

Internal Quality Assurance Cell (IQAC)

Annual Quality Assurance Report



Lady Shri Ram College for Women

University of Delhi

2019-20

'सा विद्या या विमुक्तये'

Part – A

1. Details of the Institution

1.1 Name of the Institution- Lady Shri Ram College for Women

1.2 Address -Lajpat Nagar-IV

City/Town- New Delhi

State- Delhi

Pin Code: 110024

Institution e-mail address: lsr@lsr.edu.in

Contact Nos.: 91-11-26434459, 45494949

Name of the Head of the Institution: Dr. Suman Sharma

Tel. No. with STD Code: 91-11-26434459, 45494949

Mobile: 9810667695

Name of the IQAC Co-ordinator: Dr. Megha Dhillon

Mobile: 9818201606

IQAC e-mail address: lsriqacell@gmail.com

1.3 NAAC Track ID - DLCOGN21337

1.4 NAAC Executive Committee No. & Date: EC(SC)/15/A&A/44.1 dated 25/5/2016

1.5 Website address: <http://lsr.edu.in/>

Web-link of the AQAR: <http://lsr.edu.in/>

1.6 Accreditation Details

Sl. No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	A	3.61	2016	24-5-2021
2	2 nd Cycle	—	—	—	—
3	3 rd Cycle	—	—	—	—
4	4 th Cycle	—	—	—	—

1.7 Date of Establishment of IQAC: 1-6-2016

1.8 AQAR for the year: 2019-20

1.9 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC

i. AQAR submitted on 18th October 2019

1.10 Institutional Status

University-	State	<u>Central</u>	Deemed	Private
Affiliated College-		<u>Yes</u>	No	
Constituent College-		<u>Yes</u>	No	
Autonomous college of UGC-		Yes	<u>No</u>	
Regulatory Agency approved Institution- (eg. AICTE, BCI, MCI, PCI, NCI)		<u>Yes</u>	No	

Type of Institution: Co-education Men Women
Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B
 Grant-in-aid + Self Financing Totally Self-financing

1.11 Type of Faculty/Programme

- Arts
- Science
- Commerce
- PEI (Phys Edu)
- TEI (Edu)
- Others: Diploma in Conflict Transformation and Peace Building

1.12 Name of the Affiliating University (*for the Colleges*)-University of Delhi

1.13 Special status conferred by Central/ State Government-- UGC/CSIR/ DST/ DBT/ ICMR etc :
 NOT APPLICABLE

2. IQAC Composition and Activities

2.1 No. of Teachers- 5

2.2 No. of Administrative/Technical staff- 2

2.3 No. of students-18

2.4 No. of Management representatives - 1

2.5 No. of Alumni-5

2.6 No. of any other stakeholder and community representatives -1

2.7 No. of Employers/ Industrialists-1

2.8 No. of other External Experts -1

2.9 Total No. of members- 34

2.10 No. of IQAC meetings held: 7

11 No. of meetings with various stakeholders:

- Faculty- 3
- Non-Teaching Staff-2
- Students-1
- Alumni - 2
- Others- Nil

2.12 Has IQAC received any funding from UGC during the year? Yes No
 If yes, mention the amount- N.A.

2.13 Seminars and Conferences (only quality related)

Total Nos. = 53

International	1 Symposia
National	2 Seminars

	1 Symposia 1 Conference
State	Nil
Institution Level	32 Seminar/Talk/Lecture 13 Workshops 4 Symposia

(ii) **Themes:** A wide variety of themes were covered. Some examples are presented below:

- Research methodology
- Online teaching-learning platforms
- CV writing
- Ecologically friendly practises
- Machine Learning in R
- LaTeX
- Self-development and mental health

2.14 Significant Activities and contributions made by IQAC

- Facilitation of online teaching through workshop on Google Meet for faculty members.
- Talks, seminars and workshops for students and teachers, by experts from various disciplines
- Webinars and on-line interactions with experts during time of lockdown.
- Ensuring availability of all teaching material on college website for students to access.
- Emphasis on the provision of mental health support to the student body for stress management.
- Consistent focus on women's empowerment and gender-based issues in society.
- The initiation of several pro-ecological programs in the college.
- Upgrading of college website for timely dissemination of information
- Collaborations with educational institutions abroad through the college's Office of International Programs.

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

Plan of Action	Outcome
<ul style="list-style-type: none"> • Emphasis on innovation and creation 	<p>LSR was selected by MHRD's Innovation Cell (MIC) for the constitution of Innovation Council in the college to promote innovation among its students. The Council has been actively taking various steps to promote innovation and entrepreneurship endeavours among students by hosting a multitude of talks, competitions and workshops. Some events organised this year include:</p> <ol style="list-style-type: none"> 1. Talk with Dr. Ramesh Pokhriyal, Honourable Minister of HRD, on 'Innovation for Resurgent India' under India First Leadership Talk Series on 22nd August 2019. 2. Organization of Innovation Day on 15th October to commemorate the birth anniversary of Dr. A.P.J. Abdul Kalam through a host of activities including an interactive

	<p>session with Mrs. Rakesh Sharma, a book discussion competition, an innovation project competition.</p> <ol style="list-style-type: none"> One day workshop on “Awareness of Air Quality and Public Health” on November 2, 2019 by Dr. Chirashree Ghosh, Associate Professor, Department of Environmental Studies, University of Delhi. Hosting of the internal leg of Smart India Hackathon, a national level innovation competition on 24th January 2020 for developing ideas in areas like renewable energy generation, geo-tracking of waste and rain-water harvesting. Six teams from Lady Shri Ram College for Women were nominated further for a national level competition. Impact Lecture Series was organised. Ms. Nelofar Currimbhoy, the President of Shahnaz Herbals and an alumna, conducted an interactive session on entrepreneurship. Students participated in huge numbers in SAMADHAN, the mega online innovation challenge, launched by MIC and AICTE in collaboration with Forge and InnovatioCuris, to test the ability of students and Educators to innovate. Twelve teams registered for the competition. Two teams qualