST; UGC, DBT, ICSSR, etc. and total grants received

NIL

18. Research Centre /facility recognized by the University:

Since the Economics department deals in teaching of under-graduate courses as designed by the University, any research centre/facility is not applicable in the present scenario.

19. Publications

Publication per faculty: Listed in the table below

a) 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.)

b) Monographs

c) Citation Index

d) SNIP

e) SJR

f) Impact factor

g) h-index

Name of faculty	Number of papers published in peer reviewed journals (national /international)	Chapter/Articles in books	Books Edited	Books published with ISBN number and other details(title, edition, publishers)
Ms. Shruti Jain	NIL	1	NIL	NIL
Ms.Nandini Jayakumar	1	NIL	NIL	NIL
Ms. Divya S. Gupta	6	NIL	NIL	NIL
Ms. Kittu Kapoor	3	NIL	NIL	NIL

20. Areas of consultancy and income generated: NIL

21. Faculty as members in

a) National Committees:

Ms Niti Arora (Assistant Professor) is Life time member of Comparative Education Society of India (CESI), School of Social Sciences, JNU, New Delhi

b) International Committees NIL

c) Editorial Boards NIL

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/ programmes: 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

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
B.A(P) 2010-11	DATA NOT AVAILABLE*			
B.A(P) 2011-12				
B.A(P) 2012-13				
B.A(H) Economics 2013-14			49**	
B.A(P) 2014-15				

**Economics (Honours) was introduced in the College only under the FYUP in the academic year 2013-14. Hence data is available only for the aforementioned year. *Economics is being taught under the B.A. (Programme) course in our College. It is not possible to compute the exact data of students who have Economics as a subject.

27. Diversity of Students

Name of the course	% of the students from the same state	% of students from other states	% of students from abroad
B.A (HONOURS)			
BA(H) Economics: 2013-14	95.92	4.08	NIL
B.A (PROGRAMME)			
BA(P):2014-15	85.66	14.34	NIL
BA(P) :2012-13	87.87	12.13	NIL
BA(P) :2011-12	90.63	9.37	NIL
BA(P) :2010-11	89.24	10.76	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Data not available

29. Student progression

Student progression	Against % enrolled
UG to PG	**DATA NOT AVAILABLE**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed **• Campus selection** **• Other than campus recruitment**	
Entrepreneurship/Self-employment	

30.) Details of Infrastructural facilities

a) Library

Books added in library during last 4 Years:-

Subject	2010-11	2011-12	2012-13	2013-14
Economics	46	157	162	125

Total five periodicals of economics are subscribed in our library.

b) Internet facilities for Staff & Students

The College has internet facility which is available to both students and faculty members

c) Class rooms with ICT facility

NIL

d) Laboratories

Since economics is a social science, facilities of laboratories are not required.

31. Number of students receiving financial assistance from college, university, government or other agencies

Refer to section 5.1.2

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts.

- The Department organized a workshop on "**Use of Statistical and Econometric Techniques in Economic Research"** at the departmental level.
- Students of Economics department attended a seminar on **"Game Theory**" organized by Maths Department.

33. Teaching methods adopted to improve student learning

Presentations, paper reading, quiz

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

NIL

35. SWOC analysis of the department and Future plans

STRENGTHS

- Healthy relationship between students and faculty
- They also help in imparting knowledge to students about the current scenario of the economy and its impact on the Indian economy
- Well qualified faculty with expertise in areas of contemporary relevance in the field of economics.

WEAKNESSES

- Despite the expertise available with the faculty, since there is no honours programme, this expertise remains underutilized. Due to the non availability of an honours course we lose out on good students.

OPPORTUNITIES

The College got approval to start an honours programme in economics under the erstwhile FYUP. This has now been discontinued under the present scheme of things. Given the highly qualified faculty and enthusiastic and zestful lot of students we consider reinstating the honours course as a huge opportunity for a discipline.

CHALLENGES

In the liberalized economy, there are fast paced changes in the world of business. It is both an opportunity and a challenge to stay tuned with the latest economic developments across the world, we as a department are geared and equipped to deal with this.

EVALUATIVE REPORTS OF THE DEPARTMENTS

DEPARTMENT OF EDUCATION

1. Name of the Department : **Education**

2. Year of Establishment : 1967

3. Names of Programmes : Undergraduate (B.A) Prog

/Courses offered : Discipline Course in Education

4. Names of Interdisciplinary courses and the departments/units involved:

a) B.A. (Programme) is an interdisciplinary course in itself. The subject papers bring together History, Psychology, Human Development, Sociology, Public policy, Political Science and Public Administration, Educational and Pedagogy Theory in the VI papers.

b) The faculty of Department of Education has taught in the Teacher education programme conducted by B.EL Ed as and when required

5. Annual/ semester/choice based credit system (programme wise)

Semester System

6. Participation of the department in the courses offered by other departments.

Refer to point 4

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.** NIL

8. Details of courses/programmes discontinued (if any) with reasons

The annual mode of the Discipline course which had three papers has been discontinued. This has been substituted by six new papers in the semester course. The semester papers have been prepared following a review of 'Annual Course', a process in which the Department faculty has been involved as a co-convener.

9. Number of Teaching posts

Nature of Posts	Sanctioned	Filled
Professors	2	NIL
Associate Professors		NIL
Assistant Professor		1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc. /D.Litt. /Ph.D. /M.Phil. etc.)

Name	Qualification	Designation	Specialization	Years of Experience	No. Of Ph.D. Students guided
Radhika Menon	Ph.D	Assistant Professor	Sociology of Education, Policy and Organisation, and Social Science Education	8 Years 5 months	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).

Course	Student teacher ratio
Education	109:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled.

NIL

15. Qualifications of teaching faculty with D.Sc./D.Litt./Ph.D./M.Phil., PG.

Refer to table in no. 10

16. Number of faculty with on-going 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: Listed in the table below

a) 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.)

b) Monographs

c) Citation Index

d) SNIP

e) SJR

f) Impact factor

g) h-index

Name of Faculty	**Number of papers published in peer reviewed journals (national /international)**	**Chapter/Articles in books**	**Books Edited**	**Books published with ISBN number and other details(title, edition, publishers**
Dr. Radhika Menon	9	2	NIL	NIL

20. Areas of consultancy and income generated NIL

21. Faculty as members in

a) National Committees:

- National Council for Teacher Education (NCTE) model curriculum development for D.Ed course

- NCERT class X Political Science textbook
- AIFRTE:All India Forum for Right to Education Committee

b) **International Committees** NIL

c) **Editorial Boards**

Journal of Critical Education Policy Studies (International peer reviewed journal)

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/ programmes 100%

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 : Gold Medalist

Name of Student : Manju Yadav:

Category : University of Delhi topper in PH category

24. List of eminent academicians and scientists / visitors to the department

- Dr Manish Jain (AUD)
- Mr Sanjay Joshi(Film Maker)
- Professor Shareef -ul Hasan Qasmi (University of Delhi)

25. Seminars/ Conferences/ Workshops organized and the source of funding

a) National **:** NIL

b) International **:** Comparative Education Society of India (CESI) International Conference held at University of Delhi, faculty part of the organising committee. (16-18 November 2014)

26. Student profile programme/ course wise

Name of the Course/programme	Applications received	Selected	Enrolled	Pass percentage
B.A (P) Education: 2010-11				
B.A(P) Education :2011-12	DATA NOT AVAILABLE *			
B.A(P) Education:2012-13				
B.A(P) Education :2013-14				
B.A(P) Education :2014-15				

*** Education is taught as a part of the B.A. (P) course in our College. Hence it is not possible to compute the exact data of the number of students.**

27. Diversity of Students

Diversity of students: Interaction with students indicates that students taking up Education include those from Punjab, Uttarakhand, Uttar Pradesh, Bihar, Delhi, Nagaland, Mizoram, Manipur. A large representation of students from Muslim minority background take up the course, in addition to those from Sikh minority backgrounds. Further, SC, ST representation in the Education classes is always present.

28. How many students have cleared national and state competitive examination such as NET, SLET, Civil services, Defence services, etc?

Data not available

29. Student progression

Student progression	Against % enrolled
UG to PG	DATA NOT AVAILABLE
PG to M.Phil	
PG to Ph.D	
Ph.D to Post-Doctoral	
Employed • **Campus selection** • **Other than campus recruitment**	
Entrepreneurship/ Self- employment	

30. Details of infrastructural facilities

a) Library

Books added in library during last 4 Years:-

Subject	2010-11	2011-12	2012-13	2013-14
Education	80	75	63	90

b) Internet facilities for staff and students

The College has internet facility which is available to both students and faculty members.

c) Class rooms with ICT facility

N.A.

d) Laboratories

N.A.

31. Number of students receiving financial assistance fromcollege, university, government or other agencies

Refer to section 5.1.2

32. Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts

Special lectures: 2014-15

- Lecture demonstration screening seminar by Mr Sanjay Joshi, documentary film-maker and film festival organizedr, on "**Language of Cinema**". Discussant on Cinema and Education, Dr Radhika Menon. September 18, 2014
- Seminar on "**Perspectives on Citizenship and Democracy**" by Dr Manish Jain, AUD. Discussant on Citizenship and Education: Dr Radhika Menon. February 19,2015
- Students of 6th semester (2014-15) working on projects on **"Educational Providers**" and 2nd semester (in 2014-15) students on **"Changing Nature of Adolescence".**
- Three students of the Department, Zoya Shahid, Saba Afridi, Kashaf are office bearers of the World University Services's (WUS) Delhi University level body.
- Students from the Department participated in the following seminars held

- Dr. Ramanadham Memorial Lecture on **"Caste, Equality And Democratic Rights"** by Dr. Anand Teltumbde, September 6, 2014
- WUS workshop held in Zakir Hussain College on November 12, 2014 and February 2015
- An interaction with ex students pursuing careers in Education held for 6th semester students in April 2014.
- The Department represented the College in the organising committee of Comparative Education Society of India (CESI) conference (16, 17, 18 November 2014) held in university of Delhi

33. Teaching methods adopted to improve student learning

Projects, Presentations, Book Reviews, Film Screenings, Surveys, Interviews, Organising programmes

34. Participation in institutional Social Responsibility (ISR) and extension activities

Student involvement in WUS activities, NSS and NCC in College and other institutional programmes

35. SWOC analysis of the Department and Future plans

STRENGTHS

- The diversity of papers offered enables students to develop a comprehensive view of the subject.
- Students are able to develop true inter-disciplinary education as they are equipped to deal with themes from various disciplinary backgrounds in each semester.
- The wide variety of pedagogic methods deployed enables students to understand both sources as well as methods to analyse them.
- Methods like project learning, surveys, book reviews, presentations enables to pursue any further education course with greater ease. Students have returned to communicate the benefits of the assignments that they have done in pursuing their post graduation courses as well as jobs in media that some have taken up after the course.

- There is considerable interaction with University's main department as a result of which there is constant academic enrichment. Further, faculty is involved in almost all the academic bodies of the main University department and across courses, which strengthens the academic grounding of the faculty and students.
- Strong relationships develop with students, when they continue in the field, long after they have passed out because of the interaction with various institutions working in the field.
- Continuity of interaction across semesters with students

WEAKNESSES

- Understaffed. High teacher-pupil ratio.
- One teacher teaching all the papers makes it dependent upon activities and initiatives of the single faculty thereby difficult to sustain over a period of time.
- Underutilising the specialisation of the faculty
- Leaves little time for the faculty to undertake research projects with grants as there is no other teaching-non teaching support within the College department.

OPPORTUNITIES

- Continuity of interaction across semesters with students.
- Interaction with University's main department.
- Interdisciplinarity of the papers
- Space for various aptitudes of students to be recognized and deployed.

CHALLENGES

- Dealing with the cross disciplinary papers by a single teacher.
- Several activities including systematic research with students are difficult to undertake because of lack of adequate number of faculty.

EVALUATIVE REPORTS OF THE DEPARTMENTS
DEPARTMENT OF ELEMENTARY EDUCATION

1. **Name of the Department** : **Elementary Education**
2. **Year of Establishment** : 2007
3. **Names of Programmes /Courses offered** : Bachelor of Elementary Education
4. **Names of Interdisciplinary courses and the departments/units involved**:

Liberal Option Courses	Department of English
Liberal Option Courses	Department of Hindi
Liberal Option Courses	Department of Political Science
Liberal Option Courses	Department of Mathematics
Practicum	Department of Physical Education

5. **Annual/semester/choice based credit system (programmewise)** : Annual
6. **Participation of the department in the courses offered by other departments** : NIL
7. **Courses in collaboration with other universities, industries, foreign institutions:** NIL
8. **Details of courses/programmes discontinued (if any) with reasons** : NIL
9. **Number of teaching posts:**

Nature of Posts:	Sanctioned	Filled
Professors	15	Nil
Associate Professors		Nil
Assistant Professors		4 Permanent 11 Ad-hoc Assistant Professors

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc/ D.Litt/ Ph.D/M.Phil.)**

Name	**Qualification**	**Designation**	**Specialization**	**Years of Experience**	**No. of Ph.D students guided for the last 4 years**
Ms. Ravneet Kaur	M.Sc, M.Ed	Assistant Professor	Education, Child Development	07 years	Nil
Ms. Neerja Singh	M.Phil	Assistant Professor	Linguistics	07 Years	Nil
Dr. Aarti Mathur	Ph.D	Assistant Professor	Teaching of Mathematics	11 Years	Nil
Ms. Nidhi Kunwar	M.A, M.Ed	Assistant Professor	Education, Language, Pedagogy	08 years	Nil
Ms. Divya Sharma	M.Phil	Assistant Professor Ad-hoc	Science Education, Teacher Education, Curriculum Issues	07 years	Nil
Dr. Harjit Kaur	Ph.D	Assistant Professor Ad-hoc	Teacher Education, Language Education	09 years 3 months	Nil
Dr. Shalini Dixit	Ph.D	Assistant Professor Ad-hoc	Psychology, Cognitive and Social Psychology of Education	4years 4 months	Nil
Ms. Sonia Sharma	M.Phil	Assistant Professor Ad-hoc	Education and Social Sciences	2 years	Nil
Ms. Anshika Srivastava	M.Phil	Assistant Professor Ad-hoc	Sociology Of Education, Gender And Education	2 years	Nil
Dr. Aradhana Mani	Ph.D	Assistant Professor Ad-hoc	Science Education	10 years	Nil
Dr.Indu Bhardwaj	Ph.D	Assistant Professor Ad-hoc	Educational Psychology, Art and Special Education	10 years	Nil
Ms. Neelam Dalal	M.Phil	Assistant Professor Ad-hoc	Foundations of Education, Gender and Education	4 years	Nil
Dr. Jasmeet Kaur	Ph.D	Assistant Professor Ad-hoc	Psychology, Inclusive Education	16 years	Nil

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty:

Lectures by ad-hoc faculty = 65.3%

Practicum by ad-hoc faculty = 80.56%

13. Student-Teacher Ratio (Programme wise)

Course	Student teacher ratio
B.El.Ed	14:1

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:

Refer to table number 10

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 N/A

19. Publications

Publication per faculty Listed in the table below

a) 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.)

b) Monographs

c) Citation Index

d) SNIP

e) SJR

f) Impact factor

g) h-index

Name of the Faculty	No of Papers in peer reviewed Journals	Publications listed in InternationalDatabase	Chapter in Books	Books Edited	Books With ISBN no
Ms. Ravneet Kaur	2	Nil	2	Nil	Nil
Ms. Nidhi Kunwar	6	Nil	Nil	Nil	Nil
Ms. Divya Sharma	5	Nil	4	Nil	Nil
Ms. Harjeet Kaur	5	Nil	Nil	Nil	Nil
Dr. Shalini Dixit	1	1	Nil	Nil	Nil
Ms. Neelam Dalal	2	Nil	13	Nil	Nil
Dr. Aradhana Mani	3	Nil	Nil	1	Mani, A & shastri, R. (2014). Theories of Education. Institute of distance learning. Gauhati university. Vikas publishing house pvt Ltd. New Delhi. ISBN 978-93-259-7630-6
Ms. Anshika Srivastava	2	Nil	Nil	Nil	Nil
Ms. Swarnalata Sah	Nil	Nil	2	Nil	Nil
Ms. Manisha Subba	2		1	Nil	1. “Deconstructing History Texts: Addressing the Notions of Reality, Representation and Relevance in the Manipur State” Textbooks. Published by LAP Lambert Academic Publishing GmbH & Co. KG, Germany (2012). ISBN No. 978-3-659-11727-5

20. Areas of consultancy and income generated:

NIL

21. Faculty as members in:

Types of Committees	Name of Faculty	Committee Name
National Committees	Ms. Ravneet Kaur	Comparitive Education Society of India (CESI) Indian Association of Teacher Educators (IATE)
	Ms. Divya Sharma	Comparitive Education Society of India (CESI) Indian Assoication of Teacher Educators (IATE) All India Association of Teacher Educators (AIATE) All India Association for Educational Research (AIAER)
	Dr. Harjeet Kaur	All India Association for Educational Research (AIAER)
	Dr. Shalini Dixit	National Academy of Psychology (NAOP)
	Dr. Aradhana Mani	All India Association for Educational Research (AIAER) Council for Teachers Education (CTE) Assoication for Educational Studies (AES) WIZIQ Education Online
International Committees	NIL	NIL
Editorial Board	Dr. Aradhana Mani	Member of Panel of Reviewer for: British Journal of Guidance and Counselling by Routledge Publication ISSN 03069885 (Print), 1469-3534 (Online), and Amity International Journal of Teacher Education, Amity University, Noida

22. Student projects

a) **Percentage of students who have done in-house projects including interdepartmental/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 Shalini Dixit received the Durganand Sinha Best Dissertation award by the National Academy of Psychology (NAOP) India in their Annual Conference held at NIIT, Rourkela, 13th -15th December 2013.

24. List of Eminent Academicians and Scientists/Visitors to the department

S. No.	Name	Designation	Institutional Association
1.	Ms. Latika Gupta	Member	National Commission for Protection of Child Rights
2.	Prof. Anita Rampal	Former Head and Dean	Faculty of Education, University of Delhi
3.	Mr. E. K. Shaji	Co-founder	**"JodoGyan"** (A Nonprofit Organization)
4.	Dr. Shobha Sinha	Associate Professor	Faculty of Education, University of Delhi
5.	Prof. Anjum Sibia	Head of the dept.	DEPFE, NCERT
6.	Ms. Vinita Arora	Sr. Consultant, Early Literacy Program	DEE, NCERT
7.	Mr. Parmod Sharma	Graphic Designer	CIET, NCERT
8.	Mr. O.P. Sharma	Resource Person	National Bal Bhawan
9.	Dr. Rakesh Sharma	Assistant Professor	MVCOE, University of Delhi
10.	Mr. Paramjeet Barnad	Founder & Director	Mool Creations
11.	Dr. Goldy Malhotra	Former Director Education	DSGMC
12.	Ms. Sarika Verma	Art Consultant	The Shri Ram School
13.	Ms. Surbhi Khanna	Designer, Educator	Freelancer
14.	Mr. Sushant Kalra	Director	Parwarish Institute of Parenting Pvt. Ltd.

25. Seminars/Conferences/Workshops organized & the source of funding

a) National Seminar

- UGC funded National Seminar entitled **"Empowering Teachers: Building Resources of Pedagogy Skills and Attitude**", May, 2013**.**

b) International Seminar

NIL

26. Student profile programmed/course wise:

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled		Pass percentage
			M*	F*	
B.El. Ed					
2010-11	NA#	54		54	100%
2011-12	NA#	54		54	--
2012-13	NA#	54		54	--
2013-14	NA#	54		54	--
2014-15	NA#	54		54	--

*** Course available for Women applicants only**

# Centralized Admission by CIE, no individual applications are received by College.

27. Diversity of Students

Name of the Course	%of students from the same state	% of students from other States	%of students from abroad
B. El. Ed.			
2011-2012	96	4	Nil
2012-2013	94	6	Nil
2013-2014	94.34	5.66	Nil
2014-2015	94.44	5.56	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

NET/JRF - 6 students

CTET (Central Teacher Eligibility Test)

Number of Students who cleared Central Teacher Eligibility Test

Batch 2007-11	12 out of total 30 students in final year
Batch 2008-12	16 out of total 32 students in final year
Batch 2009-13	40 out of 49 students in final year
Batch 2010-14	Result awaited

29. Student progression:

Student progression	**Against% enrolled**
UG to PG	Batch 2007-11= 17 out of 30 (56.67%) Batch 2008-12= 13 out of 32 (40.62%) Batch 2009-13= 28 out of 49 (57.14%) Batch 2010-14= 37 out of 49 (75.51%)
PG to M.Phil.	NA
PG to Ph.D.	NA
Ph.D. to Post-Doctoral	NA
Employed	
Campus selection	Batch 2007-11= = 18 placements out of 30 (60%) Batch 2008-12= 9 placements out of 32 (28.12%) Batch 2009-13= 23 placements out of 49 (46.93%) Batch 2010-14= 12 placements out of 49 (24.48%)
Other than campus recruitment	Yes, the B El Ed pass out students are professional teachers, so they keep looking for and changing their jobs in various educational institutions.
Entrepreneurship/Self-employment	Not Reported yet.

30. Details of Infrastructural facilities:

a) Library-

Student can access course related readings and reference material from the B.El.Ed. Department's own Resource Center as well as from the College library.

Books added in library during last 4 Years:-

Subject	**2010-11**	**2011-12**	**2012-13**	**2013-14**
B.EL.ED	52	184	74	111

b) Internet facilities for Staff & Students:

The College has internet facility which is available to both students and faculty.

c) Class rooms with ICT facility

Multimedia projectors are installed in classrooms.

d) Laboratories

A well equipped curriculum lab is available for Department of Elementary Education (B. El. Ed.). It has facilities of conducting science experiments, math lab activities, art and craft workshops and ICT facilities i.e. smart board and LCD projector.

31. Number of students receiving financial assistance from college, university, Government or other agencies:

19

32. Details of student enrichment programmes (special lectures / workshops / seminar) with External Experts:

S.No.	Event	Academic Year	Venue	Resource Person (s)	
				Name	Organisation
01	Special lecture on “*Assessment In Elementary Classrooms*”	2010-2011	Mata Sundri College for Women	Prof. Anita Rampal	Former Head and Dean, CIE, Faculty of Education, University of Delhi
02	Workshop on “*Using Museum Resources for Teaching Environmental Science*”	2010-2011	National Museum of Natural History (NMNH)	Team of experts in making low cost teaching aids and clay modelling.	Department of Education, NMNH
03	Special Lecture on *“New Conjugality & its Discontents: Mixed Legacies for Women’s Education”*	2011-2012	CIE, Faculty of Education, University of Delhi	Dr. Uma Chakravarthi	Univeristy of Delhi
04	Workshop on *“Pottery”*	2011-2012	Mata Sundri College for Women	Mr. Raj Kumar	National BalBhawan
05	Public Lecture on "*Literature in Action*"by RRCEE	2011-2012	CIE, Faculty of Education, University of Delhi	Ms. Paro Anand	Renowned story writer and story teller
05	Lecture on *“Biodiversity”* as a component of outreach programme in collaboration with Mata sundri college for B.El.Ed. trainees	2011-2012	National Museum of Natural History (NMNH)	Dr. FaiyazA. Khudsar	Lead scientist at Yamuna Biodiveristy Park
06	Workshop on *“Film making and Supporting Pedagogy with Audio-Visual aids”*	2011-2012	Mata Sundri College for Women	Mr. Paramjeet Barnad	Founder & Director, Mool Creations
07	Workshop on *“Puppet making”*	2012-2013	Mata Sundri College for Women	Mr.Pramod Kumar	CIET, NCERT

S.No.	Event	Academic Year	Venue	Resource Person (s)	
				Name	Organisation
08	Workshop on *"Teaching mathematics"*	2012-2013	Mata Sundri College for Women	Mr. Shaji	JodoGyan
09	Workshop on *"Low cost teaching aids"*	2012-2013	Mata Sundri College for Women	Mr. O.P. Sharma	National BalBhawan
10	Special lecture/ session on *"Gender, Education and Empowerment"*	2012-2013	Miranda House College	Dr. Kamla Bhasin	Mirambika
11	Workshop on *"Film making and Supporting Pedagogy with Audio-Visual aids"*	2012-2013	Mata Sundri College for Women	Mr. Paramjeet Barnad	Founder & Director, MoolCreations
12	Talk on *"Television and its complex relationship with muslim women*"	2012-2013	NMML, Teen MurtiBhawan	Ms. Sabina Kidwai	Associate Professor, JamiaMilliaIslamia
13	Workshop on *"Story Telling"*	2012-2013	Mata Sundri College for Women	Ms. Deepa Agarwal	Writer, Poet, translator
14	Workshop on *"Puppet making"*	2013-2014	Mata Sundri College for Women	Mr.Pramod Kumar	CIET, NCERT
15	National Seminar on *"Empowering teachers : building resources of pedagogy, skills and attitudes"*	2012-2013	Mata Sundri College for Women	Eminent speakers and paper presenters including school teachers	Presenters form different universities, research institutions & schools etc. from Delhi and other states
16	Workshop on *"Low cost teaching aids"*	2013-2014	Mata Sundri College for Women	Mr. O.P. Sharma and Mr. Surjit	National BalBhawan
17	Talk on *"Teaching is the best profession for women: notes on the politics and sociology of women in the teaching profession"* organizedd by RRCEE	2013-2014	CIE, Faculty of Education, University of Delhi	Dr. Madhulika Banerjee	Associate Professor, University of Delhi
18	Workshop on *"Innovative teaching in mathematics"*	2013-2014	Mata Sundri College for Women	Mr. Shaji and Ms. Shubhomita	JodoGyan
19	Workshop on *"Film making and Supporting Pedagogy with Audio-Visual aids"*	2013-2014	Mata Sundri College for Women	Mr. Paramjeet Barnad	Founder & Director, Mool Creations
20	Talk (special lecture) on *"Locating and Addressing Alternate*	2013-2014	Mata Sundri College for Women	Dr. Rakesh Sharma	Maharishi Valmiki College of Education,

S.No.	Event	Academic Year	Venue	Resource Person (s)	
				Name	Organisation
	Frameworks in Elementary Classrooms"				University of Delhi
21	Workshop and interaction session on *"Conservation of petroleum products in our day to day life"*	2013-2014	Mata Sundri College for Women	Team of experts and volunteers	Petroleum Conservation Research Association (PCRA) and NGO- 'India Aids'
22	Workshop on "*Puppetry"*	2014-2015	Mata Sundri College for Women	Mr. Pramod Sharma	CIET, NCERT
23	Workshop on "*English Language"*	2014-2015	Ambedkar University	1. Dr. Vibha Sharma 2. Ms. Nupur Samuel	1. Aligarh Muslim University 2. Ambedkar University
24	Workshop on "*Toys and Tales*"	2014-2015	Mata Sundri College for Women	Ms. Surbhi Khanna	Designer, Educator
25	Workshop on "*Classroom Management"*	2014-2015	Mata Sundri College for Women	Mr. Sushant Kalra Ms. Manvi Gupta Mr. Karan Kukreja	Parwarish Institute of Parenting Pvt. Ltd.
26	Workshop on "Language and Cinema"	2014-2015	Mata Sundri College for Women	Mr. Sanjay Joshi	Film Director
27	Workshop on *"Innovative teaching-learning of mathematics"*	2014-2015	Mata Sundri College for Women	Mr. E.K.Shaji	Jodo Gyan
28	Workshop on "*Best out of Waste"*	2014-2015	Mata Sundri College for Women	Ms. Sarika Verma	The Shri Ram School
29	Talk on "*How to become an effective teacher"*	2014-2015	Mata Sundri College for Women	Dr. Goldy Malhotra	Former Director Education, DSGMC
30	Talk on *"Resume Writing and how to face an interview*"	2014-2015	Mata Sundri College for Women	HR team of schools	Presidium school and Bharat National Public School

Apart from above mentioned activities, B.El.Ed department organizes various movie screenings, innovative/alternate school visits, educational excursions and heritage walks for the students every year for their academic enrichment.

1. Heritage Walks-

B.El.Ed. students visited the following places:

i. Visit to Chandni Chowk – “***SisGanj Gurudwara”***, Jain Temple and Jama Masjid

ii. Village exploration- visit to **“*Penga Village*”,** Uttar Pradesh

iii. **“*Afsana-e-Ashoka*”-** Visit to Ashoka Pillars, Rock Edict, Mutiny Memorial and Firoz Shah Fort

i. Ridge exploration- Visit to Ridge Forest Area, Kushak Nallah, Teen Murti Bhawan and Kushak Mahal

ii. Tughlaqabad Visit- Asola Wildlife Sanctuary and Tughlaqabad Fort

iii. Visit to Yamuna Ghats and Yamuna Biodiversity Park

iv. Visit to Mehrauli Archeological Park

v. Visit to Agrasen’s Baoli and Old Fort

2. Innovative School visits-

B.El.Ed. students visited the following schools of Delhi and other states to observe and understand innovative teaching practices:

i. Amar Jyoti school (for special children), Delhi

ii. Mirambika, Delhi

iii. Elizabeth Gauba School, Delhi

iv. Vasant Valley School, Delhi

v. BalSahyog School, Delhi

vi. Digantar, Jaipur

vii. SIDH, Mussoorie

viii. Shikshantar, Gurgaon

ix. Sri Ram School, Gurgaon

x. Bharat National Public School, Delhi

3. Educational excursions-

A visit to the following places was organized for an out of the classroom experience:

i. Gandhi Memorial Museum, Rajghat

ii. Nehru Memorial Museum and Library, Teen Murti Bhawan

iii. National Bal Bhawan

iv. National School of Drama

v. National Science Centre

vi. National Craft's Museum

vii. National/International Book Fairs

viii. National Museum of Natural History

ix. Aravali Biodiversity Park

x. National Zoological Park

xi. Delhi Haat

xii. Red Fort

xiii. Music Therapy Centre,

xiv. Jasola Science Park at NCERT

xv. Mathematics Lab at NCERT

xvi. Publication house of Katha, NCERT, NBT, CBT and Pratham

xvii. Gurudwara Bangla Sahib and its Museum

xviii. Gandhi Bhawan

xix. Sanskriti Kendra, Anand Gram

xx. Jodo Gyan Resource Centre

4. Movie screening-

The following films and documentaries were screened for B.El.Ed. students in the last four years. The screening was followed by a critical appreciation of the films:

i. Blue Umbrella (Film)
ii. The Inconvenient Truth (Film)
iii. Kishan ka Udan Khatola (Documentary)
iv. The Little Terrorist (Documentary)
v. Diwaswapna (Film)
vi. I am Kalam (Film)
vii. Taare Zameen Par (Film)
viii. A Narmada Diary (Documentary)
ix. Stanley KaDibba (Film)
x. Jalpari (Film)
xi. Bum Bum Bole (Film)
xii. Teacher's Journey (Documentary)
xiii. Life of Mammals (Documentary)
xiv. India Untouched (Documentary)
xv. Slow Poisoning of India (Documentary)
xvi. The Song of Sparrow (Film)
xvii. English Vinglish (Film)
xviii. Role of social science in Learner's development (Documentary)
xix. Udaan (Film)

33. Teaching methods adopted to improve student learning:

All innovative and interactive methods like, Discussions, Presentations by students and Teachers, Role Plays, Group tasks, Field visits, Real Classroom observations and interaction with children etc. are used.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities:

NA

35. SWOC analysis of the department and Future plans

The Department of Elementary Education at Mata Sundri College is the youngest department among all the eight colleges of Delhi University offering B.El.Ed. programme and has successfully strengthened and stabilized itself ever since its inception in 2007. The Department endeavors to develop its students into reflective, sensitive and optimistic teachers. The multifaceted academic activities keep providing growth and stimulation to the students and teachers from time to time. Following is a brief SWOC analysis of the department:

STRENGTHS

- Highly qualified faculty having specialisation in their respective subjects
- Emphasis on students-centred methods of teaching, involving both group tasks and individual assignments
- Wide range of co-curricular and extension activities for academic enrichment of students
- Integration of ICT tools in teaching- learning activities
- Proactive placement cell of the department to facilitate campus placement
- High percentage of student progression for post graduate courses
- Provisions of LCD projectors, smart board and laptops for students to help in technology enabled learning
- Spacious classroom
- Well equipped curriculum laboratory with provision of science lab equipments and Math lab materials.
- Wide range of readings and reference material in the department’s own Resource Centre apart from College library
- Book bank facility for students
- Focus on all round personality development of students
- Provision of important readings in Hindi and translations for Hindi medium students.
- Fee concession provisions for students with special needs

- High pass percentage in University examinations
- Methodical ways of assessing students with fairness and transparency of criteria
- Produced University toppers 4 times in 7 years
- Harmonious relationship between faculty, administrative staff and students
- Well furnished staff room for department teachers
- High motivation among faculty members for professional development
- Representation of almost 50% of the faculty as University Examiners and paper setters
- Successfully organizedd 2-days' UGC sponsored National Seminar on 22nd -23rd May, 2013
- Successful conduct of University admissions for B.El.Ed. Programme in 2014.

WEAKNESSES

- Shortage of permanent teaching staff. Only 4 permanent faculty out of 15 sanctioned posts
- Limitation of space for tutorial sessions and practicals
- No sanctioned posts for support staff (technical and administrative)
- Paucity of time for faculty to undertake research work alongwith teaching
- Inadequate opportunities and lack of incentives for faculty members to motivate them in participating in professional development activities

OPPORTUNITIES

- Provide a platform to encourage students' creative expressions
- Organisation of more seminars and conference in coming sessions
- Organisation of more Cultural and academic events at the department level
- Activities for creating awareness towards environment among future teachers
- Compilation of abstracts of good research projects done by final year students every year for library reference

CHALLENGES

- Maintaining parity with rest of the college academic calendar being the only programme running as annual mode
- Maintaining a pace with different school calendars and University calendar for smooth organisation of school contact related practicum.
- Getting permissions for government schools from competent authorities in time so as to avoid unnecessary delay in students' internship.
- Motivating students coming into the course with no interest or low motivation.
- Managing expenses incurred on resources engaged for workshops, seminars and talks for students due to limited funds available

FUTURE PLANS

- Organisation of a departmental festival every year
- Initiation of an Eco-Club at the departmental level

EVALUATIVE REPORTS OF THE DEPARTMENTS

DEPARTMENT OF ENGLISH

1. **Name of the Department** : **English**

2. **Year of Establishment** : 1967

3. **Names of Programmes /Courses offered** : BA (Hons),
: BA (Prog),
: Allied courses for other Hons,
: English for B.Com,
: English for B.El.Ed.

4. **Names of Interdisciplinary courses and the departments/units involved**:

The English (H) students study concurrent courses like Philosophy, Political Science and History. They are also required to study qualifying Hindi.

5. **Annual/semester/choice based credit system (programmewise)** :

As per Delhi University regulations. The B.El.Ed course is in the Annual Mode. All the other courses are being taught in the semester mode.

6. **Participation of the department in the courses offered by other departments.**

Allied English for other Honours Courses. Business Communication to B.Com (H) students and Liberal Option English courses to B.El.Ed students.

7. **Courses in collaboration with other universities, industries, foreign institutions:** NIL

8. **Details of courses/programmes discontinued (if any) with reasons**

DC 1 English under the FYUP was discontinued

9. Number of teaching posts

Nature of Posts	Sanctioned	Filled
Professors	18	Nil
Associate Professors		4
Assistant Professors		5 Permanent 7 (Ad-hoc)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. /M. Phil. etc.,)

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students guided for the1last 4 Years
Ms. Ruby Kapoor	MA	Associate Professor	None	39 Years	None
Dr. Gurinder Bedi	PhD	Associate Professor	Linguistics	35 Years	None
Dr.Chandra Chatterjee	PhD	Associate Professor	Post-Colonial Studies	31 Years	None
Ms. K. Sethi	M.Phil	Associate Professor	Indian Writing in English	30 Years	None
Dr. S. Jha	PhD	Assistant Professor	Indian Writing in English	8 Years	None
Ms. P. Mishra	B.Ed, M.Phil	Assistant Professor	None	7 Years	None
Ms. Divya Pradhan	M.Phil.	Assistant Professor	Indian writing in English	8 Years	None
Dr. M. Mathur	PhD	Assistant Professor	American Literature	13 Years	None
Dr. M. J. Singh	PhD	Assistant Professor	Post-Colonial Studies	7 Years	None
Ms. P Bose	MA	Assistant Professor	Culture Studies	2 Years	None
Ms. S. Duseja	MA	Assistant Professor	Erotic Literature.	1 Years	None
Ms. L. Unni	M. Phil.	Assistant Professor	Modernism, Pop culture, Literary & Critical theory	1 Years	None

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students guided for the1last 4 Years
Ms. A. Sahin	MA	Assistant Professor	19th C Anglo-Indian writing, Pop fiction, Modernism	2 Years	None
Ms. H. Sen	MA	Assistant Professor	Post-Colonial Studies, 20th C Indian Literature.	1 Years	None
Ms.M. Chaudhary	MA	Assistant Professor	None	3 months	None
Ms. Sheenam	MA	Assistant Professor	Romanticism, Children's fiction	3 months	None

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):.

Course	Student teacher ratio
B.A(H) English	42:1
B.A(P)	36:1
B.Com	75:1
B.Com (P)	66:1
B.EL.Ed	12:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL

15. Qualifications of teaching faculty with D.Sc/ D.Litt/ Ph.D/ MPhil / PG.:

Refer to table in number 10.

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

Although the College does not have a recognized Research Centre at present, as a part of the Delhi University Library System (DULS) the faculty can access the rich collection of books, journals, e-resources, audio-visual material from across different parts of the globe. This keeps them abreast with the latest research from across the world.

The faculty and students also have access to other libraries like Sahitya Academy the British Council Library and the American Centre Library.

19. Publications

Publication per faculty: Listed in the table below

a) 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.)

b) Monographs

c) Citation Index

d) SNIP

e) SJR

f) Impact factor

g) h-index

Name of faculty	Number of papers published in peer reviewed journals (national /international)	Chapter/Articles in books	Books Edited	Books published with ISBN number and other details(title, edition, publishers)
Dr. Chandra Chatterjee	NIL	4	NIL	*"The World Within---A Study of Indian of Novels in English by Indian Women 1950-1980"* Radha Publications, Delhi 1996. ISBN- 81-7487-072-5

Name of faculty	Number of papers published in peer reviewed journals (national /international)	Chapter/Articles in books	Books Edited	Books published with ISBN number and other details(title, edition, publishers)
				"Surviving Colonialis: A Study of R K Narayan Anita Desai and V S Naipaul", A University Of Antwerp Publication, Belgium 2000. ISBN 90-9013933-8. 2nd edition,2008
Dr. Suprita Jha	1	1	NIL	*" A Critical Study of The Prose Style of Graham Greene*", K.K. Publishers Delhi, 2011, ISBN-978-81-7844-092-7
Dr. Manisha Mathur	NIL	1	NIL	" *Arms and the Man: A Study of Select American War Novelists*", Atlantic Publishers, 2012. ISBN number: 978-81-269-1724-2
Dr. Manpreet J. Singh	NIL	NIL	NIL	*"Male Image, Female Gaze: Men in the Fiction of Shashi Deshpande"* Rawat Publishers, Jaipur 2012 ISBN Number 9788131605080
Ms. Poulomi Bose	4	NIL	NIL	NIL
Ms. Labanya Unni	3	NIL	NIL	NIL
Ms. Anjumon Sahin	5	NIL	NIL	NIL

20. Areas of consultancy and income generated:

Not applicable

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:

In-house projects were a part of the four Years undergraduate program curriculum. Hence, all students were required to do a project on a selected topic and submit it towards the end of the semester for evaluation.

b) Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/ other agencies:

Not Applicable

23. Awards / Recognitions received by faculty and students

Dr. Chandra Chatterjee: Distinguished Teacher Award, University of Delhi, 2009

Ms. Anjumon Sahin, Winner of "Caste Away Group Poetry Against Caste Competition" for the poem **"Casteless Hinduism: An Oxymoron".**

She was also shortlisted for Readdleaf Poetry India Competition 2014 and longlisted for the same in 2013.

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	Applications received	Selected	Enrolled	Pass percentage
B.A(H) English:2010-11	6454	56	56	100%
B.A(H) English:2011-12	Data not available	84	84	75.67%
B.A(H) English:2012-13	7307	71	71	Pursuing
B.A(H) English:2013-14	15535	120	120	Pursuing
B.A(H) English:2014-15	56657	143	143	Pursuing

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BA(H)English:2010-11	87.50	12.50	NIL
BA(H)English:2011-12	90.47	9.53	NIL
BA(H)English:2012-13	87.32	12.68	NIL
BA(H)English:2013-14	93.33	6.67	NIL
BA(H)English:2014-15	75.16	24.84	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Data not available

29. Student progression

Student progression	Against % enrolled
UG to PG	Data not available
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • **Campus selection** • **Other than campus recruitment**	
Entrepreneurship/Self-employment	

30. Details of infrastructural facilities

a) Library:

Subject	2010-11	2011-12	2012-13	2013-14
English	93	119	149	241

b) Internet facilities for Staff & Students: Available centrally to staff and students

c) Class rooms with ICT facility: 2

d) Laboratories : Not applicable

31. Number of students receiving financial assistance from college, university, government or other agencies

Refer to section 5.1.2

32. Details on student enrichment programmes (special lectures/ workshops/seminar) with external experts

As per requirements of syllabus we organize drama workshops, lectures, competitions and internal seminars.

33. Teaching methods adopted to improve student learning

Pedagogic, Panel discussions and Slide Shows relevant to various papers in the syllabus.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

NIL

35. SWOC analysis of the department and Future plans

STRENGTHS

The Department of English has dedicated, qualified and competent faculty members who are constantly making an endeavor to enhance teaching standards. Our teachers are using innovative teaching methods, like teaching through power point presentations, film screening and interactive classroom discussion rather than the traditional lecture method. The Department has an active Literary Society.

WEAKNESSES

Our biggest weakness is lack of research opportunities due to paucity of time. Balancing academics, research and extracurricular activities is indeed an onerous task.

OPPORTUNITIES

The course structure is extremely well designed and allows the students to study a wide variety of literature. It also allows them to develop a critical perspective.

The course content also allows for interdisciplinary research. We would like to conduct exchange programmes for students and teachers within Delhi University and even Foreign Universities.

The range of careers is wide-Journalism, Mass Media, Teaching or pursuing higher studies abroad and in India.

CHALLENGES

We would like to make value addition to the curriculum, but are bound by dependence upon the affiliating University for approval of courses.

We need to incorporate a course which is language oriented and trains students in the skills of spoken English.

EVALUATIVE REPORTS OF THE DEPARTMENTS

DEPARTMENT OF ENVIRONMENT STUDIES

1. **Name of the Department** : **Environment Studies**

2. **Year of Establishment** : 2014

3. **Names of Programmes /Courses offered**

The department offers Environmental Studies, a compulsory qualifying paper for all first year undergraduate students of the College enrolled under various streams.

4. **Names of Interdisciplinary courses and the departments/units involved**:

   Not Applicable

5. **Annual/semester/choice based credit system (programmewise)** :

As per Delhi University regulations (Semester System)

6. **Participation of the department in the courses offered by other departments** :

   Same as against points 3

7. **Courses in collaboration with other universities, industries, foreign institutions:** NIL

8. **Details of courses/programmes discontinued (if any) with reasons** NIL

9. **Number of teaching posts**

Nature of Post	Sanctioned	Filled
Professors	03	NA
Associate Professors		NA
Asst. Professors		1 Adhoc Assistant Professor 2 Guest Professors

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	Experience (In Years)	No. Of Ph.D. Students guided for the
Dr.Kavita Singh	Ph. D.	Assistant Professor (Ad-hoc)	Environmental biotechnology	6 months	None

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) 300:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled: NIL

15. Qualifications of teaching faculty with D.Sc/ D.Litt/ Ph.D/ MPhil / PG.

Refer to table in no. 10

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 None

19. Publications :

Publication per faculty: Listed in the table below

a) 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.)

b) Monographs

c) Citation Index

d) SNIP

e) SJR

f) Impact factor

g) h-index

Name of faculty	Number of papers published in peer reviewed journals (national /international)	Chapter/Articles in books	Books Edited	Papers/Books published with ISBN number and other details(title, edition, publishers)
Dr. Kavita Singh	1	0	NIL	NIL

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 based on their field work: 100%.

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

NIL

25. Seminars/ Conferences/Workshops organized & the source of funding

a) National : NIL

b) International : NIL

26. Student profile programme/course wise

All first year students enrolled in the College in the session 2014-15 are studying Environmental Studies Course as a compulsory qualifying paper, hence it is difficult to provide exact data.

27. Diversity of Students

Data not available

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Data not available

29. Student progression

Student progression	Against % enrolled
UG to PG	DATA NOT AVAILABLE
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • **Campus selection** • **Other than campus recruitment**	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library

The College Library has a separate dedicated section for the department that is well-equipped with text books, reference books and periodicals. The collection of books is regularly updated.

b) Internet facility for Staff & Students

Centralized facility available to staff and students.

c) Class rooms with ICT facility

Specific classrooms are equipped with Overhead Projector

d) Laboratories

Not applicable

31. Number of students receiving financial assistance from college, university, government or other agencies

Refer to section 5.1.2

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

Field visits are organized where students are taken to Biodiversity parks within the city of Delhi a few of them being:

- Aravalli Biodiversity Park
- Yamuna Biodiversity Park
- Kamala Nehru Park

Here special lectures by eminent scientists and nature education teams are organized for students. They get an opportunity to interact with the experts and learn various ecological processes and services while being in the field.

33. Teaching methods adopted to improve student learning:

- Group discussions are held during classes which are related to the curriculum and some basic examples are included so that students can easily absorb the topic.
- Power point presentations are given by the faculty so that the students are familiarized with the topic in a more interesting manner.
- Students are taken for Nature Walks within the premise of the College. The aim is to familiarize them with common plant species and to understand the functioning of various ecosystems so that they enjoy and learn with enthusiasm and interest.
- Projects: Students prepare projects based on their field visit.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

NIL

35. SWOC analysis of the department and Future plans

STRENGTHS

The Department of Environmental Studies teaches each and every first year undergraduate student of the College, belonging to various streams like Commerce, Economics and Political Science etc.

WEAKNESSES

However, for this to materialise, the Department will need time to establish itself, in terms of recruiting permanent faculty members and installing other infrastructural facilities.

OPPORTUNITY

This generates a huge opportunity for teaching interdisciplinary projects, especially as the assessment includes a compulsory project to be done by every student.

EVALUATIVE REPORTS OF THE DEPARTMENTS

DEPARTMENT OF HINDI

1.	**Name of the Department**	:	**Hindi**
2.	**Year of Establishment**	:	1967
3.	**Names of Programmes /Courses offered**	:	Undergraduate, Post graduate

4. Names of Interdisciplinary courses and the departments/units involved:

Concurrent Courses like Political Science, History, Philosophy and Sanskrit etc.

5. Annual/semester/choice based credit system (programmewise) :

Semester System for Undergraduate Courses

Annual Mode for B.El.Ed

6. Participation of the department in the courses offered by other departments

Language Credit Course and Qualifying Hindi for other Honours courses. Modern Indian Languages (MIL) to other courses.

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

Nature of Post	Sanctioned	Filled
Professors	19	Nil
Associate Professors		03
Asst. Professors		12

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	No. of Years of Experience	No. of Ph.D. Students Guided for the last 4 Years
Dr. Shashi Sharma	Ph.D	Associate Professor	Modern Poetry	36 Years	Nil
Dr. Jasvinder oberoi	Ph.D	Associate Professor	Ritikaal	32 Years	Nil
Dr. Sudha Singh	Ph.D	Associate Professor	Bhasha Vigyan	31 Years	Nil
Mrs.Punam Chalia	M.Phil	Assistance Professor	Katha Sahitya	12 Years	Nil
Dr. Savita Chaudhary	Ph.D	Assistant Professor	Ritikaal	10 Years	Nil
Dr. Lalita Meena	Ph.D	Assistant Professor	Ritikaal	08 Years	Nil
Mrs. Lakshmi	M.Phil	Assistant Professor	Katha Sahitya	08 Years	Nil
Dr. Mamta Chawla	Ph.D	Assistant Professor	Ritikaal	08 Years	Nil
Dr. Poonam Sharma	Ph.D	Assistant Professor	Hindi Natak	08 Years	Nil
Dr. Rajinder kaur	Ph.D	Assistant Professor	Ritikaal	08 Years	Nil
Dr. Indu Kumari	Ph.D	Assistant Professor	Katha Sahitya	08 Years	Nil
Dr. Lokesh Kr. Gupta	Ph.D	Assistant Professor	Bhakti kavya	06 Years	Nil
Dr. Charu Arya	Ph.D	Assistant Professor	Ritikaal	04 Years	Nil
Ms. Meenakshi	M.Phil	Assistant Professor		02 Years	Nil
Dr. Shalu Suri	Ph.D	Assistant Professor	Bhasha Vigyan & Media	02 Years	Nil
Dr. Vijay Devi	Ph.D	Assistant professor	Strivimarsh Mahadevi Verma	02 Years	Nil

11. List of senior visiting faculty NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty 25%

13. Student -Teacher Ratio (programme wise)

Course	Student teacher ratio
Hindi (H)	47:1
B.A(P)	122:1
B.Com (H)	105:1
B.El.Ed	12:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled. NIL

15. Qualifications of teaching faculty with Ph.D/ MPhil

Refer to table in No. 10

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

Although there is no Research Centre in the College at present, as part of the Delhi University Library System (DULS) the faculty and staff have to access to a rich collection of books, journals, e-resources, audio-visual material from across different parts of the world.

The faculty and students also have access to other libraries like Indian Council for Historical Research (ICHR), Sahitya Academy, Delhi Public Library, JNU and Jamia Milia Islamia University Library.

19. Publications :

Publication per faculty: Listed in the table below

a) 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.)

b) Monographs

c) Citation Index

d) SNIP

e) SJR

f) Impact factor

g) h-index

Name of faculty	**Number of papers published in peer reviewed journals (national /international)**	**Chapter/Articles in books**	**Books Edited**	**Papers/Books published with ISBN number and other details(title, edition, publishers)**
Dr.Poonam Sharma	5	1	Nil	Nil
Dr. Mamta Chawla	1	Nil	Nil	Nil
Dr. Lokesh Kumar Gupta	5	NIL	2	*Meera Ka Kavya :Samay Se Samvad* Arti publishing house- Delhi First edition-2012 ISBN-978-81-922287-0-9
Dr. Charu Arya	1	Nil	Nil	*Kabir aur Rajjab k kavyadarsh* ISBN No- 978-81-924875-8-8 Parth publishing house Ghaziabad, 2015
Ms. Meenakshi	8	Nil	Nil	*Ritikaal aur Dr. nagendra ki alochna* ISBN No- 978-93- 82543-17-6 Isha Gyandeep Prakashaan 2014
Dr. Shalu Suri	6	Nil	Nil	Nil

20. Areas of consultancy and income generated

N.A.

21. Faculty as members in

a) National committees

b) International Committees

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

NIL

24. List of eminent academicians and scientists / visitors to the department

1.	Mr.Rakesh Tyagi	- Deputy director- Doordarshan
2.	Narender Mohan	- Writer
3.	Arvind Gaur	- Drama Director
4.	Rajender Gautam	- Professor of Linguistics
5.	Dr. Vishvanath Tripathi	- Eminent Writer
6.	Professor Nityanand Tiwari	- Writer
7.	Devender Raj Ankur	- Drama Director
8.	Dr. Pratap Sehgal	- Drama Writer
9.	Bhagwan Das Morwal	- Novelist

25. Seminars/ Conferences/Workshops organized & the source of funding

a) **National** - NIL

b) **International** - NIL

26. Student profile program/course wise: -

Name of the Course/programme (refer question no. 4)	Applications received	Selected	Enrolled	Pass percentage
2010-11	4606	86	86	100%
2011-12	Data not available	130	130	72.2%
2012-13	4803	98	98	Pursuing
2013-14	6213	135	135	Pursuing
2014-15	23986	156	156	Pursuing

27. Diversity of Students

Name of Course Hindi(H)	% of students from the same state	% of students from other States	% of students from abroad
2010-2011	89.53	10.47	0
2011-2012	86.92	13.08	0
2012-2013	86.73	13.27	0
2013-2014	91.11	8.89	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Data not available

29. Student progression

Student progression	Against % enrolled
UG to PG	DATA NOT AVAILABLE
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library

Books added during last 4 Years

Subject	2010-11	2011-12	2012-13	2013-14
Hindi	234	279	379	394

b) Internet facilities for staff and students

The College has internet facility which is available to both students and faculty members

c) Class rooms with ICT facility –

2 Class rooms

d) Laboratories – NA

31. Number of students receiving financial assistance fromcollege, university, government orother agencies

Refer to section 5.1.2

32. Details on student enrichment programmes (special lectures/ workshops /seminar) with external experts

A seminar on Hindi Theatre was organized on April 9, 2015.

33. Teaching methods adopted to improve student learning

A visit to the Book Fair was organized. Our students also visited the National School of Drama and various historical monuments of Delhi. Several educational trips were also undertaken.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities NIL

35. SWOC analysis of the department and Future plans

STRENGHTS

- Seminars
- Study Tours
- Workshop
- Talks
- Innovative teaching techniques (PPT etc.)

WEAKNESSES

Despite Hindi being a national language and a popular choice amongst foreign students, (due to the fact that India is a growing economy) our own students are not motivated to choose the subject. This is due to the lack of appropriate understanding about career opportunities available.

OPPORTUNITIES

Growing recognition given by foreign nationals to Hindi language given India’s growing economy, provides students with opportunities for career advancement.

CHALLENGES

The course is not a professional one. Hence our students have fewer placement opportunities.

EVALUATIVE REPORTS OF THE DEPARTMENTS

DEPARTMENT OF HISTORY

1. **Name of the Department** : **History**

2. **Year of Establishment** : 1968

3. **Names of courses offered** : Undergraduate Courses

4. **Names of interdisciplinary courses and the departments/units involved:**

   Qualifying Hindi, English Political Science and English Credit Course

5. **Annual/ Semester/ choice based credit system (programme wise):**

   Semester system

6. **Participation of the department in the courses offered by other Departments:**

a) Delhi Medieval is taught to Honours students of Political Science, English, Punjabi, Hindi, Psychology, and Philosophy.

b) Allied Paper (erstwhile FYUP**)** – History of Ancient India taught to B.A. (Hons) Political Science students.

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.**

Under the guidelines of the University, its constituent colleges are required to follow the curriculum drafted by the University. So, collaboration with other universities, industries, foreign institutions is not possible.

8. Details of courses/programmes discontinued (ifany) with reasons

FYUP discontinued

9. Number of Teaching posts:

Nature of Posts	Sanctioned	Filled
Professors	08	Nil
Associate Professors		03
Assistant Professors		05

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil.etc.,)

Name	Qualification	Designation	Specialization	Years of Experience	No.of Ph.D. Students Guided for the last 4 years Last 4 Years
Dr.Amarjeet Kaur	Ph.D	Associate Professor	Medieval	Approx. 35 Years	Nil
Shabnam Suri	M.Phil	Associate Professor	Ancient	30 Years	Nil
Dr Daljit Kaur	Ph.D	Associate Professor	Medieval	30 Years	Nil
Dr.Simmi Kapoor Mehta	Ph.D	Assistant Professor	Modern	3.4 Years	Nil
Dr. Rupali Bhalla Mathur	Ph.D	Assistant Professor	Modern	4 Years	Nil
Mr. Deepankar	M.Phil	Assistant Professor	Medieval	7.5 Years	Nil
Mr. Navendu Shekhar	M.Phil	Assistant Professor	Medieval	2.8 Years	Nil
Ms.Panchali Devi	M.Phil	Assistant Professor	Modern	1.6 Years	Nil

11. List of senior visiting faculty NIL

12. Percentage of lectures delivered and practical classes handled (programmewise) by temporary faculty

More than 50%

13. Student-Teacher Ratio (programmewise)

Course	Student teacher ratio
B.A. Prog	50:1
B.A.Honours	66:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled –

No practical classes are held in History, therefore there is no requirement of technical supporting staff.

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.-

Refer to table no. 10

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grant 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

None

19. Publications: Listed in the table below

Publication per faculty

a) 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.)

b) Monographs

c) Citation Index

d) SNIP

e) SJR

f) Impact factor

g) h-index

Name of faculty	Number of papers published in peer reviewed journals (national /international)	Chapter/ Articles in books	Books Edited	Books published with ISBN number and other details (title, edition, publishers)
Dr Amarjeet Kaur	NIL	2	NIL	NIL
Dr Daljit Kaur	2	2	NIL	NIL
Dr Simmi Kapoor Mehta	1	NIL	NIL	NIL
Mr Navendu Shekhar	1	NIL	NIL	NIL

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 None

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories /Industry / other agencies – None

23. Awards/Recognitions received by faculty and students

Ms. Shabnam Suri, Distinguished Teacher Award, University of Delhi, 2009.

24. List of eminent academicians and scientists/visitors to the department

1. Ms. Neeru Ailawadi (Associate Professor), Delhi College of Arts and Commerce, University of Delhi.
2. Mr. K.K.Muhammad, Former Regional Director, Archaeological Survey of India.

25. Seminars/Conferences/Workshops organized and the source of funding

a) National

- A workshop on **'Gender'** was organized in March 2014 by an NGO – "***Jagori***".
- Cinema as a teaching tool – The department has screened relevant movies raising important issues like,
  - *"**Sujata**"* in 2013 followed by a discussion on Caste System.
  - *"**Sikander**"* in August 2014 to make students understand the nature of the movie made during colonial period and which also had an embedded nationalist message.
  - ***"Mirch Masala"*** in September 2014 followed by a discussion on Women Empowerment.
- A Workshop was held in March 2015 for III year Honours Students to help them hone their writing skills and other examination challenges.
- Talks/ Lectures:
  - The department celebrated the **"French Revolution Day**" in which Ms. NeeruAilawadi, Associate Professor, Delhi College of Arts and Commerce, DU, gave a talk on "**Role of Women during the French Revolution**" which had been preceded by a documentary on French Revolution.
  - Department of History organized an **"Illustrated Talk"** by Mr. K.K. Muhammad on a thrilling tale of Temple Conservation in Chambal against the Mining Mafia.

- Visit to museums in Delhi, namely, the National Museum, Nehru Memorial Museum, National Archives and PuranaQila Museum is mandatory activity of the Department. In fact, depending on the specialization/paper, certain lectures are held in the galleries of the museum being visited. For example, for Ancient India (paper), lecture on Harappan Civilization is delivered in the gallery of National Museum itself. In order to introduce the students to important sources in the study of History, the students visit the National Archives and Teen MurtiBhawan.
- The Department had organized Heritage Walks/ Visit to the monuments to Purana Qila and Archaeological Park in January 2013, Ferozeshah Kotla in 2014, visit to HausKhas in 2014 and visit to Qutub and Archaeological Park in February 2015.
- A Book Club has been constituted in which a faculty member must discuss a book every month.

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	
2010-2011	4468	44		44	100%
2011-2012	Data not available	76		76	63.63
2012-2013	4653	55		55	Pursuing
2013-2014	6823	121		121	Pursuing
2014-2015	20851	98		98	Pursuing

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
2010-11	86.36	13.64	0
2011-12	78.95	21.05	0
2013-14	69.09	30.91	0
2014-15	81.63	18.37	0

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services etc.?

Data not available

29. Student progression

Student progression	Against%enrolled
UG to PG	**DATA NOT AVAILABLE**
PG to M.Phil.	
PG to Ph.D.	
Ph.D.to Post-Doctoral	
Employed • **Campusselection** • **Other than campus recruitment**	
Entrepreneurship/Self-employment	

30. Details of infrastructural facilities a) Library

Our library is well stocked with textbooks, reference books and journals.

Books added during last 4 Years:

Subject	2010-11	2011-12	2012-13	2013-14
History	138	217	47	144

b) Internet facilities for Staff& Students

Yes, internet facilities are made available throughout the working hours of the College. We have access to specific sites which contain refereed articles.

c) Class rooms with ICT facility – Available

d) Laboratories –

Not required for teaching of history.

31. Number of students receiving financial assistance from college, university, government or other agencies

Refer to section 5.1.2

32. Details on student enrichment programmes (special lectures/ workshops/seminar) with external experts

Refer to point 25

33. Teaching methods adopted to improve student learning

In order to sensitize the students of History, the Department undertakes a number of academic activities outside the classroom.

- Right from the inception of this Department in 1967, the students are taken on a study trip of the important monuments which dot the landscape of the historic city of Delhi. This is followed by a project of the visited/studied movement.
- Depending on the resources occasionally the students are also taken on a historical trip outside the city of Delhi, namely, Agra and Jaipur. These historical trips go long way in making the subject alive for the students and the faculty.
- The Department takes its students for Heritage Walks and this has been made a regular academic excersie. These e walks expose the students to social milieu of the communities around the college. This in turn makes them more compassionate citizens. It also exposes the students to the challenges of historical management.
- Visit to the museum/archives introduces the students to primary sources which lays the foundation for their future research endeavours.
- The power of visual presentation including film is used by the Department to go beyond the class-room lectures. Cinema as a powerful tool of the social change is also considered important medium for the students of history. In this context the seminal historical/socially relevant films are screened.
- Eminent scholars of national repute are invited to address the students.
- The Department has an active History Association ***"GATHA".*** Every year office bearers are elected who perform their work diligently. The departmental notice board is kept alive by them. Our students also participate in competitions in other colleges.
- At the beginning of the semester, the academic calendar of that period is discussed and decided.
- The Department organizes **'Gender Workshops'** conducted by reputed NGOs like **'*Jagori*'** at regular intervals.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

NIL

35. SWOC analysis of the department and future plans

STRENGTHS

The time-table is attempted to be student friendly. The Department goes beyond the stipulated lectures and tutorials and each member of the Department teach in a bilingual medium. Our former, now post-graduate students continue to be in touch with the faculty even though officially we do not offer a post-graduate course. This is essential for a holistic development of a girl student in today's complex Indian society. The teachers also function as a social support group of the students beyond their academic domain

WEAKNESSES

i) Semester system restricts extra-curricular activities

ii) The syllabus of History honours papers is too complex and vast therefore suffers due to the paucity of time.

CHALLENGES

Many of our students are first generation graduate students who need special attention and encouragement. Being a women's College makes it incumbent on the teachers to instill the importance of higher education for improving their quality of life.

FUTURE PLANS

The department aspires to work towards a more vibrant academic environment and proposes to further enhance activities like National Seminars, Workshops and talks of eminent historians and organize fieldtrips outside Delhi.

EVALUATIVE REPORTS OF THE DEPARTMENTS

DEPARTMENT OF MATHEMATICS

1. **Name of the Department** : **Mathematics**

2. **Year of Establishment** : 1978

3. **Names of Programmes /Courses offered** : B.Sc (Hons) Mathematics

4. **Names of Interdisciplinary courses and the departments/units involved**:

- **Credit Course I** : Ethics in Public domain (Philosophy Department) and Financial Management (Commerce Department)
- **Credit Course II** : English (English Department), Hindi (Hindi Department), Sanskrit (Sanskrit Department)
- **Credit Course III.1 and III. 2** : Principles of Economics (Economics Department), Formal Logic (Philosophy Department) and Financial Accounting (Commerce Department)
- **Qualifying course** : English (English Department), Hindi (Hindi Department), Sanskrit (Sanskrit Department)

5. **Annual/ semester/choice based credit system (programme wise)**

The course B.Sc. (Hons.) Mathematics is in semester system while B.El.Ed is in the annual mode.

6. **Participation of the department in the courses offered by other departments**

B.El.Ed. B.A. (Prog.), B.Com (H) and B.Com. (P).

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.** NIL

8. **Details of courses/programs discontinued (If any) with reasons**

B.A. (H) Mathematics was discontinued by University of Delhi and BSc (H) was introduced. FYUP was discontinued as per University directives.

9. Number of Teaching posts:

Nature of Posts	Sanctioned	Filled
Professors	**12**	
Associate Professors		**3**
Asst. Professors		**3+2(Ad-hoc)**

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D./M.Phil.etc.,)

Name	Qualification	Designation	Specialization	Years of Experience	Ph.D. Students Guided for the Last 4 years
Mrs. Gurinderjit Kaur	M.Sc.	Associate Professor	--	35 years 4 months	Nil
Mrs. Mandeep Walia	M. Phil.	Associate Professor	Linear Programming	29 years 2 months	Nil
Dr. Rama Verma	Ph.D.	Associate Professor	Fluid Dynamics	25 years 4 months	Nil
Dr. Rashmi Verma	Ph.D.	Assistant Professor	Algebraic Coding Theory	4 years 10 months	1
Mrs. Gurpreet Kaur	M. Phil.	Assistant Professor	Clifford Analysis	7 years 2 months	Nil
Mrs. Sonia Aneja	M. Phil.	Assistant Professor	Operator Theory	7 years 7 months	Nil
Ms Meena Baweja	M.Phil	Assistant Professor (Ad-hoc)	Optimization Theory	6 years 5 months	Nil
Dr. Subedar Ram	Ph.D	Assistant Professor` (Ad-hoc)	Fluid Dynamics	2 years 10 months	Nil

11. List of senior visiting faculty

NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

33.5 %

13. Student-Teacher Ratio (programme wise)

Course	Student teacher ratio
B.Sc.(H) Mathematics	29:1
B.A (Prog)	48:1
B.El.Ed.	50:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled

N.A.

15. Qualifications of teaching faculty with D.Sc/ D. Litt/ Ph. D/ MPhil/PG.

Refer to table in answer no. 10

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

None

19. Publications :

Publication per faculty: Listed in the table below

a) Monographs

b) SNIP

c) SJR

Name of Faculty	Number of papers published in peer reviewed journals (national /international)	Impact Factor	Chapter /Articles in books	International database *	Citation Index	h-index	Books Edited	Books published with ISBN number and other details(title, edition, publishers)
Dr. Rama Verma	5				NIL		NIL	Co- author of following books published by S. Chand & Company, Ram Nagar, New

								Delhi. 1.Mathematics for class IX, ISBN 81-219-2738-2 2014 2.Mathematics for class X, ISBN 81-219-2280-1, 2014 3.Mathematics for class XI, ISBN 81-219-2740-4, 2013 4.Mathematics for class XII, ISBN 81-219-2901-6, 2012 5.Mathematical Physics, ISBN 81-219-1469-7, 2014 6. Introduction to Engineering Mathematics, Vol- 1, ISBN 81-219-4181-4, 2014. Vol- 2, ISBN 81-219-3697-7, 2014. Vol- 3, ISBN 81-219-3227-0
Dr. Rashmi Verma	6	-	NIL	-	-	-	NIL	NIL
Dr. Subedar Ram	3	10.68	NIL	15	23	3	NIL	NIL
Mrs. Meena Baweja	-	NIL	NIL	2	-	-	NIL	NIL

* 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.) Number of publications listed in International Database

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 interdepartmental/ programme**

All students of B.A. (Prog.) III year (Application Course-Basic Mathematical Statistics) have done in-house projects**.**

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. Rashmi Verma has been elected as Recorder of the Section of Mathematical Sciences (including Statistics) for 2014-2015 & 2015-2016 (102nd & 103rd Sessions of the Indian Science Congress) of Indian Science Congress Association**.**

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	
2010-11	5853	15		15	100
2011-12	Data not available	26		26	80
2012-13	6852	36		36	Pursuing
2013-14	10436	40		40	Pursuing
2014-15	19755	55		55	Pursuing

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 (2014-2015)	87.27%	12.73%	0%
B.Sc. (Hons.) Mathematics (2013-2014)	84.1%	15.9%	0%
B.Sc. (Hons.) Mathematics (2012-2013)	83.3%	16.7%	0%
B.Sc. (Hons.) Mathematics (2011-2012)	96.1%	3.9%	0%
B.Sc. (Hons.) Mathematics (2010-2011	100%	0%	0%

28. How many students have cleared national and state competitive examination ssuch as NET, SLET, GATE, Civil services, Defense services, etc.?

NIL

29. Student progression

Student progression	Against % enrolled
UG to PG	
PG to M.Phil.	DATA NOT AVAILABLE
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed • Campus selection • Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library

Books added in library during last 4 years:-

Subject	2010-11	2011-12	2012-13	2013-14
Maths	90	167	191	143

b) Internet facilities for Staff & Students

The College has internet facility which is available to both students and faculty members.

c) Class rooms with ICT facility

2 class rooms are equipped with ICT facilities.

d) Laboratories

2 computer labs that are shared by Department of Mathematics and Commerce.

31. Number of students receiving financial assistance from college, university, government or other agencies

Refer to section 5.1.2

32. Details on student enrichment programmes (special lectures/ workshops/seminar) with external experts

Prof. C.S. Lalitha, Associate Professor, Department of Mathematics, University of Delhi gave a talk on **"Game Theory"** in February 2015.

33. Teaching methods adopted to improve student learning

Mainly lecture method with use of ICT. Advance softwares like **"Mathematica"** are used in practical classes**.**

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

NIL

35. SWOC analysis of the department and Future plans

STRENGTHS

- Dedicated and hardworking faculty
- Well stocked books on Mathematics in the College library.

WEAKNESSES

- Lack of a departmental library.
- No separate laboratory for the Department.

OPPORTUNITIES

- Introduction of technologically advanced teaching aids in classrooms may enhance learning due to increased visual impact.

CHALLENGES

- To motivate students to indulge in self initiated learning.
- To make each student interested in the subject.by using effective teaching learning methods.
- To motivate them towards research.
- Bridging the gap between academia and industry requirement.

EVALUATIVE REPORTS OF THE DEPARTMENTS

DEPARTMENT OF MUSIC

1. **Name of the Department** : **Music**
2. **Year of Establishment** : 1977
3. **Names of Programmes /Courses offered** : Undergraduate
4. **Names of Interdisciplinary courses and the departments/units involved**: N.A
5. **Annual/ semester/choice based credit system (programme wise)**
   Semester System
6. **Participation of the department in the courses offered by other departments**: NIL
7. **Courses in collaboration with other universities, industries, foreign institutions, etc.**: NIL
8. **Details of courses/programmes discontinued (if any) with reasons**

FYUP discontinued as per University directives.

9. **Number of Teaching posts**

Nature of Posts	Sanctioned	Filled
Professors	**NA**	**NA**
Associate Professors	**NA**	**1**
Assistant Professors	**2**	**1**

10. **Faculty profile with name, qualification, designation, specialization ,(D.Sc. /D.Litt. /Ph.D./ M.Phil.etc.,)**

Name	Qualification	Designation	Specialization	Years of Experience	No.of Ph.D. Students guided for the last 4 Years
Dr Sunanda Pathak	Ph.D.	Associate Professor	Theory-Raag Practical-Delhi Gharana	35 Years	05
Dr. Gursharan Kaur	Ph.D.	Assistant Professor	KhyalGayaki	10 Years	NIL

11. List of senior visiting faculty NIL

12. Percentage of lectures delivered and practical classes handled (programmewise) by temporary faculty NA

13. Student-Teacher Ratio (programme wise)

Course	Student teacher ratio
Music	9:1

14. Number of academic supportstaff (technical) and administrative staff; sanctioned and filled:

1 Tabla Player

15. Qualifications of teaching faculty with DSc/D.Litt/Ph.D/MPhil/PG.MA., Ph.D.

Refer to table in no. 10

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. ResearchCentre/facility recognized by the University

None

19. Publications :

Publication per faculty: Listed in the table below

a) 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.)

b) Monographs

c) Citation Index

d) SNIP

e) SJR

f) Impact factor

g) h-index

Name of faculty	**Number of papers published in peer reviewed journals (national /international)**	**Chapter/Articles in books**	**Books Edited**	**Books published with ISBN number and other details(title, edition, publishers)**
Dr. Sunanda Pathak	3	1		"*Hindustani Sangeet mein Raag ki utapatti Avam Vikas*, Radha Publication, Daryaganj, New Delhi, 1989 "*Sangeetarnava*" (Dictionary) Shiv books Internationals, Daryaganj, New Delhi-02, 2005
Dr. GursharanKaur	2	4		"*Khayal mein kayyayani shabadon ka sthan*", Sangeet Kala Vihar, Sangli. October, 98

20. Areas of consultancy and income generated NIL

21. Faculty as members in

a) National Committees

b) International Committees NIL

c) Editorial Boards:

- Member of faculty of Music and fine arts , University of Delhi
- Member of board of research studies, University of Delhi

- Departmental research committee, University of Delhi
- Member of Editorial board of “Jeevan Mulya Samrakshak News” RNI No. Delhi N/2008/26183

22. Student projects

NIL

a) Percentage of students who have done in-house projects including inter departmental/ programmes

NIL

b) Percentage of students placed for projects in organizations outside the institution i.e. in research laboratories/ industry/ other agencies

Data Not Available

23. Awards/ Recognitions received by faculty and students

- Dr. Sunanda Pathak recived the Surmani Award, 1984, Sursingar Sansad, Mumbai.
- She was also awarded the B+ Grade Artist of AIR In Hindustani Clasical Music.

24. List of eminent academicians and scientists/ visitors to the department

None

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	Applications received	Selected	Enrolled	Pass percentage
2010-11	***Data not available**			
2011-12				
2012-13				
2013-14				
2014-15				

***Music is being taught under the B.A. (Programme) course in our College. It is not possible to compute the exact data of students who have music as a subject**.

27. Diversity of Students

Data not available

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil Services, Defence services, etc.?

Data not available

29. Student progression against % Enrolled

Student progression	Against % enrolled
UG to PG	**Data not available**
PG to M.Phil	
PG to Ph.D	
Ph.D to Post-Doctoral	
Employed • **Campus selection** • **Other than campus recruitment**	
Entrepreneurship/ Self- employment	

30. Details of Infrastructural facilities

a) Library

Books added in library during last 4 years:-

Subject	2010-11	2011-12	2012-13	2013-14
Music	20	06	18	10

b) Internet facilities for staff and students

The College has internet facility which is available to both students and faculty members.

c) Class rooms with ICT facility

Available

d) Laboratories

Not Applicable

31 Number of students receiving financial assistance from college, university, government or other agencies

Refer to section 5.1.2

32. Details on student enrichment programmes (special lectures /workshops /seminar) with external experts

Lecture delievered by Bhupendra Malhotra Associate Professor, MDU in 2013-2014

33. Teaching methods adopted to improve student learning

Lecture method, group discussion, vocal training

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

NIL

35. SWOC analysis of the department and Future plans

STRENGTH

Dedicated and performing artists as faculty members. Music is a popular, interesting and interdisciplinary subject.

WEAKNESSES

Lack of motivated and dedicated students.

OPPORTUNITY: The students can hone their skills and go on to become performing artists in various branches of music.

CHALLENGES

Semester system is a major challenge. The subject cannot be taught under time constraints. Under the new courses being introduced by the University the department faces a threat of becoming defunct.

EVALUATIVE REPORTS OF THE DEPARTMENTS

DEPARTMENT OF PHILOSOPHY

1. **Name of the Department** : **Philosophy**

2. **Year of Establishment** : 1969

3. **Names of Programmes /Courses offered** : Undergraduate

4. **Names of Interdisciplinary courses and the departments/units involved**:

Psychology, Political Science, English, History, Punjabi and Sanskrit are departments involved in teaching students of Philosophy.

5. **Annual/semester/choice based credit system (programmewise)** :

Semester System for Undergraduate Courses.

6. **Participation of the department in the courses offered by other departments**

Logical Reasoning, Ethics: Theory and Practice, Formal Logic, Philosophical Debates, Ethics in Public Domain, Theory of Consciousness, Social Enquiry, Human Rights, Gender and Environment and Introduction to Philosophy are papers taught to other Honours courses.

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.** NIL

8. **Details of courses/programmes discontinued (if any) with reasons:**

DC-1 FYUP

9. **Number of Teaching posts**

Nature of Posts	Sanctioned	Filled
Professors	6	Nil
Associate Professors		2
Assistant Professors		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
Ms. Manju Narang	MA	Associate Professor	Western Philosophy and Ethics	More than 40 years	NIL
Dr. Lakshmi Vatsa	Ph.D	Associate Professor	Indian Philosophy and Logic	More than 30 years	NIL
Dr. Hemlata Krishnani	Ph.D	Assistant Professor	Philosophy of Religion and Ethics	15 Years	NIL
Dr. Garima Mani Tripathi	Ph.D	Assistant Professor	Critical Theory and Continental Philosophy	9 Years	NIL
Ms. Sheelam Bharti	MA	Assistant Professor	Logic	8 Years	NIL
Ms. Kirandeep Kaur	M.Phil	Assistant Professor	Ethics and Logic	1 year	NIL
Ms.Jolly Singh	M.Phil	Assistant Professor	Indian Philosophy and Logic	3 years	NIL

11. List of senior visiting faculty

NIL

12. Percentage of lectures delivered and practical classes handled (programme wise

30%

13. Student -Teacher Ratio (programme wise)-

Course	Student teacher ratio
B.A(H)	42:1
B.A(P)	75:1
B.Com (P)	20:1

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. –

Refer to table in number 10

16. Number of faculty with ongoing projects from a) National b) International funding agencies and grants received- Innovation project (UGC funded)

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: Listed in the table below

a) 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.)

b) Monographs

c) Citation Index

d) SNIP

e) SJR

f) Impact factor

g) h-index

Name of faculty	Number of papers published in peer reviewed journals (national /international)	Chapter/Articles in books	Books Edited	Papers/Books published with ISBN number and other details(title, edition, publishers)
Dr.Hemlata Krishnani	Nil	1	Nil	Nil
Dr. Garima Tripath	Nil	2	Nil	Nil Nil

20. Areas of consultancy and income generated- NIL

21. Faculty as members in

a) National committees:

Dr. Garima Mani Tripathi is a Life Member of Indian Council of Philosophical Research (ICPR)

b) International Committees NIL

c) Editorial NIL

22. Student projects

a) Percentage of students who have done in-house projects including inter departmental/programme

Not Applicable

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 None

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
B.A. (H) 2010-11	2801	35	35	100%
B.A. (H) 2011-12	Data not available	49	49	56.25%
B.A.(H) 2012-13	3807	50	50	Pursuing
B.A.(H) 2013-14	4384	64	64	Pursuing
B.A.(H) 2014-15	18107	54	54	Pursuing

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.(H): 2010-11	94.28	5.71	Nil
B.A.(H):2011-12	85.71	14.28	Nil
B.A (H):2012-13	92	8	Nil
B.A.(H):2013-14	70.31	29.68	Nil
B.A.(H):2014-15	88.88	11.11	Nil

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Exact data not available

29. Student progression

Student progression	Against % enrolled
UG to PG	**Data not available**
PG to M.Phil.	
PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed **• Campus selection** **• Other than campus recruitment**	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities a) Library-

Subject	2010-11	2011-12	2012-13	2013-14
Philosophy	31	34	34	40

b) Internet facilities for Staff & Students-

The College has internet facilities and Wi-Fi System which is used by the staff and students.

c) Class rooms with ICT facility

2 rooms with projectors.

d) Laboratories

Not Applicable

31. Number of students receiving financial assistance from college, university government or other agencies

Refer to section 5.1.2

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

NIL

33. Teaching methods adopted to improve student learning-

Lectures, tutorials and group discussions. We also provide notes to the Hindi medium students.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

NIL

35. SWOC analysis of the department and Future plans

STRENGTHS

Philosophy as a subject provides a strong platform to students to develop the ability to critically analyze various theoretical concepts and become genuine critiques of other inter related faculties of social sciences. Logical dissection of an issue enables the disciples of philosophy to arrive at the truth through objectivity and certainty of facts. At the same time by looking at an issue from the multi dimensional perspectives, it imbues them with the spirit of pluralism and coexistence of multiple truths (vantage points). This develops decision making abilities from other's perspectives and evolution of moral leadership for the society at large. It has strong underpinnings for other ethical faculties like human rights, ecology, democracy, and peace and conflict studies etc.

WEAKNESSES

Philosophy as a subject suffers from being wrongly perceived as a moral science based on mainly abstract values and therefore drawing less number of students in comparison to other social science subjects. The misperception of its being remote and far removed from the everyday realities make it less appealing. It is not able to attract many students since it is not a technical paper and is perceived as an abstract course. The major challenge is for the Hindi medium students who find it hard to cope up. It needs to flourish so that even good students opt for it.

OPPORTUNITIES

Philosophy as a subject provides a good platform to students to analyze and become genuine critics of other subjects and have a good decision making power. It also imparts a good and moral value system.

CHALLENGES

The challenge is to make philosophy accessible, easy to understand and have more connect with the pragmatic situations of the changed world scenario so that brilliant minds embrace it more as their predominant choice. For vernacular students, the need is to have better translations of books on western philosophy so that they can understand the critical concepts and excel in a holistic manner by synergizing the Indian and Western philosophy. The time has come to take philosophy to new pinnacles of glory by turning the stumbling blocks of abstract theory into building blocks of dealing with the practical world by a vision born out of it that is not clouded by any dogmas or bigotry but enlightened by the sparkle of scientific temper, humanity and the power of reason.

EVALUATIVE REPORTS OF THE DEPARTMENTS

DEPARTMENT OF POLITICAL SCIENCE

1. **Name of the Department** : **Political Science**
2. **Year of Establishment** : 1969
3. **Names of Programmes /Courses offered** : Undergraduate, Postgraduate
4. **Names of Interdisciplinary courses and the departments/units involved**:

   Students of the department of Political Science are studying History as their Allied paper in 2nd year and Philosophy as interdisciplinary paper in 3rd year.
5. **Annual/semester/choice based credit system (programmewise)** :

   All courses are in the semester system.
6. **Participation of the department in the courses offered by other departments**

Interdisciplinary paper – “Citizenship in a Globalizing World”**.**

History, Hindi, Psychology and Philosophy students are studying the above paper

Allied paper–“Gandhi and the Contemporary World” and “Understanding Ambedkar”.

History, Sanskrit, Punjabi, Hindi and Philosophy students are also studying this paper

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.** NIL
8. **Details of courses/programmes discontinued (if any) with reasons:**

   FYUP discontinued as per University guidelines.
9. **Number of Teaching posts**

Nature of Posts	Sanctioned	Filled
Professors	NA	NA
Associate Professors		03
Assistant Professors	16	4 Permanent 9 (Ad-hoc)

10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt. /Ph.D./M.Phil.etc.,)**

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students Guided for the last 4 Years
Ms.Sudarsh Obreoi	MA	Associate Professor	Comparative Govt International relations	37 Years	Nil
Dr. Jasjit Kaur	PhD	Associate Professor	Indian Govt and Politics Colonialism and Nationalisn in India	37 Years	Nil
Ms.Madhuri Wadhwa	M.phil	Associate Professor	Indian Politics	24Years	Nil
Ms.Poonam	M.phil	Assistant Professor	Indian Political Thought	15Years	Nil
Dr.Rouble Sharma	PhD	Assistant Professor	International Relations Global Politics Foreign Policy of India	10Years	Nil
Ms.Neetu Sharma	M.phil	Assistant Professor	Indian Politics	8 Years	Nil
Ms. Roselin Sekho	M.phil	Assistant Professor	International Relations Indian Politics	8 Years	Nil
Dr.Radha Kumari	PhD	Assistant Professor	Gandhian Peace Studies	9 Years	Nil
Dr.Simer Preet Kaur	PhD	Assistant Professor	Indian Government and Politics	8 months	Nil
Dr.Archana Sharma	PhD	Assistant Professor	Nepal, South Asian Studies	4 Years	Nil
Dr.Ragini Singh	PhD	Assistant Professor	Political Culture	5 Years	Nil
Dr.Nisha Kumari	PhD	Assistant Professor	Indian Government and Politics Peace and conflict studies	1 year	Nil
Dr.Moitri Dey	PhD	Assistant Professor	Public Administration and Public Policy	3 Years	Nil

Name	**Qualification**	**Designation**	**Specialization**	**Years of Experience**	**No. of Ph.D. Students Guided for the last 4 Years**
Ms. IshleenKaurLamba	M.phil	Assistant Professor	International Relations	3 Years	Nil
Ms. Alka Pal	M.phil	Assistant Professor	Indian politics	8 months	Nil
Ms.ParomitaDatta	M.phil	Assistant Professor	Federalism, Indian Politics	2 Years	Nil

11. List of senior visiting faculty NIL

12. Percentage of lectures delivered and practical classes handled (programmewise) by temporary faculty

B.A (Honours) -60%

B.A (Programme) -80%

13. Student-Teacher Ratio (programme wise)

Course	**Student teacher ratio**
B.A (Honours)	36:1
B.A (Programme)	109:1

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

Refer to table in number 10.

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: Listed in the table below**.**

a) 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.)

b) Monographs

c) Citation Index

d) SNIP

e) SJR

f) Impact factor

g) h-index

Name of faculty	**Number of papers published in peer reviewed journals (national /international)**	**Chapter/Articles in books**	**Books Edited**	**Books published with ISBN number and other details(title, edition, publishers)**
Ms.Madhuri Wadhwa	1	2	NIL	*"Gandhi Between Tradition And Modernity* ":Deep& Deep Publication, 1991. ISBN 81-7100-352-4
Dr. Rouble Sharma	2	NIL	NIL	*'Dynamics of cooperation between India-ASEAN Since 2000'* April 2015, ISBN 978-93-7831-3 published by Manak Publications Pvt. Ltd, New Delhi
Ms Roselin Sekho	1	NIL	NIL	NIL
Dr.Moitri Dey	3	2	NIL	NIL
Dr. Simerpreet kaur	2	NIL	NIL	NIL
Ms.Ishleen Kaur Lamba	2	3	NIL	NIL
Neetu Sharma	NIL	1	NIL	NIL
Ms. Alka Pal	NIL	1	NIL	Nil

20. Areas of consultancy and income generated

NIL

21. Faculty as members in

a) National Committees

- Rouble Sharma : Life member of Indian Political Science Association

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

None

b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/ Industry/ other agencies

Data not available

23. Awards/Recognitions received by faculty and students

Awards received by faculty

Dr. Rouble Sharma

- Honoured with Distinguished Teacher award named “Jagmohan Krishan Shikshak Samman” by Balkan -Ji-Bari International (NGO) on October 7, 2006.

Ms.Neetu Sharma

- Ambassador of Peace Award from Universal Peace Foundation in 2009.

24. List of eminent academicians and scientists/ visitors to the department

- ➢ Prof. Ujjwal Kumar Singh, HOD, Department of Political Science, University of Delhi

- ➢ Prof. Ashwini Kumar Mohapatra, Centre for West Asian Studies, Jawaharlal Nehru University.

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
2010-2011	6438	-	76	100%
2011-2012	Data not available	-	128	59.79%
2012-2013	7839	-	105	Pursuing
2013-2014	9147	-	176	Pursuing
2014-2015	22112	-	142	Pursuing

27. Diversity of Students

Name of the course	% of the students from the same state	% of students from other states	% of students from abroad
B.A (H) Pol.Sc			
B.A(H)Pol.Sc:2010-11	84.21	15.79	NIL
B.A(H)Pol.Sc:2011-12	83.59	16.41	NIL
B.A(H)Pol.Sc:2012-13	80.91	19.09	NIL
B.A(H)Pol.Sc:2013-14	84.65	15.35	NIL
B.A(H)Pol.Sc:2014-15	79.57	20.43	NIL
M.A Pol.Sc			
M.A Pol.Sc.:2010-11	100	00	NIL
M.A Pol.Sc.:2011-12	00	00	NIL
M.A Pol.Sc.:2012-13	100	00	NIL
M.A Pol.Sc.:2013-14	100	00	NIL
M.A Pol.Sc.:2014-15	100	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 available

29. Student progression

Student progression	Against %enrolled
UGtoPG	Data not Available
PGtoM.Phil.	
PGtoPh.D.	
Ph.D.toPost-Doctoral	
Employed •Campus election •Other than campus recruitment	
Entrepreneurship/Self-employment	

30. Details of Infrastructural facilities

a) Library

Books Added During Last Four Year

Subject	2010-11	2011-12	2012-13	2013-14
Political Science	164	134	213	159

b) Internet facilities for Staff & Students

The College is Wi-Fi enabled and students and staff have free access to the internet

c) Class rooms with ICT facility

2 Class rooms are equipped with projectors to enable teachers and students to make power point presentations.

d) Laboratories

NA

31. Number of students receiving financial assistance from college, university, government or other agencies.

Refer to section 5.1.2

32. Details on student enrichment programmes (special lectures/ workshops /seminar) with external experts.

The department has been organizing seminars, debates and discussions on various issues with an aim to give greater exposure and interaction opportunities to the students equipping them with scientific temperament and aptitude.The department of Political Science endeavors to organize workshops, seminars and debates on relevant issues. In the current academic year:

- The Department organized a movie show "**Red Alert: The War Within**" at the Mata Sahib Kaur Auditorium on August 20, 2014. The movie is based on the subject of Naxalism and depicted the true story of Naxal leader Narsimha.
- A talk was organized on **"Conflict Resolution and Peace Process in Contemporary World**", on September 11, 2014. The talk was delivered by two eminent academicians Prof. Ujjwal Kumar Singh, HOD, Department of Political Science, University of Delhi and Prof. Ashwini Kumar Mohapatra, Centre for West Asian Studies, Jawaharlal Nehru University.
- A debate was organized on the topic **"Is Capital Punishment Violation of Human Rights",** at the Mata Sahib Kaur Auditorium on September 30, 2014.
- A workshop was organized on the subject **"Your Laws: Your Rights**", on February 27, 2015. The lecture was delivered by Mr. Raveesh Kumar, Advocate and Mr. Lokesh Kumar, Advocates Rohini District Court, New Delhi.
- Department of Political Science organized a movie show **"Red Cliff**" on March 30, 2015 at the Mata Gujri Hall.
- A talk and a play on "**Female in Various Roles"** was organized on April 17,2015

33 Teaching methods adopted to improve student learning.

In our department e-learning is promoted and we often make use of projectors to teach students. Films are also screened to complement classroom teaching with visual medium. We encourage our students to use internet and the College Computer Lab to make their projects.

Poster making competition and quiz competition regarding awareness for Right to Vote was organized in collaboration with Election Commission of Delhi in 2013.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities–

NIL

35. SWOC analysis of the department and Future plans.

STRENGHTS

- Dedicated, energetic, motivated, supportive and well qualified faculty
- Strong bond between teachers and students.
- Guidance to students for future career opportunities
- Extracurricular activities for the students are organized on a regular basis
- Regular assessment by way of tutorials as well as home assignments
- Good Student Teacher Relationship
- Innovative Teaching Skills

WEAKNESSES

- Not much scope for consultancy and placements immediately after graduation.
- Time constraint/Lack of time to complete the syllabus in the semester system.

OPPORTUNITIES

- Organizing more debates, declamation completions, educational trips, and street plays. It will help the student to become responsible citizens.
- Department of Political Science would like to organize a national seminar and conduct special lectures by inviting scholar from different universities.
- Department of Political Science wants to make efforts to invite fellows from different research institutions to guide and inform students in the field of publications, future study prospects and job agenda.
- To enable students to become globally competitive.

CHALLENGES

- Non availability of e-resources for Hindi medium students.
- To prepare students to comprehend latest technology and methods

EVALUATIVE REPORTS OF THE DEPARTMENTS

DEPARTMENT OF PSYCHOLOGY

1. **Name of the department** : **Psychology**

2. **Year of Establishment** : 1985

3. **Names of programmes/courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters, and Integrated Ph.D. etc.):** BA (Hons.), BA (Programme), Erstwhile FYUP

4. **Names of interdisciplinary courses and the departments/units involved:**

   Students of Psychology study language courses in English (Credit Course, Allied Course in erstwhile FYUP)) and Hindi (Qualifying Language).

   Students enrolled in B.A. (Programme) Psychology also study three other additional courses as per the course structure.

5. **Annual/ Semester/ choice based credit system (programme wise)**

   Semester system as per University guidelines.

6. **Participation of the department in the courses offered by other departments:**

   Application Course: **"Life Crisis, Coping and Evolving" (**taught to BA Programme Semester V and VI to various students from many courses**)**

   IDC for BA Hons Semester IV **"Psychology for Living"**

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.**

The department has the required expertise in varied areas and we hope to initiate new courses in collaboration with other Universities and industry in future if such a provision is admissible under University guidelines. As of now no such provision exists.

8. **Details of courses/ programmes discontinued (if any) with reasons**

The College follows the University guideline with respect to courses being offered. Some courses like the Annual mode of teaching and the FYUP have been discontinued as per University directives**.**

9. Number of teaching posts

Nature of Posts	Sanctioned	Filled
Professors	**10**	
Associate Professors		5
Assistant Professor		4 Permanent 1 (Adhoc)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc. /D.Litt. /Ph.D. /M.Phil. etc.)

Name	Qualification	Designation	Specialization	Years of Experience	No.of Ph.D. Students Guided for the Last 4 years
Dr. Harjinder Kaur	Ph. D.	Associate Professor	Experimental Psychology, Research Methods, Psychological Testing & Assessment	33 years 7 months	Nil
Dr. Pranita Gaur	Ph. D.	Associate Professor	Counselling , Social, and Psychological Testing and Assessment	33years plus	1
Dr. Jayashree Singh	Ph. D.	Associate Professor	Clinical Psychology	22 years 8 month	Nil
Dr. Harinder Sandhu	Ph. D.	Associate Professor	Research Methods, OB	22 years 8 months	Nil
Ms. Amarjyoti Josen	M. Phil	Associate Professor	Social Psychology	22 years 8 months	Nil
Dr. Garima Kumar	Ph. D.	Assistant Professor	Organizational Psychology, Applied Social Psychology, Critical Management Studies, Human Resource Management, QualitativeResearch	13years	Nil
Dr Pooja Wadhawan	Ph. D.	Assistant Professor	Positive Psychology	8 years10 months	Nil
Dr Sarabjit Kaur	Ph. D.	Assistant Professor	Clinical Psychology	8 years 4 months	Nil
Dr Pooja Jaggi	Ph. D.	Assistant Professor	Psychology of Gender, OB	10 years 8 months	Nil
Dr Poonam Vats (Adhoc)	Ph. D.	Assistant Professor		5 years	Nil

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty 11%

13. Student-Teacher ratio (programme wise).

Course	Student teacher ratio
B.A (H)	14:1
B.A. (P)	82:1

14. Number of academic support staff (technical) and administrative staff; sanctioned and filled.

Currrently, we have two Laboratory attendants as support staff in the department of Psychology.

15. Qualifications of teaching faculty with D.Sc. /D.Litt./Ph.D./M.Phil., PG.

Refer to table in number 10.

16. Number of faculty with on-going 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.

University of Delhi funded Innovation Project entitled "**Correlates of Happiness**". Grant receved was 3 lac 50 thousand and the project was submitted on March 31, 2015. Dr Pranita Gaur, Department of Psychology is the Principal Investigator and Dr Pooja Wadhawan is the Co principal Investigator along with another faculty member from the Department of Economics.

18. Research centre/ facility recognized by the university:

Although there is no Research Centre in the College at present, as part of the Delhi University Library System (DULS) the faculty and staff have access to a rich collection of books, journals, e-resources, audio-visual material from across different parts of the globe. This keeps them abreast with the latest research from across the world.

The faculty and students also have access to other libraries like CRL, RTL, FMS, JNU, IIT, NCERT, ICSSR and others.

19. Publications :

Publication per faculty: Listed in the table below

a) 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.)

b) Monographs

c) Citation Index

d) SNIP

e) SJR

f) Impact factor

g) h-index

Name of Faculty	Number of papers published in peer reviewed journals (national /international)	Chapter/Articles in books	Books Edited	Books published with ISBN number and other details(title, edition, publishers)
Dr. Pranita Gaur	1	1	Nil	Nil
Dr. Garima Kumar	2	1	Nil	Nil
Dr.Pooja Wadhawan	1	2	Nil	Nil
Dr. Sarabjit Kaur	1	Nil	Nil	Nil
Dr. Pooja Jaggi	2	Nil	Nil	Nil

20. Areas of consultancy and income generated

Since no formal consultancy mechanism exsits no revenue is generated as such. Some faculty members informally engage in such activities as an independent endeavor. Dr. Pranita Gaur has provided counseling help and guidance to school children at the NGO **“Amarjyoti**”rehabilitation and research centre.

She is currently a member of the review board for reviewing medical and ethical aspects of research proposals predented at **“Amarjyoti”.** She is also on the panel for looking into complaints with regard to ragging at the NGO.

Involved in postgraduate teaching at IGNOU**.**

Dr. Pooja Jaggi conducted a workshop on **“Gender Sensitization”** for CISF officers and Delhi Police in February and March 2014 respectively. She has also conducted a training program for BSF officers.

Dr. Jaggi conducted a training session on **“Post-traumatic Stress Disorder in CBRN Scenario”**in October, 2009.

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/ programmes	100%
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. Garima Kumar was selected for the award of Doctoral Fellowship for Psychology by the Indian Council of Social Science Research (ICSSR) for 2002-2003

She also received the **Best Research Paper Award (First Prize)** for paper entitled **“Consumed by the Marketing Logic?: Targeting the Employee and Consumer**

Subjectivity" in OB/HR/Management stream at the International Conference on **"Mind, Culture & Human Activities: Psychological Sciences in the 21st Century"** & XX Annual Convention of National Academy of Psychology (NAOP) held at JNU, New Delhi in 2010.

24. List of eminent academicians and scientists / visitors to the department

- Interactive Session with Prof. Girishwar Misra, Vice Chancellor Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya.
- A workshop conducted by Prof. Anand Prakash, Dean International Relations, an expert in the area of Group Dynamics, Interpersonal Relations and Soft skills held on 10 March, 2015. About 150 students participated

25. Seminars/ Conferences/ Workshops organized and 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
BA (H) 2010-11	6307	52	52	97.5%
BA (H) 2011-12	Data not available	50	50	56.82
BA (H) 2012-13	6453	63	63	Pursuing
BA (H) 2013-14	7079	51	51	Pursuing
BA (H) 2014-15	10617	71	71	Pursuing

27. Diversity of Students

Name of the course	% of the students from the same state	% of students from other states	% of students from abroad
BA (H) 2010-11	98.07	1.92	Nil
BA (H) 2011-12	92	8	Nil
BA (H) 2012-13	88.8	11.11	1.58
BA (H) 2013-14	84.31	15.68	Nil
BA (H) 2014-15	83.09	16.90	1.4

28. How many students have cleared national and state competitive examination such as NET, SLET, Civil services, Defence services, etc?

A number of students have cleared NET/SLET examinations. Many of our students are teaching in various colleges and Universities within the country. However, exact data in this regard is not available.

29. Student progression:

Student progression	Against % enrolled
UG to PG	**Data not available**
PG to M.Phil	**Data not available**
PG to Ph.D	**Data not available**
Ph.D to Post-Doctoral	**Data not available**
Employed • **Campus selection** • **Other than campus recruitment**	**Data not available**
Entrepreneurship/ Self- employment	**Data not available**

30. Details of infrastructural facilities:

a) Library.

The Psychology Department has acess to a rich collection of books journals, e-resources, audio visual material. Besides access to journals in digital form as a part of DULS, the department procures in hard copy International journals like

- **Annual Review of Psychology**
- **Psychological Studies**

Subject	2010-11	2011-12	2012-13	2013-14
Psychology	80	76	134	109

b) Internet facilities for staff and students

The College has internet facility which is available to both students and faculty members.

c) Class rooms with ICT facility

One

d) Laboratories

Psychology Deptartment has three laboratories each equipped with LCD projectors, computers and internet facility. It is well equipped with material and apparatus required for conduct of experiments in Psychology.The Department also has a rich collection of Psychological tests and other assessment tools.

31. Number of students receiving financial assistance fromcollege, university, government orother agencies

Refer to section 5.1.2

32. Details on student enrichment programmes (special lectures/ workshops/ seminar) with external experts:

SEMINARS, SPECIAL LECTURES, INVITED TALKS AS UNDER:

- A workshop conducted on "**Conflict Management & Resolution"** conducted by Prof. Anand Prakash, Dean International Relations and an expert in the area of Group Dynamics, Interpersonal Relations and Soft skills held on March10, 2015. About 150 students participated.
- Skill Development workshop conducted by Dr Poonam Kumar on "**Positive Psychology",** jointly conducted by the Dept of Psychology and the Innovation Project team in January 2015. Close to 150 students participated.
- An Interactive Session with Mr. Vivekanand Vivek on **"Yoga and Stress Alleviation**" in September 2014 jointly conducted by the Department of Psychology and the Innovation Project team. Close to 150 students participated.
- Seminar on "**Indian Psychology"** by Dr. Suneet Varma, University of Delhi, New Delhi held in September 2013, in the College.
- Interactive Session with Prof. Girishwar Misra, Vice Chancellor, Mahatma Gandhi Antarrashtriya Hindi Vishawavidyalaya on "**Happiness: An Indian Perspective"** in October, 2012.
- The Department of Psychology organized a Seminar on September 28, 2011 on the topic "**Mental Well being**".
- An Interactive session with Prof N.K. Chadha, Professor Department of Psychology on "**Career Prospects in Psychology"** in 2011.
- An interactive session with Dr. Sangeeta Saksena on **"Sexuality And Health: A**

Gynecological Perspective” on January 16, 2012.

- Seminar on September 28, 2011 on the topic **“Mental Well Being”.**
- Interactive session by Dr Roma Kumar, Consultant Psychologist and special educator at Sir Ganga Ram Hospital in September, 2010.

33. Teaching methods adopted to improve student learning:

To enrich the teaching-learning process, text book information is supplemented with various other pedagogic tools including role plays, audio-visual aids, You Tube videos.

- An effort is made to explain all concepts in smaller groups. An experiential mode of learning is adopted. Students are encouraged to get exposure in the field.
- A variety of teaching methods and pedagogical tools are used including project work, role plays, and group discussions movie analysis. **“A Beautiful Mind”** and **“15 Park Avenue”** have been critically discussed from a Psychological vantage point in this session
- Experts from the field and academia are regularly invited to share their ideas to enrich the teaching-learning process.
- Students are encouraged to make individual presentations and are motivated to use a discovery based approach to learning.
- Initiated to do analysis of case studies from the corporate world.
- Students are also encouraged to get field exposure by associating themselves with various organizations like hospitals, HR organizations, NGOs and the like as volunteers and as part of Practical work in Psychology.
- This is followed up with classroom discussion in tutorial classes.
- Efforts are made to cater to the needs of advanced learners and they are given additional material and resources to further stimulate their thinking.
- Slow learners are also provided required guidance to bring them at par with their peer group. Peer to peer learning is encouraged to facilitate mutual sharing of ideas.

34. Participation in institutional Social Responsibility (ISR) and extension activities

COMMUNITY ORIENTATION

Although no formal internship programme is prescribed as per BA (Hons) Psychology syllabus guidelines, students are encouraged to gain exposure in NGOs and organizations working for varied community causes. Students have been informally associated with NGOs including those involved in working with slum children, differently abled and mentally challenged children, special schools etc during vacations/ mid semester slots curricular activities. Some examples:

Cauvery Sharma, Semester VI was associated with **"Butterflies**", an NGO**, t**aught various subjects to students of different age groups.

- Interacted with the poor students.
- Did counselling of the students.
- Drafted legal notices.
- Directly interacted with the clients.
- Researched on various topics and judgments.

She was also involved with ***"Anugraha",*** NGO (Under the aegis of Ministry of Social Justice & Empowerment) New Delhi

- Researched on matters pertaining to Service matters, Criminal matters and Civil Disputes.
- Helped in preparation of matters for arguments before the Court.

A number of students are associated with "**Leaders for Tomorrow"** involved in various aspects of community and outreach programmes, including Environmental issues. It is a Student Social organization working with various NGOs like Setu, Jamghat and Kali Mandir.Some Psychology students involved in this are Pragya Bhardwaj, Himani Seth, Kritika Chauhan, Sheena, Rashi.

Some of our students are working with NGOs like **"Make a Difference"** and **"CRY"** for the benefit of underprivileged and poor children. Some of these are Cauvery Sharma, Khushboo from Semester VI (H)

- This inculcates in them the spirit of camaraderie and instills in them the right moral values of helping to build an inclusive society.

- Instills the moral values of equality, sharing of resources & working in the service of the community.
- Bani and Kirtan competition is organized in the College every year which inculcates the right moral values of teamwork, communal harmony. All present, sit and eat together in a common place, ensuring bonhomie among students, teachers, staff and members of the larger community.

35. SWOC analysis of the Department and Future plan.

STRENGTHS

- In the Department of Psychology, we focus on equipping our students with not just sound theoretical foundation of the subject matter but also aim at developing in them the acumen of skilled psychologists.
- The department has a permanent teaching staff of 9 members, who are all well qualified and very competent. The support staff includes two laboratory assistants for the Psychology laboratories in the college. Our current total student strength is of 170 students, and all of them have eager minds and a penchant and desire to learn new phenomenon and a drive to excel in their endeavours. Some of our students come from diverse sections of society and humble backgrounds. Yet, they all have the motivation and strength to overcome all odds and pursue their goals undeterred by encumbrances.
- Student -teacher relationship is open, collegial and one that fosters mutual trust and sharing of ideas.
- We have a commendable infrastructural backup, three fully functioning psychology laboratories with the latest equipment and psychological tests for conduct of practicals.
- All students have access to centrally provided Wi-Fi facility, computers and LCD projectors and OHPs. The teachers make use of innovative teaching methods and pedagogical tools. All this makes the teaching- learning process an enriching experience.
- Our endeavour is to encourage and train our students to become psychologists, who not only outshine in their respective areas of study and careers, but also develop the perceptiveness, sensitivity and responsiveness and insight to

understand the human strengths and frailties, hopes and fears of fellow human beings.

- In sum, the department of Psychology envisages to develop knowledge, skills, attitudes and other characteristics (KSAOCs) in our students which shape them into becoming not just thoroughbred professionals in the future but also mature and sensitive individuals, responsible citizens with integrity and strength of purpose and character, who are able to have a constructive influence on the lives of people they touch.

WEAKNESSES

Most of the texts and references available for the Psychology Discipline are written by foreign authors in English language. This poses a problem for Hindi medium students in BA Programme to have access to quality texts and references in Hindi, as there are very few quality texts available in the market.

OPPORTUNITIES

- We would like to work upon building even better collaborative ties with other organizations to be able to provide opportunities for hands on knowledge and internships and field exposure in practice to our students. This is already in place at an informal level. Many of our students are already getting exposure in HR departments of organizations, hospitals, mental health clinics, NGOs and the like. We would like to further develop and strengthen this aspect.
- Our teaching faculty and students have the potential to make a positive difference in society, by utilizing their unique strengths and abilities to contribute towards enhancing mental wellbeing, organizational development and other productive inputs to society at large. These aspects may be encouraged, fostered and channelized in the right direction.
- We would like to further develop the organizational strengths of students by providing them more avenues for showcasing and displaying their talent as well as using their initiative and creative potential to the fullest, such that they emerge as responsible young women in society.

CHALLENGES

- Psychology is a subject which is a popular choice among students and is a lot in demand. Thus, the student intake is sometimes more than what the department is ideally able to sustain.

FUTURE PLANS

- Greater collaborative interface with other organizations: Government., private and NGOs .
- To further equip the laboratory with the latest psychological equipments and psychological tests to keep the faculty and students abreast with the latest in the field.
- To utilize and publicize the available expertise of our teaching staff.

EVALUATIVE REPORTS OF THE DEPARTMENTS

DEPARTMENT OF PUNJABI

1. **Name of the department** : **Punjabi**

2. **Year of Establishment** : 1968

3. **Names of programmes/courses offered: (UG, PG, M.Phil., Ph.D., Integrated Masters, and Integrated Ph.D. etc.)**

Undergraduate and Post graduate

4. **Names of interdisciplinary courses and the departments/units involved :**

Punjabi students study courses in History, Political Science, English and Hindi at the Honours and Programme level.

5. **Annual/semester/choice based credit system (programme wise) Semester Mode**

6. **Participation of the department in the courses offered by other departments:**

Punjabi department teaches students of courses like B. Com (H), B.Com(P), B.A(Other Hons), concurrent courses

7. **Courses in collaboration with other universities, industries, foreign institution, etc.** NIL

8. **Details of courses/programmes discontinued (if any) with reasons**

FYUP discontinued as per University directives.

9. **Number of Teaching posts:**

Nature of Posts	Sanctioned	Filled
Professors	08	-----
Associate Professors		06
Asst. Professors		02 (adhoc)

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./PH. D./M.Phil. etc.)

Name	Qualification	Designation	Specialization	Years of experience	No. of Ph. D students guided for the last 4 Years
Mrs. Amarjit Kaur	M.A.	Associate Professor	Var, Sufi & Kissa Poetry	39 Years	Nil
Dr. Tejinder Kaur	Ph.D	Associate Professor	Modern Poetry	43 Years	Nil
Dr. Amarbir Kaur	Ph.D	Associate Professor	Fiction	29 Years	Nil
Dr. Harjinder Kaur	Ph.D	Associate Professor	Gurmat Poetry	22 Years	Nil
Dr. Iqbal Kaur	Ph. D	Associate Professor	Modern Poetry	22 Years	Nil
Dr. Gurjit Kaur	Ph. D	Associate Professor	Modern Poetry	20 Years	Nil
Dr.Jagjit Kaur	Ph.D	Assistant Professor	Fiction	03 Years	Nil
Dr. Veenakashi	Ph. D	Assistant Professor	Fiction	03 Years	Nil

11. List of senior visiting faculty

NIL

12. Percentage of lectures delivered and practical classes handled (programme wise) by temporary faculty

15 %

13. Student-Teacher Ratio (programme wise)

Course	Student teacher ratio
B.com (H)	10:1
B.A (H)	15:1
B.A (Prog)	18:1

14. Member of academic support staff (technical) and administrative staff; sanctioned and filled

N.A.

15. Qualification of teaching faculty with Dsc/D.Litt/Ph.D/M.Phil/PG.

Refer to table in number 10

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: Listed in the table below

a) 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.)

b) Monographs

c) Citation Index

d) SNIP

e) SJR

f) Impact factor

g) h-index

Name of faculty	Number of papers published in peer reviewed journals (national /international)	Books published/Chapter/Articles in books	Books Edited	Books published with ISBN number and other details(title, edition, publishers)
Dr. Amarbir Kaur	NIL	1	NIL	*Jaswant Singh Kanwal De Navlan Da Alochnatmak Adhyan, Harneet Parkashan*, Tilak Nagar, N Delhi, 2000
Dr. Harjinder Kaur	Nil	2	Nil	*Namo Raag Roope* ; Triveni Prakashan, N Delhi, 1989 *Rab Da Jhumka* ; Manpreet Prakashan Delhi; ISBN 81-87654-01-5, 2014

Name of faculty	Number of papers published in peer reviewed journals (national /international)	Books published/Chapter/Articles in books	Books Edited	Books published with ISBN number and other details(title, edition, publishers)
Dr. Gurjit Kaur	Nil	2	Nil	*Punjab Sankat Nal Sambadit Punjabi Kavita;* Manpreet Prakashan Dhi,2003 Punar Janam; Chetna Prashan Ludhiana; ISBN 81-7883610-6, 2010
Dr. Veenakshi Sharma	1	2	2	1. *Ajit Kaur: Katha Manovishleshan; DSH Teleword Network*; ISBN 978-81-928877-08, 2013 2. *Ajit Kaur Ka Katha Jagat;* DSH Teleword Network; ISBN 978-81-928877-1-5, 2013

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. Veenakshi is Associate Editor (Honorary) Vishav Darshan (Pbi); Global Darshan (Hindi); World Look (English) published from New Delhi.

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:

Gurbax Singh PreetLari Award given to Dr. Harjinder Kaur for her book ***"Namo Raag Roope"*** by Language Department, Punjab in 1990.

24. List of eminent academicians and scientists / visitors to the department:

The following eminent academicians visited the Department:

Dr. Jaspal Singh, Vice Chancellor, Punjabi University, Patiala

Dr. Jodh Singh, Professor, Punjabi Unversity

Dr. Harpal Singh Pannu, Punjabi University

Dr. Ratan Singh Jaggi, Punjabi University Patiala

Dr. Gursharan Singh, Guru Nank Dev University.

Dr. Darshan Singh, Punjab University Chandigarh

Dr. S.S Noor, DU

Dr Jagbeer Singh, DU

Dr. Kuljeet Shailly former Dean Arts Faculty,DU.

25. Seminars/Conferences/Workshops organized & source of funding:

a) National

One National Level seminar is organized every year in the College in association with Divinity Committee funded by the College itself.

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	
2010-11	2305	16		16	100%
2011-12	Data not available	18		18	56.25%
2012-13	2467	11		11	Pursuing
2013-14	803	53		53	Pursuing
2014-15	2152	38		38	Pursuing

27. Diversity of students:

Name of the Course	% of students from the same state	% of students from the other states	% of students from the abroad
Punjabi (Hons)2010-11	88.5	12.5	--
2011-12	84	16	--
2012-13	100	--	--
2013-14	87	13	--
2014-15	95	05	--
M.A.(Pbi)	100%for last 5 Years	--	--

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, CIVIL Services, Defense Services etc?

Data not available

29. Student Progression

Student progression	Against % enrolled
UG to PG	**DATA NOT AVAILABLE**
PG to M.Phil	
PG to Ph.D	
Ph.D to Post-Doctoral	
Employed • **Campus selection** • **Other than campus recruitment**	
Entrepreneurship/ Self- employment	

30. Details of Infrastructural facilities

a) Library

10-12 Punjabi magazines and journals are available on a regular basis. Books on Punjabi discipline are available.

Subject	2010-11	2011-12	2012-13	2013-14
Punjabi	50	236	272	218

b) Internet facility for Staff & Students

Available

c) Class rooms with ICT facility

Available in many classrooms

d) Laboratories

NA

31. Number of students receiving financial assistance from college, university, Govt. or other agencies

Refer to section 5.1.2

32. Details on student enrichment programmes (special lectures/ workshops/ seminars) with experts

Following Seminars were held in the last three years:

- 2012 **“Relevance of Guru Garanth Sahib in Present Socio-Economic Scenario**”
- 2013 **“Concept of Women Empowerment**”
- 2014 **“Dharam Di Soojh te Samaj”**

Dr. Rawel Singh former secretary Punjabi Academy addressed students in a programme entitled **“Roobru”.**

Special programmes such as Bani Declamation competitions and Gurupurabs are celeberated in which prominent speakers are invited every year.

33. Teaching methods adopted to improve student learning:

Alongc with lecture method, students are encouraged to collect information through internet, e-books etc.

34. Participation in International Social Responsibility (ISR) and Extension activities

NIL

35. SWOC analysis of the department and future plans:

STRENGTH

- Dedicated, motivated and friendly faculty.

WEAKNESSES

- Placement is a major problem.

- There are no professional courses offered in the language.
- Computer proficiency in the language is an issue**.**

OPPORTUNITIES

- Punjabi as a discipline and as a language has a rich cultural heritage. Translation of Punjabi language texts into other languages will result in disseminating information about its rich culture.

CHALLENGES

Students admitted in courses of Punjabi without any previous formal knowledge of the language find it difficult to comprehend the language and especially the script.

EVALUATIVE REPORTS OF THE DEPARTMENTS

DEPARTMENT OF SANSKRIT

1. Name of the department : Sanskrit

2. Year of Establishment : 1968

3. Names of programmes/courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters, and Integrated Ph.D. etc.)

: Undergraduate and Post Graduate

4. Names of interdisciplinary courses and the departments/units involved :

Sanskrit students study courses in History, Political Science, English and Hindi at the Honours and Programme level.

5. Annual/ Semester/ choice based credit system (programme wise)

Semester system as per University guidelines.

6. Participation of the department in the courses offered by other departments:

Students who opt for Sanskrit in B.A. (Programme) are taught by teachers of the Department.

7. Courses in collaboration with other universities, industries, foreign institutions, etc. NIL

8. Details of courses / programmes discontinued (if any) with reasons

FYUP discontinued as per University directives.

9. Number of Teaching posts:

Nature of posts	Sanctioned	Filled
Professors	5	NA
Associate Professors		3
Asst. Professors		2

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.,)

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students ents guided for the last 4 Years
Dr Baljit Bhasin	Ph.D.	Associate Professor	Grammar	42 Years	NIL
Dr Abha Mathur	Ph.D.	Associate Professor	Grammar	40 Years	NIL
Dr Usha Rathore	Ph.D.	Associate Professor	Grammar	40 Years	NIL
Dr Asha Rani	Ph.D.	Assistant Professor	Philosophy	08 Years	NIL
Dr Kuldeep Sehgal	Ph.D.	Assistant Professor	Philosophy	06 Years	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)

Course	Student teacher ratio
BA Hons	15:1
BA Prog	19:1

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. MA., Ph.D.

Refer to table in no. 10

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 : NIL

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; NA

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:

Year	Name of the Course/programme	Applications received	Selected	Enrolled		Pass percentage
				* M	*F	
2010-11	BA Hons Sanskrit	1853			12	100%
2011-12	BA Hons Sanskrit	Data not available			18	0
2012-13		2103			22	Pursuing
2013-14	BA Hons Sanskrit	1464			30	Pursuing
2014-15	BA Hons Sanskrit	8843			23	Pursuing

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BA Hons Sanskrit:2010-2011	91.7	8.3	NIL
BA Hons Sanskrit: 2011-12	88.9	11.1	NIL
BA Hons Sanskrit: 2012-13	90.1	9.9	NIL
BA Hons Sanskrit: 2013-14	93.3	6.7	NIL
BA Hons Sanskrit: 2014-15	100	0	NIL

28. How many students have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services, Defense services, etc.?

Data not available

29. Student progression

Student progression	Against % enrolled
UG to PG	**DATA NOT AVAILABLE**
PG to M.Phil	
PG to Ph.D	
Ph.D to Post-Doctoral	
Employed • **Campus selection** • **Other than campus recruitment**	
Entrepreneurship/ Self- employment	

30. Details of infrastructural facilities

a) Library

Available

b) Internet facilities for staff and students

Available

c) Class rooms with ICT facility

Available

d) Laboratories

NA

31. Number of students receiving financial assistance from college, university, government or other agencies

Refer to section 5.1.2

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

A Lecture by Dr. Anand Burdhan on the Topic: **"A Scientific Management of Ancient Indian Cultural Heritage"** on September 22, 2014

33. Teaching methods adopted to improve student learning

Teachers try to supplement the chalk and talk method of teaching by taking students for educational trips.

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

NIL

35. SWOC analysis of the department and Future plans:

STRENGTHS

Motivated and dedicated faculty members.

WEAKNESSES

Unfortunately, not many students opt for Sanskrit as a subject despite its linguistic richness.

OPPORTUNITIES

Sanskrit is a scoring subject. It has immense scope as it is one of the language options offered in the Civil Services examination. Many candidates who have opted for this subject have cleared this exam.

CHALLENGES

Sanskrit is one of the oldest languages in the world but is losing its relevance in the country of its origin. The challenge before us today is to attract students and arouse their interest in this language which is a part of our heritage.

EVALUATIVE REPORTS OF THE DEPARTMENTS

DEPARTMENT OF URDU

1. **Name of the department** : **Urdu**

2. **Year of Establishment** : 1967

3. **Names of programmes/courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters, and Integrated Ph.D. etc.)** : Undergraduate

4. **Names of interdisciplinary courses and the departments/units involved** :

   None

5. **Annual/ Semester/ choice based credit system (programme wise)**

   Semester system as per University guidelines.

6. **Participation of the department in the courses offered by other departments:**

Students who opt for Urdu in B.A. (Programme) are taught by teachers from this department

7. **Courses in collaboration with other universities, industries, foreign institutions, etc.** NIL

8. **Details of courses / programmes discontinued (if any) with reasons**

   FYUP discontinued as per University directives.

9. **Number of Teaching posts:**

Nature of Posts	Sanctioned	Filled
Professors	NIL	NIL
Associate Professors	NIL	NIL
Assistant Professors	1	1

10. Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D. / M. Phil. etc.)

Name	Qualification	Designation	Specialization	Years of Experience	No. of Ph.D. Students ents guided for the last 4 Years
Dr Iffat Zarrine	Ph.D.	Assistant Professor	Prose and poetry	25 Years	01

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)

Course	Student teacher ratio
BA (P)	20:1

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.

“Refer to table in number 10.”

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

None

19. Publications :

Publication per faculty: Listed in the table below

a) Number of publications listed in International Database (For Eg: Web of Science,Scopus,Humanities International Complete,Dare Database-InternationalSocialSciences Directory,EBSCOhost,etc.)

b) Monographs

c) Citation Index

d) SNIP

e) SJR

f) Impact factor

g) h-index

Name of Faculty	**Number of papers published in peer reviewed journals (national /international)**	**Chapter/Articles in books**	**Books Edited**	**Books published with ISBN number and other details(title, edition, publishers)**
Dr. Iffat Zarrine	Nil	Nil	Nil	*Zarrinama: Poetry Nama*, Shahid publication, Delhi, 2014 *Patthar Hamare Daur Ke* (Hindi translation of Ghazals of Nazms) 2015 edited by Dr. Lokesh Kumar gupta, ISBN: 978-81-929874-6-0

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 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:

Year	Name of the Course/programme	Applications received	Selected	Enrolled		Pass percentage
				*M	*F	
2010-11		Data not available *				
2011-12						
2012-13						
2013-14						
2014-15						

***Urdu is being taught under the B.A. (Programme) course in our College. It is not possible to compute the exact data of students who have Urdu as a subject.**

27. Diversity of Students

Name of the Course	% of students from the same state	% of students from other States	% of students from abroad
BA(P) : 2010-11	100	NIL	NIL
BA(P) : 2011-12	100	NIL	NIL
BA(P) : 2012-13	100	NIL	NIL
BA(P) : 2013-14	100	NIL	NIL
BA(P) : 2014-15	100	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 available

29. Student progression

Student progression	Against % enrolled
UG to PG	**DATA NOT AVAILABLE**
PG to M.Phil	
PG to Ph.D	
Ph.D to Post-Doctoral	
Employed • **Campus selection** • **Other than campus recruitment**	
Entrepreneurship/ Self- employment	

30. Details of Infrastructural facilities a) Library

Available

b) Internet facilities for Staff & students

The College has internet facility which is available to both students and faculty members.

c) Class rooms with ICT facility

Applicable

d) Laboratories

NIL

31. Number of students receiving financial assistance from college, university, government or other agencies

Data Not Available

32. Details on student enrichment programmes (special lectures / workshops /seminar) with external experts

NIL

33. Teaching methods adopted to improve student learning

Educational trips and seminars are organized

34. Participation in Institutional Social Responsibility (ISR) and Extension activities

NIL

35. SWOC analysis of the department and Future plans:

STRENGHTS

Despite Urdu not being a very popular subject the Department has managed to hold on its own for many years**.**

WEAKNESSES

Due to lack of job opportunities very few students opt for the subject**.**

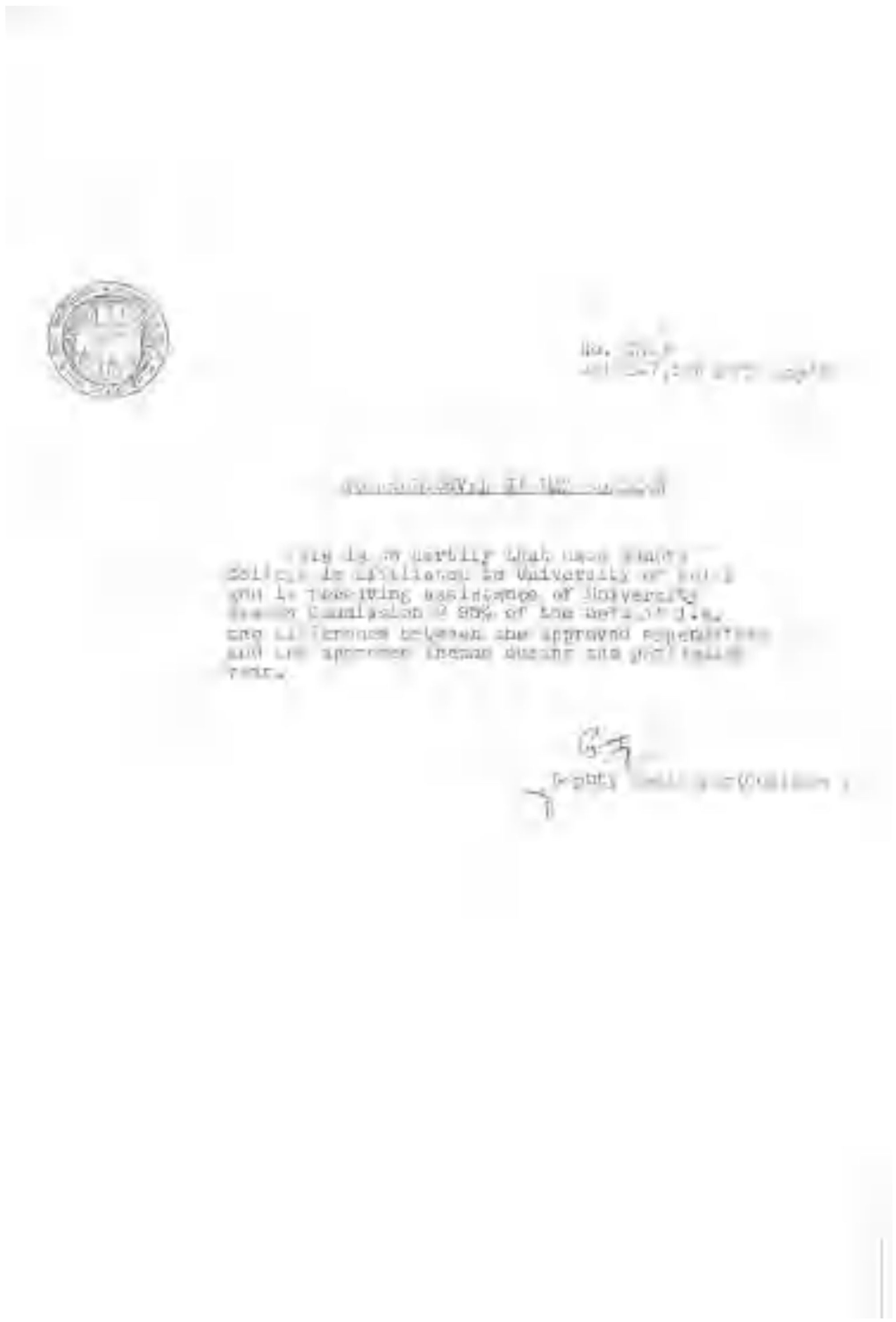
OPPORTUNITIES

Students can explore opportunities like script writing for films. There are opportunities to work in the media as well.

CHALLENGES

It is a challenge to familiarize students with the script. Unfortunately in the era of globalization other western languages have taken precedence over languages like Urdu despite its lyrical beauty and rich linguistic texture.

ANNEXURE -I



No. [illegible]

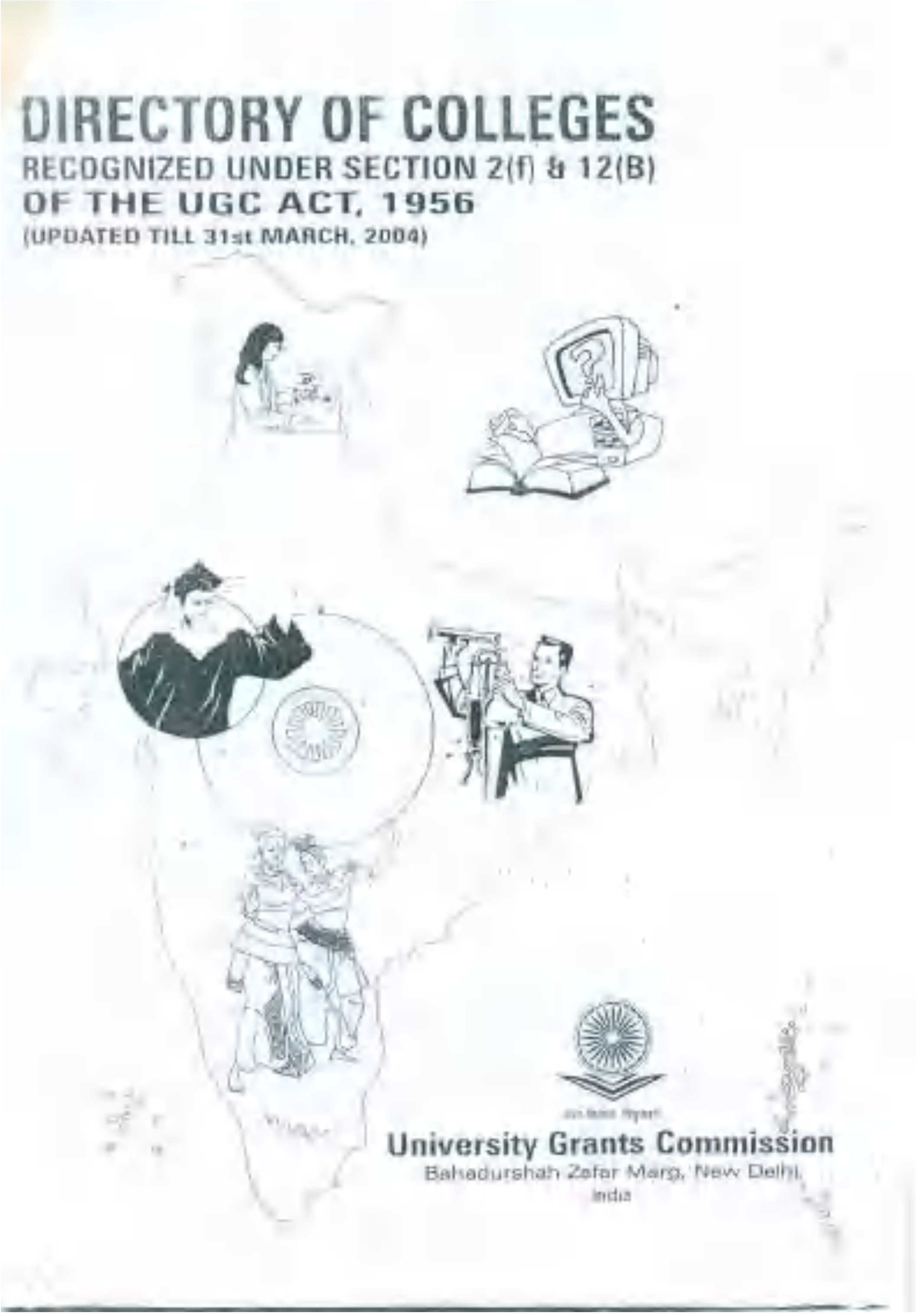
[illegible]

[illegible]

This is to certify that Mata Sundri College is affiliated to University of Delhi and is receiving assistance of University Grants Commission @ 95% of the deficit i.e. the difference between the approved expenditure and the approved income during the preceding year.

Deputy [illegible]

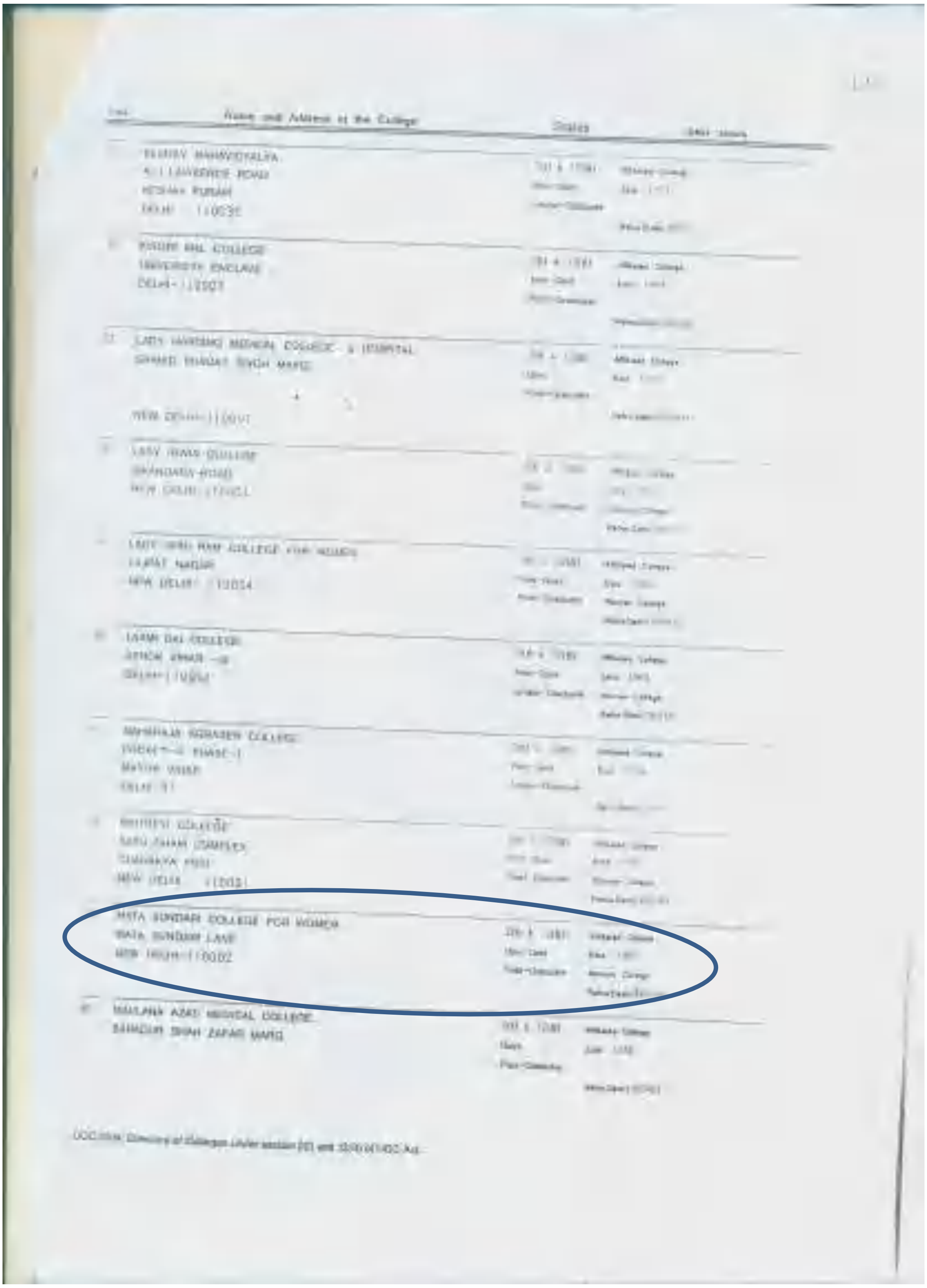
ANNEXURE -II



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

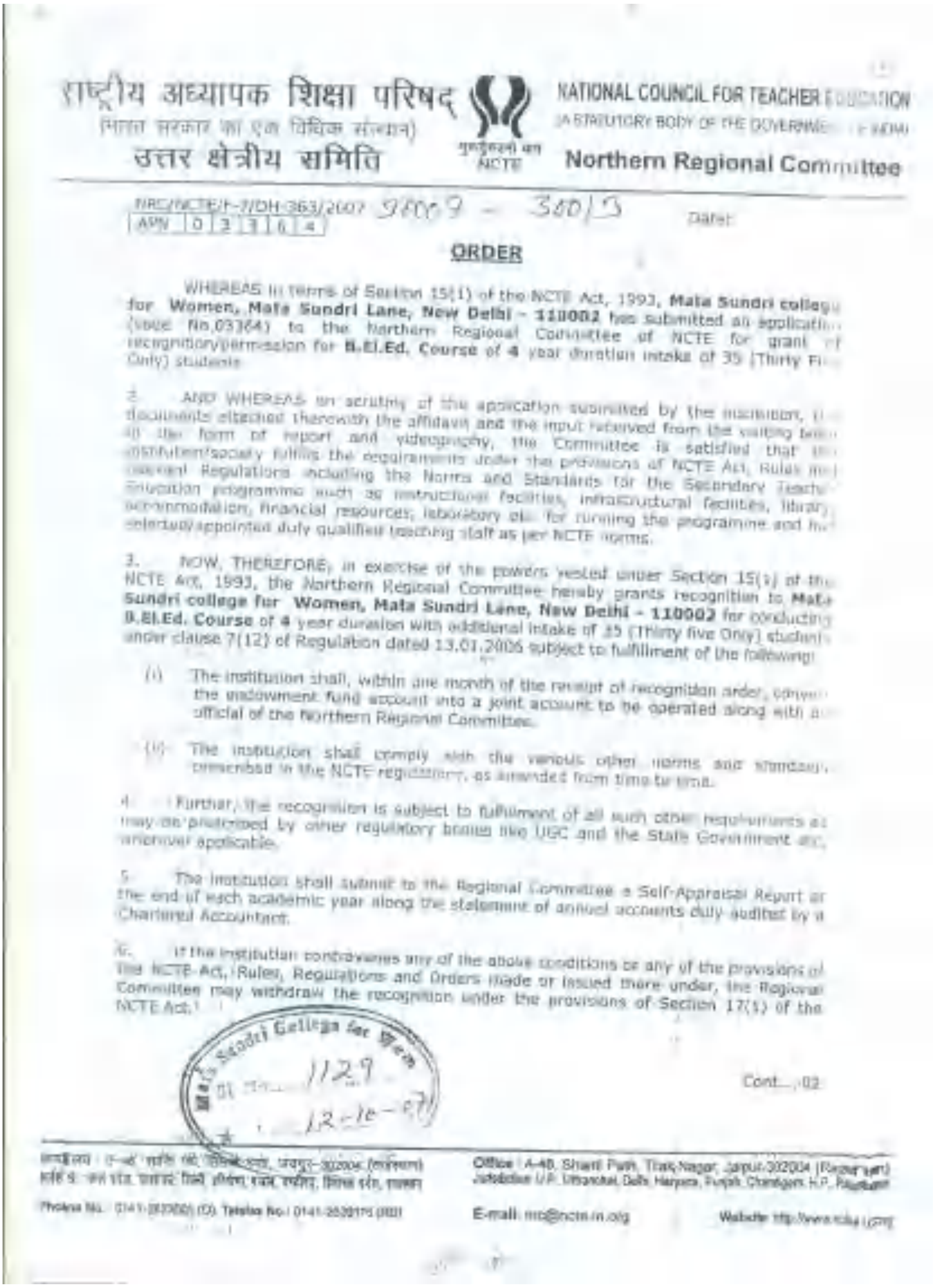
ANNEXURE -2A



[illegible]	Name and Address of the College	Status	[illegible]
	KESHAV MAHAVIDYALAYA A-1 LAWRENCE ROAD KESHAV PURAM DELHI - 110035	[illegible]	[illegible]
	KIRORI MAL COLLEGE UNIVERSITY ENCLAVE DELHI-110007	[illegible]	[illegible]
	LADY HARDINGE MEDICAL COLLEGE & HOSPITAL SHAHEED BHAGAT SINGH MARG NEW DELHI-110001	[illegible]	[illegible]
	LADY IRWIN COLLEGE SIKANDARA ROAD NEW DELHI-110001	[illegible]	[illegible]
	LADY SHRI RAM COLLEGE FOR WOMEN LAJPAT NAGAR NEW DELHI-110024	[illegible]	[illegible]
	LAXMI BAI COLLEGE ASHOK VIHAR-III DELHI-110052	[illegible]	[illegible]
	MAHARAJA AGRASEN COLLEGE POCKET-4 PHASE-I MAYUR VIHAR DELHI-91	[illegible]	[illegible]
	MAITREYI COLLEGE BAPU DHAM COMPLEX CHANAKYA PURI NEW DELHI-110021	[illegible]	[illegible]
	MATA SUNDARI COLLEGE FOR WOMEN MATA SUNDARI LANE NEW DELHI-110002	[illegible]	[illegible]
	MAULANA AZAD MEDICAL COLLEGE BAHADUR SHAH ZAFAR MARG	[illegible]	[illegible]

UGC.nic.in: Directory of Colleges Under section 2(f) and 12(B) of UGC Act

ANNEXURE -3



राष्ट्रीय अध्यापक शिक्षा परिषद
(भारत सरकार का एक विधिक संस्थान)
उत्तर क्षेत्रीय समिति

NATIONAL COUNCIL FOR TEACHER EDUCATION
(A STATUTORY BODY OF THE GOVERNMENT OF INDIA)
Northern Regional Committee

NRC/NCTE/F-7/DH-363/2007 97009 – 38013 Date:
APN 0 3 3 6 4

ORDER

WHEREAS in terms of Section 15(1) of the NCTE Act, 1993, **Mata Sundri colleg for Women, Mata Sundri Lane, New Delhi - 110002** has submitted an applicati (vide No.03364) to the Northern Regional Committee of NCTE for grant of recognition/permission for **B.El.Ed. Course of 4** year duration intake of 35 (Thirty Fi Only) students.

2. AND WHEREAS on scrutiny of the application submitted by the institution, the documents attached therewith the affidavit and the input received from the visiting team in the form of report and videography, the Committee is satisfied that the institution/society fulfils the requirements under the provisions of NCTE Act, Rules and relevant Regulations including the Norms and Standards for the Secondary Teacher Education programme such as instructional facilities, infrastructural facilities, library accommodation, financial resources, laboratory etc. for running the programme and has selected/appointed duly qualified teaching staff as per NCTE norms.

3. NOW, THEREFORE, in exercise of the powers vested under Section 15(1) of the NCTE Act, 1993, the Northern Regional Committee hereby grants recognition to **Mata Sundri college for Women, Mata Sundri Lane, New Delhi - 110002** for conducting **B.El.Ed. Course** of **4** year duration with additional intake of 35 (Thirty five Only) students under clause 7(12) of Regulation dated 13.01.2006 subject to fulfillment of the following:

(i) The institution shall, within one month of the receipt of recognition order, convert the endowment fund account into a joint account to be operated along with an official of the Northern Regional Committee.

(ii) The institution shall comply with the various other norms and standards prescribed in the NCTE regulations, as amended from time to time.

4. Further, the recognition is subject to fulfilment of all such other requirements as may be prescribed by other regulatory bodies like UGC and the State Government etc. wherever applicable.

5. The institution shall submit to the Regional Committee a Self-Appraisal Report at the end of each academic year along the statement of annual accounts duly audited by a Chartered Accountant.

6. If the institution contravenes any of the above conditions or any of the provisions of the NCTE Act, Rules, Regulations and Orders made or issued there under, the Regional Committee may withdraw the recognition under the provisions of Section 17(1) of the NCTE Act.

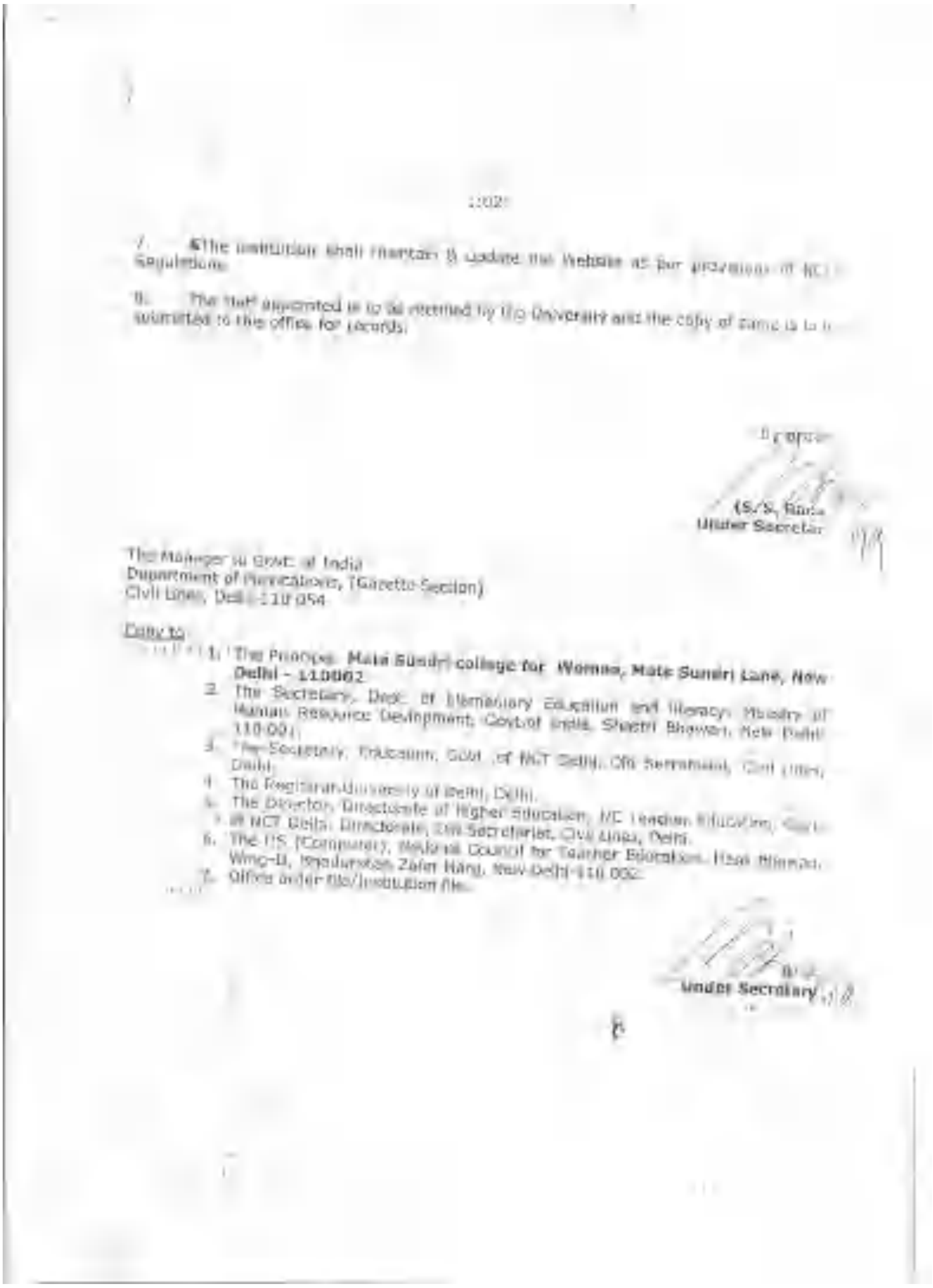
Mata Sundri College for Women
1129
12-10-07

Cont....02

कार्यालय : ए-48, शांति पथ, तिलक नगर, जयपुर-302004 (राजस्थान)
[illegible]
Phone No. : 0141-[illegible] (O), Telefax No : 0141-2620175 (RD)

Office : A-48, Shanti Path, Tilak Nagar, Jaipur-302004 (Rajasthan)
Jurisdiction U.P. Uttranchal, Delhi, Haryana, Punjab, Chandigarh, H.P., Rajasthan
E-mail: nrc@ncte-in.org
Website: http://www.ncte-i

ANNEXURE -3A



2020

7. The institution shall maintain & update the Website as per provisions of NC
Regulations.

8. The staff appointed is to be approved by the University and the copy of same is to b
submitted to this office for records.

(S.S. Rana)
Under Secretar

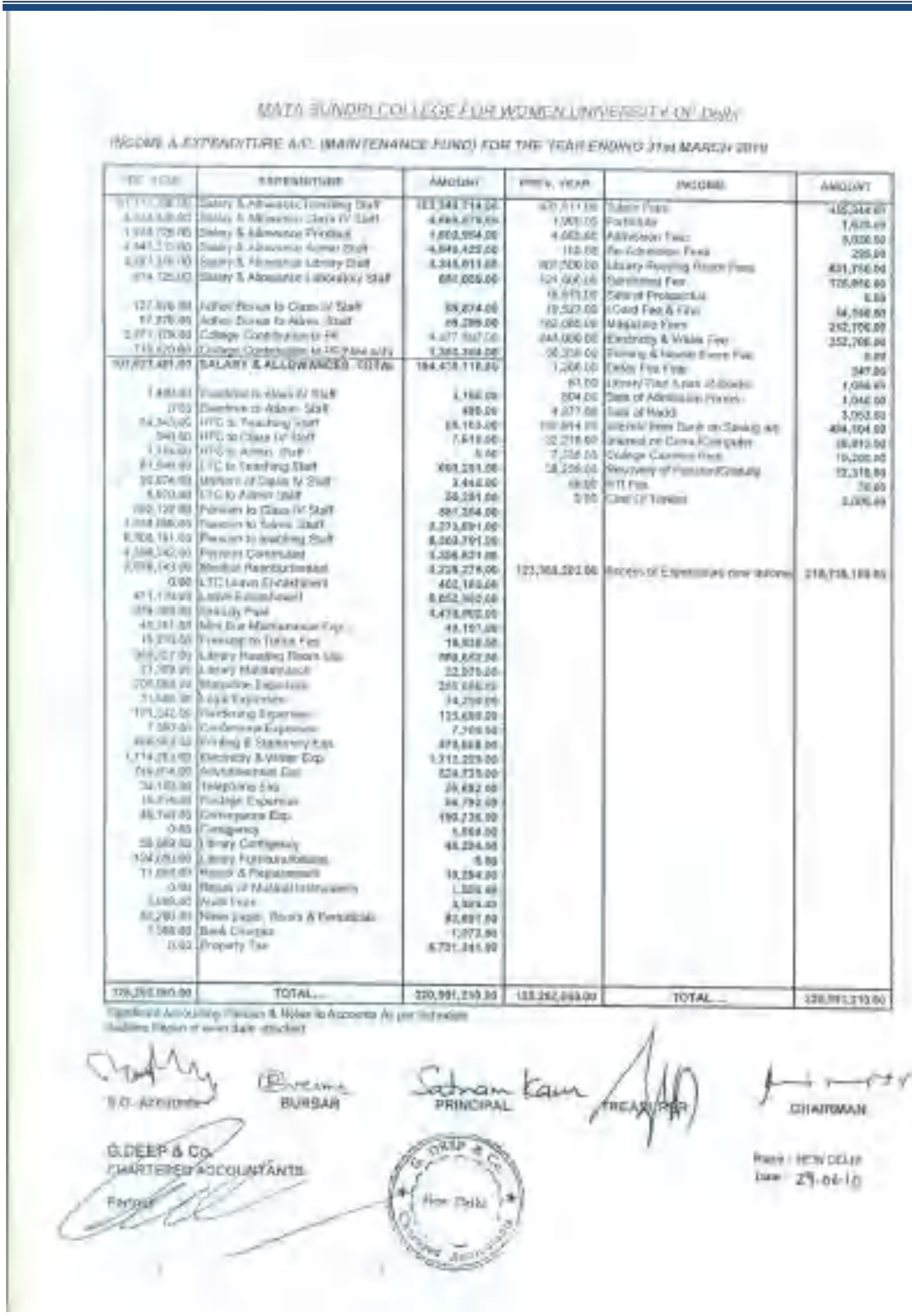
The Manager of Govt. of India
Department of Publications, (Gazette Section)
Civil Lines, Delhi-110 054

Copy to:

1. The Principal, **Mata Sundri college for Women, Mata Sundri Lane, New Delhi - 110002**
2. The Secretary, Dept. of Elementary Education and literacy, Ministry of Human Resource Development, Govt.of India, Shastri Bhawan, New Delhi 110 001.
3. The Secretary, Education, Govt. of NCT Delhi, Old Secretariat, Civil Lines, Delhi.
4. The Registrar, University of Delhi, Delhi.
5. The Director, Directorate of Higher Education, Teacher Education, Govt. of NCT Delhi, Directorate, Old Secretariat, Civil Lines, Delhi.
6. The US (Computer), National Council for Teacher Education, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi-110 002.
7. Office order file/Institution file.

Under Secretary

ANNEXURE -4



MATA SUNDRI COLLEGE FOR WOMEN UNIVERSITY OF Delhi

INCOME & EXPENDITURE A/C (MAINTENANCE FUND) FOR THE YEAR ENDING 31st MARCH [illegible]

PREV. YEAR	EXPENDITURE	AMOUNT	PREV. YEAR	INCOME	AMOUNT
[illegible]	Salary & Allowance Teaching Staff	[illegible]	[illegible]	Tuition Fees	[illegible]
[illegible]	Salary & Allowance Class IV Staff	[illegible]	[illegible]	Portfolio	[illegible]
[illegible]	Salary & Allowance Principal	1,802,954.00	4,003.00	Admission Fees	5,030.00
[illegible]	Salary & Allowance Admin Staff	4,849,425.00	118.00	Re-Admission Fees	295.00
[illegible]	Salary & Allowance Library Staff	3,345,611.00	807,500.00	Library Reading Room Fees	831,750.00
874,125.00	Salary & Allowance Laboratory Staff	651,005.00	[illegible]	[illegible]	[illegible]
			18,875.00	Sale of Prospectus	0.00
127,978.00	Adhoc Bonus to Class IV Staff	59,874.00	19,527.00	I Card Fee & Fine	[illegible]
97,370.00	Adhoc Bonus to Admn. Staff	65,299.00	192,088.00	Magazine Fees	242,700.00
[illegible]	College Contribution to PF	[illegible]	245,000.00	Electricity & Water Fee	252,706.00
[illegible]	College Contribution to [illegible]	[illegible]	98,358.00	[illegible]	0.00
[illegible]	SALARY & ALLOWANCES TOTAL	184,478,118.00	1,208.00	Delay Fee Fine	347.00
			61.00	Library Fine/ Loss of Books	1,096.00
1,480.00	Overtime to Class IV Staff	1,168.00	504.00	Sale of Admission Forms	1,044.00
[illegible]	Overtime to Admn. Staff	480.00	4,277.00	Sale of Raddi	3,063.00
14,345.00	HTC to Teaching Staff	18,163.00	110,814.00	Interest from Bank on Saving a/c	404,104.00
540.00	HTC to Class IV Staff	7,618.00	32,218.00	Interest on [illegible]	18,812.00
1,116.00	HTC to Admn. Staff	0.00	7,738.00	College Canteen Rent	19,200.00
81,546.00	LTC to Teaching Staff	908,251.00	58,256.00	Recovery of Pension/Gratuity	12,318.00
30,074.00	Uniform of Class IV Staff	3,444.00	68.00	RTI Fee	30.00
8,870.00	LTC to Admin Staff	38,291.00	0.00	Cost of Tender	3,000.00
892,120.00	Pension to Class IV Staff	861,284.00			
[illegible]	Pension to Admn. Staff	3,273,891.00			
8,706,181.00	Pension to teaching Staff	8,363,791.00			
4,398,342.00	Pension Commuted	1,326,821.00			
7,978,143.00	Medical Reimbursement	4,229,274.00	123,368,203.00	Excess of Expenditure over Income	218,718,188.00
0.00	LTC Leave Encashment	402,163.00			
471,176.00	Leave Encashment	8,652,360.00			
[illegible]	Gratuity Paid	4,478,902.00			
48,161.00	Mini Bus Maintenance Exp.	49,197.00			
15,270.00	Transfer to Tuition Fee	18,938.00			
969,027.00	Library Reading Room Util.	889,643.00			
11,789.00	Library Maintenance	22,075.00			
206,088.00	Magazine Expenses	255,686.00			
21,480.00	Legal Expenses	14,250.00			
171,242.00	Gardening Expenses	125,680.00			
7,380.00	Conference Expenses	7,268.00			
466,963.00	Printing & Stationery Exp.	478,868.00			
1,714,253.00	Electricity & Water Exp.	1,312,229.00			
749,674.00	Advertisement Exp.	624,725.00			
34,103.00	Telephone Exp.	29,682.00			
16,774.00	Postage Expenses	36,792.00			
46,749.00	Conveyance Exp.	190,726.00			
0.00	Contingency	5,868.00			
58,589.00	Library Contingency	48,234.00			
104,280.00	Library Furniture/fixtures	0.00			
11,095.00	Repair & Replacement	18,294.00			
0.00	Repair of Musical Instruments	[illegible]			
[illegible]	Audit Fees	[illegible]			
80,780.00	News paper, Books & Periodicals	82,897.00			
1,588.00	Bank Charges	1,073.00			
0.00	Property Tax	6,731,345.00			
178,292,080.00	TOTAL...	320,991,210.00	[illegible]	TOTAL...	320,991,210.00

Significant Accounting Policies & Notes to Accounts As per Schedule
Auditors Report of even date attached

S.O. (Accounts) BURSAR

Satnam Kaur
PRINCIPAL

TREASURER

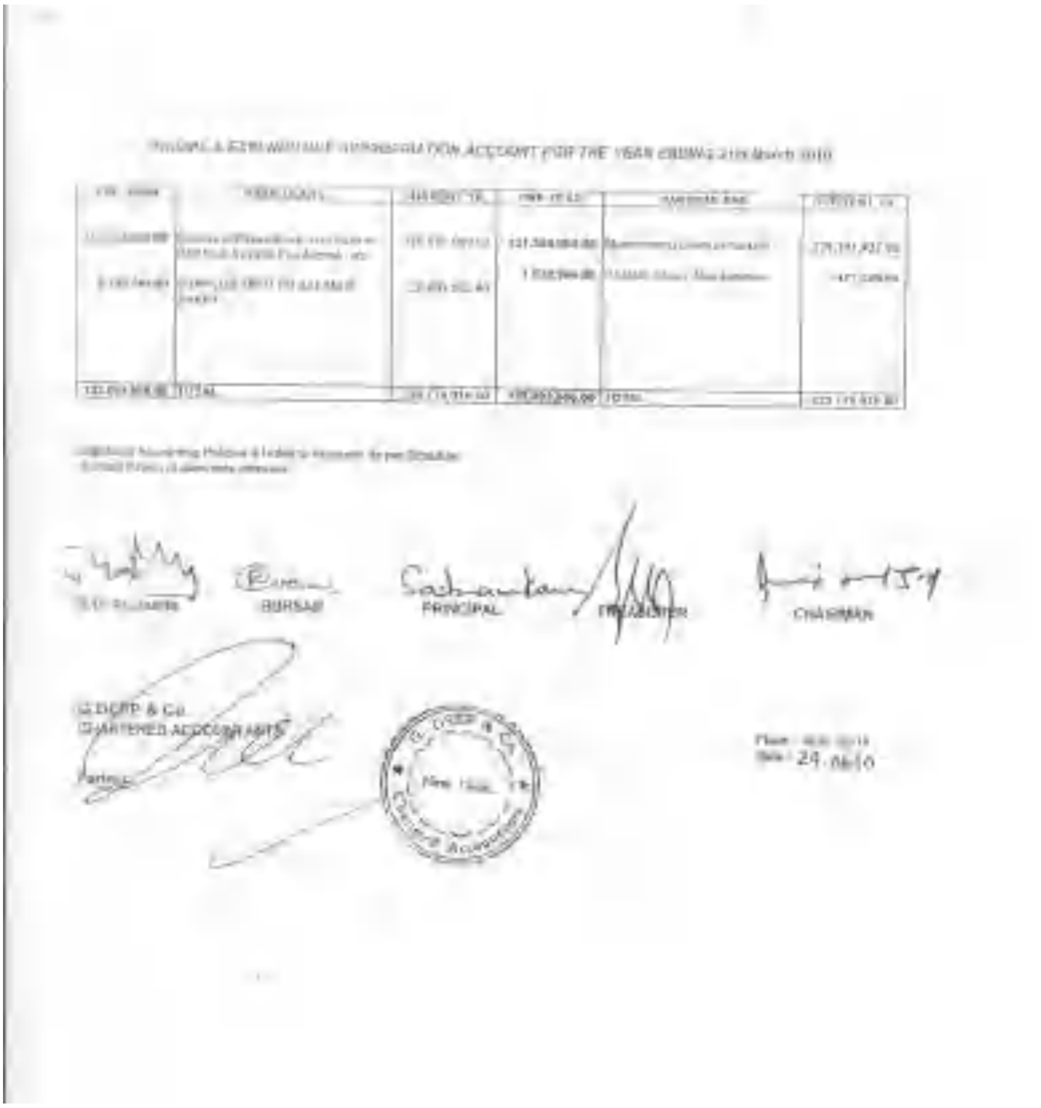
CHAIRMAN

G.DEEP & Co.
CHARTERED ACCOUNTANTS

Partner

Place : NEW DELHI
Date : 29-06-1[illegible]

ANNEXURES -4A



BURSAR

PRINCIPAL

TREASURER

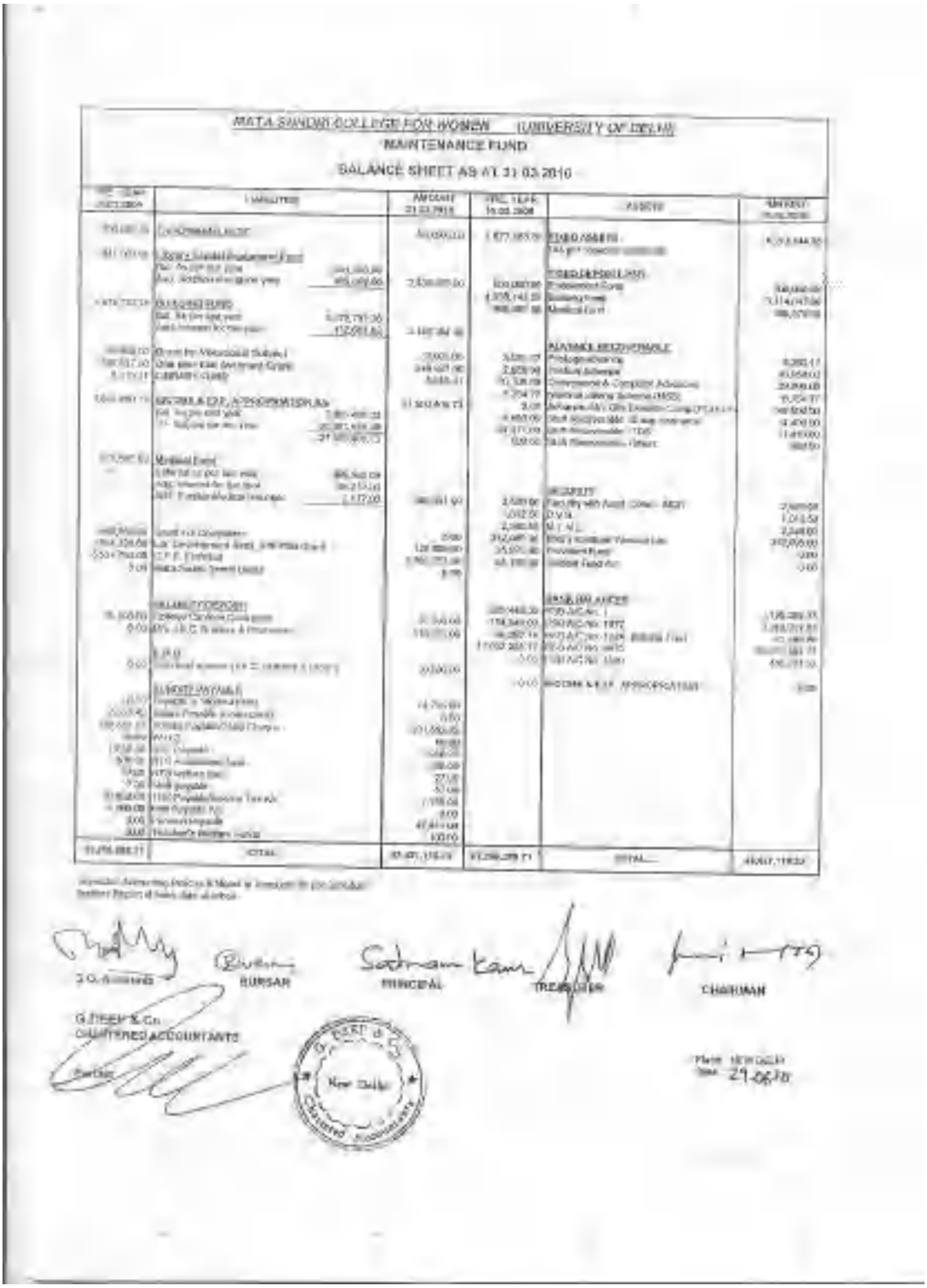
CHAIRMAN

CHARTERED ACCOUNTANTS

Partner

24.06.10

ANNEXURES -4B



MATA SUNDRI COLLEGE FOR WOMEN (UNIVERSITY OF DELHI)

MAINTENANCE FUND

BALANCE SHEET AS AT 31.03.2010

Satnam Kaur

BURSAR

PRINCIPAL

TREASURER

CHAIRMAN

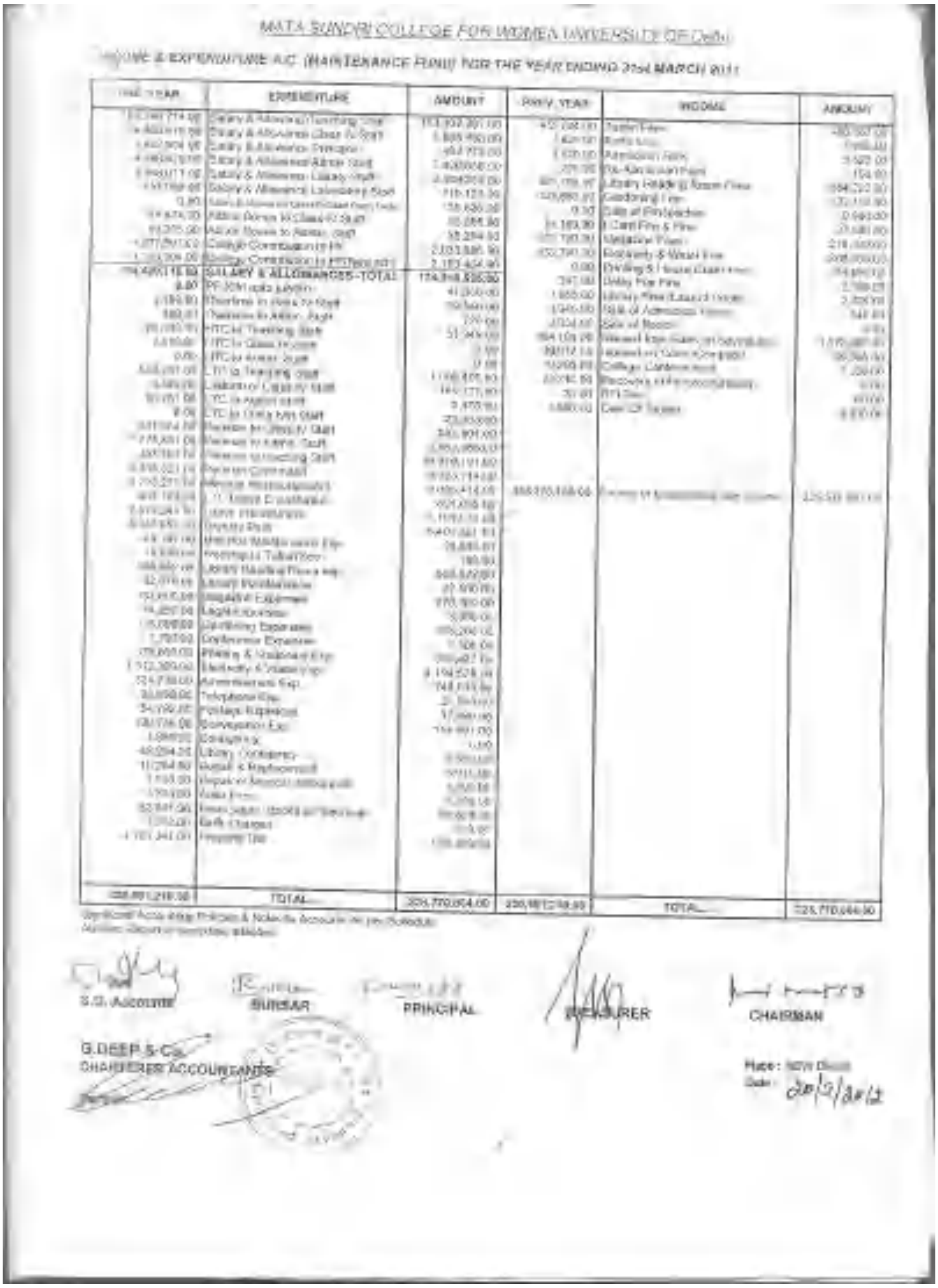
CHARTERED ACCOUNTANTS

New Delhi

Place: NEW DELHI

Date: 29.06.10

ANNEXURE -5



MATA SUNDRI COLLEGE FOR WOMEN UNIVERSITY OF Delhi

INCOME & EXPENDITURE A/C (MAINTENANCE FUND) FOR THE YEAR ENDING 31st MARCH 2011

S.O. Accounts

BURSAR

PRINCIPAL

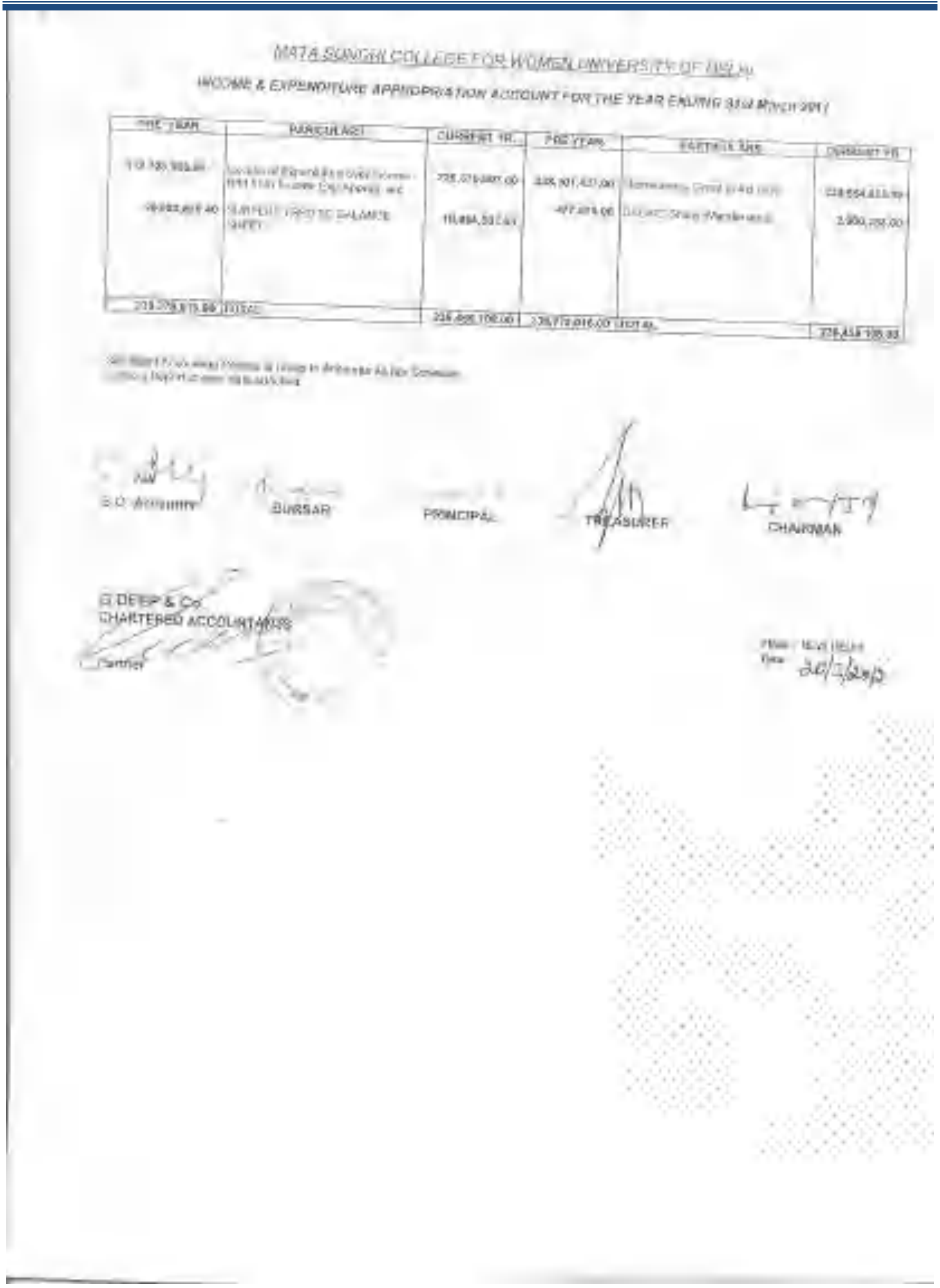
TREASURER

CHAIRMAN

G.DEEP & Co.
CHARTERED ACCOUNTANTS

Place : NEW Delhi

ANNEXURE -5A



MATA SUNDRI COLLEGE FOR WOMEN UNIVERSITY OF DELHI

INCOME & EXPENDITURE APPROPRIATION ACCOUNT FOR THE YEAR ENDING [illegible]

PRE. YEAR	PARTICULARS	CURRENT YR.	PRE YEAR	PARTICULARS	CURRENT YR.
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	SURPLUS TRFD TO BALANCE SHEET	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	TOTAL	[illegible]	[illegible]	TOTAL	[illegible]

[illegible]

S.O. Accounts

BURSAR

PRINCIPAL

TREASURER

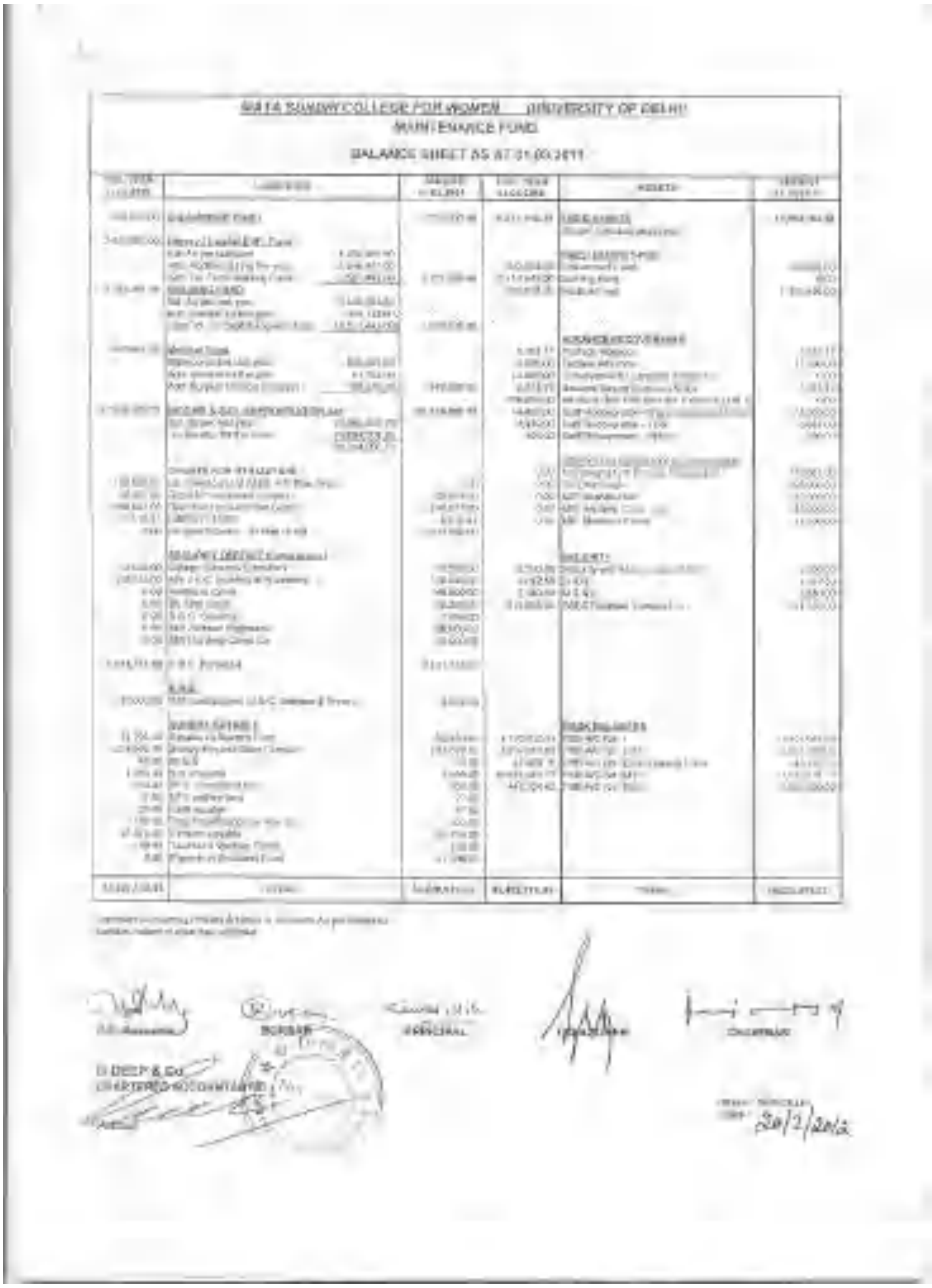
CHAIRMAN

G. DEEP & Co.
CHARTERED ACCOUNTANTS

Partner

Place : New Delhi
Date [illegible]

ANNEXURE -5B



MATA SUNDRI COLLEGE FOR WOMEN UNIVERSITY OF DELHI

MAINTENANCE FUND

BALANCE SHEET AS AT 31.03.2011

BURSAR

PRINCIPAL

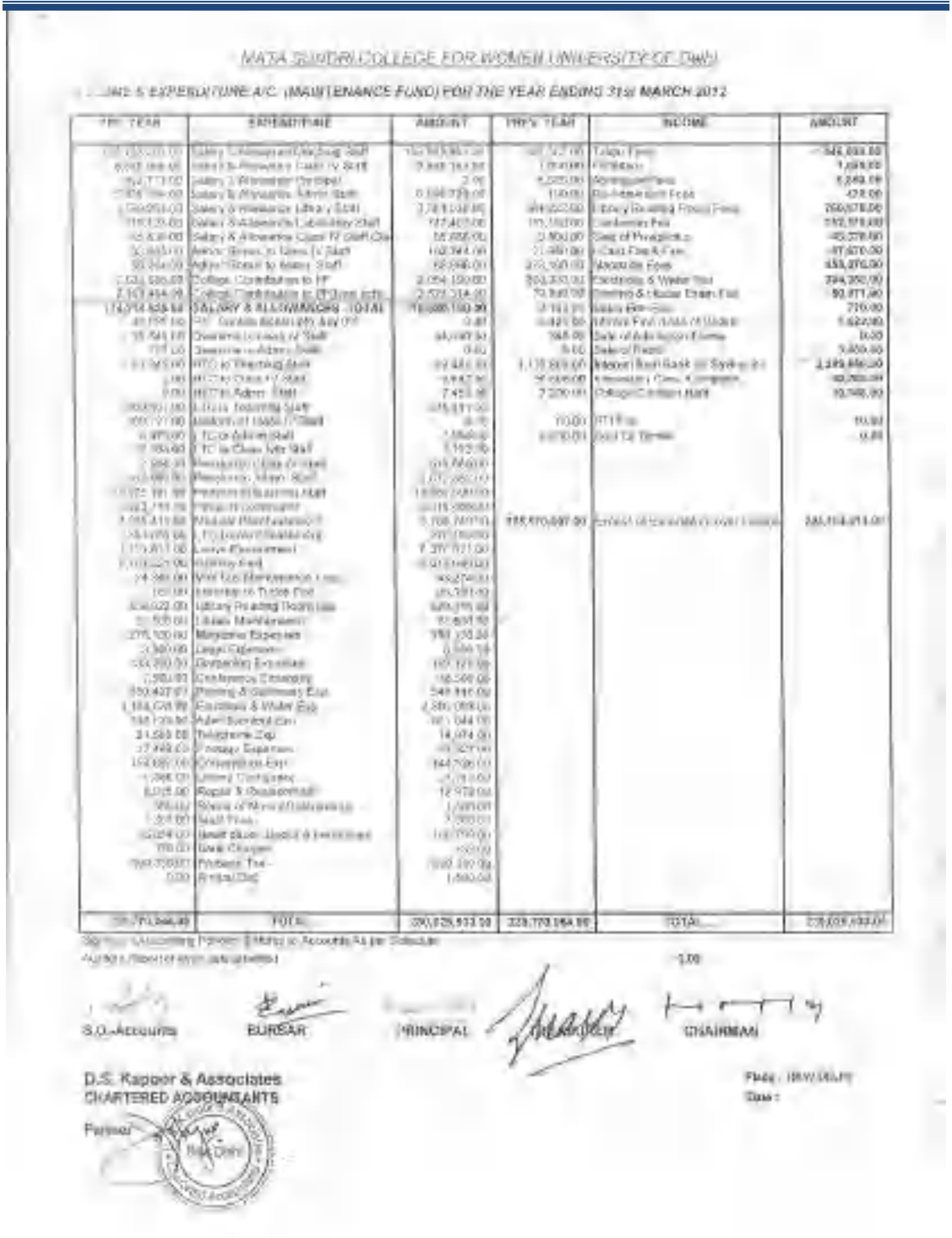
CHAIRMAN

D. DEEP & Co

CHARTERED ACCOUNTANTS

20/7/2012

ANNEXURE -6



MATA SUNDRI COLLEGE FOR WOMEN UNIVERSITY OF Delhi

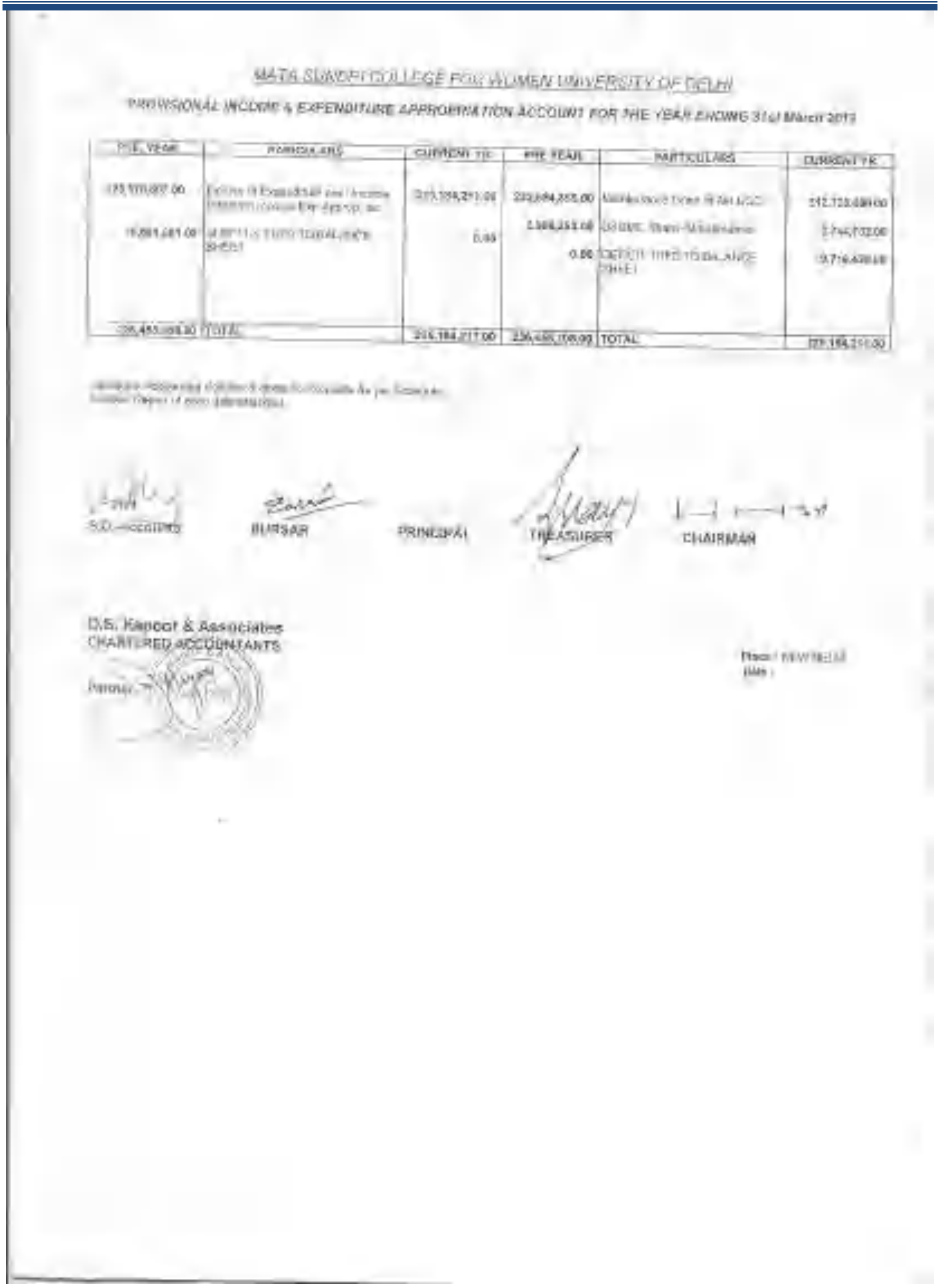
…ME & EXPENDITURE A/C (MAINTENANCE FUND) FOR THE YEAR ENDING 31st MARCH 2012

S.O.-Accounts BURSAR PRINCIPAL CHAIRMAN

D.S. Kapoor & Associates
CHARTERED ACCOUNTANTS

Partner

ANNEXURE -6A



MATA SUNDRI COLLEGE FOR WOMEN UNIVERSITY OF DELHI

PROVISIONAL INCOME & EXPENDITURE APPROPRIATION ACCOUNT FOR THE YEAR ENDING 31st March 2013

PRE. YEAR	PARTICULARS	CURRENT YR	PRE YEAR	PARTICULARS	CURRENT YR
175,970,607.00	Excess of Expenditure over Income [illegible]	215,184,211.00	230,094,255.00	Maintenance Grant from UGC	212,720,480.00
19,881,461.00	SURPLUS TRFD TO BALANCE SHEET	0.00	2,366,253.00	[illegible]	2,744,702.00
			0.00	DEFICIT TRFD TO BALANCE SHEET	9,716,430.00
235,455,068.00	TOTAL	215,184,217.00	236,455,108.00	TOTAL	225,184,211.00

[illegible]

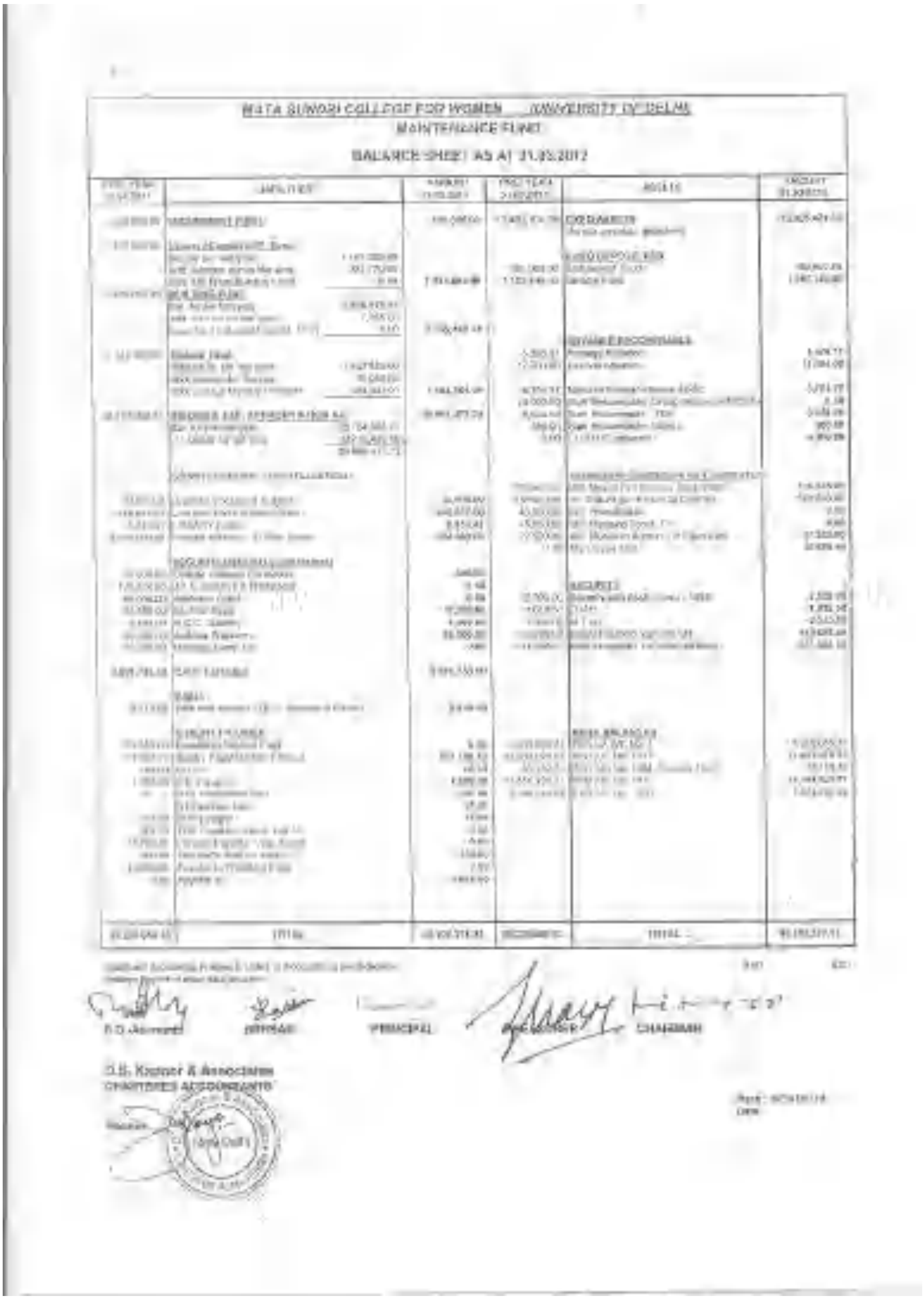
S.O. - ACCOUNTS BURSAR PRINCIPAL TREASURER CHAIRMAN

D.S. Kapoor & Associates
CHARTERED ACCOUNTANTS

Partner

Place : NEW DELHI
Date :

ANNEXURE -6B



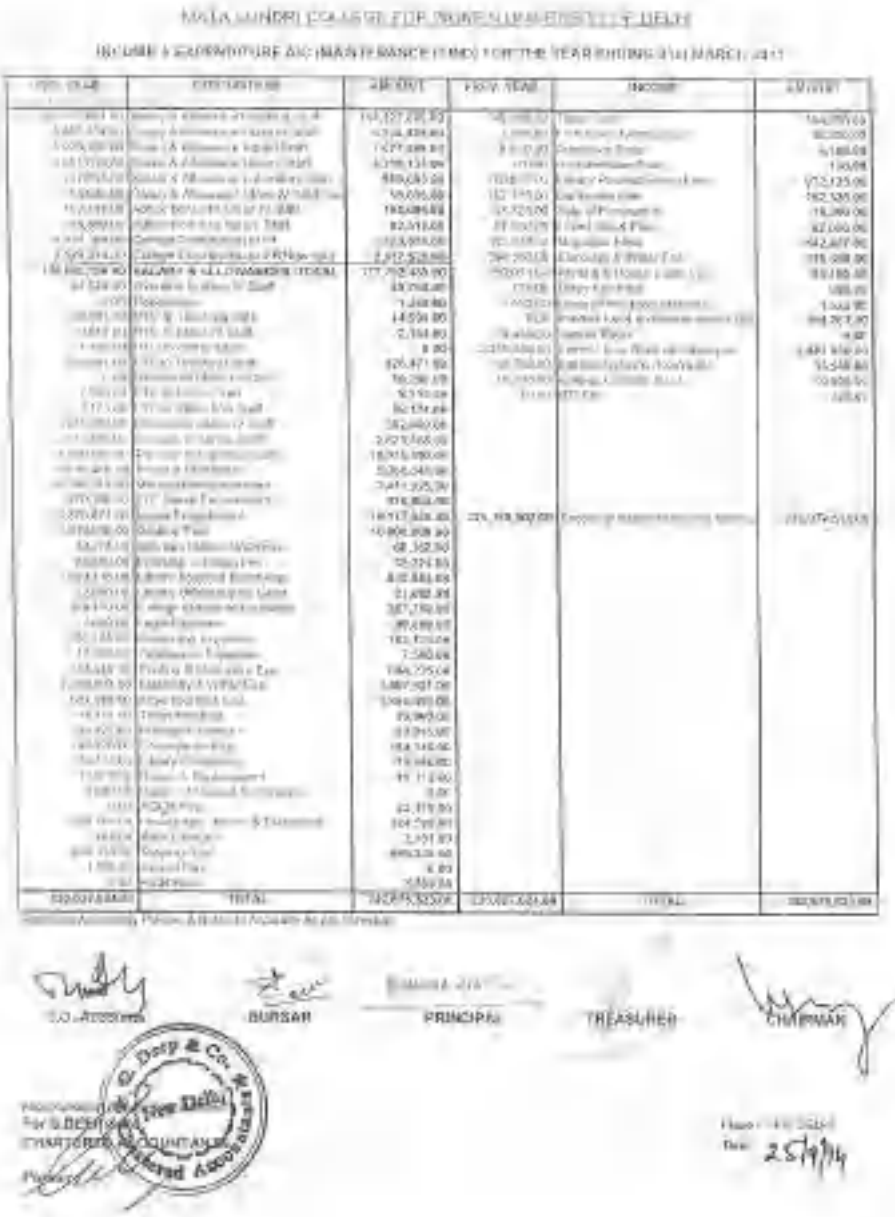
MATA SUNDRI COLLEGE FOR WOMEN (UNIVERSITY OF DELHI)
MAINTENANCE FUND
BALANCE SHEET AS AT 31.03.2012

LIABILITIES
ASSETS
TOTAL

PRINCIPAL
CHAIRMAN

CHARTERED ACCOUNTANTS

ANNEXURE -7



MATA SUNDRI COLLEGE FOR WOMEN UNIVERSITY OF DELHI

INCOME & EXPENDITURE A/C (MAINTENANCE FUND) FOR THE YEAR ENDING 31st MARCH, [illegible]

PREV. YEAR	EXPENDITURE	AMOUNT	PREV. YEAR	INCOME	AMOUNT
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	TOTAL	[illegible]	[illegible]	TOTAL	[illegible]

C.O. ACCOUNTS

BURSAR

PRINCIPAL

TREASURER

CHAIRMAN

For D. DEY & CO.
CHARTERED ACCOUNTANTS

Date: 25/9/14

ANNEXURE -7A

MATA SUNDRI COLLEGE FOR WOMEN UNIVERSITY OF DELHI

[illegible]

BURSAR PRINCIPAL TREASURER CHAIRMAN

23/9/14

ANNEXURE -7B

MATA SUNDRI COLLEGE FOR WOMEN (UNIVERSITY OF DELHI)
MAINTENANCE FUND

BALANCE SHEET AS AT 31.03.2014

PRINCIPAL

TREASURER

CHAIRMAN

25/9/14

CONTACT DETAILS

Name of the Principal (Officiating) : Dr.(Ms.) Kawarjit Kaur
Name of the Institution : Mata Sundri College for Women
(University of Delhi)
Mata Sundri Lane, New Delhi-110002

Accredited Status : Applied for
Work Phone : 011-23221449
Website : http://www.ms.du.ac.in
Mobile : 09899189581
Fax : 011-23236102
E-mail : matasundricollege.du@gmail.com

MATA SUNDRI COLLEGE
FOR WOMEN
UNIVERSITY OF DELHI
ANNUAL SPORTS DAY
AD-MIC
INVICTUS –the commerce society
MARKETING

MATA SUNDRI COLLEGE FOR WOMEN

UNIVERSITY OF DELHI

Mata Sundri Lane, New Delhi-110002
Telephone: 011-23221449, 23239819 Fax: 23236102
E-mail: matasundricollege.du@gmail.com Website: http://ms.du.ac.in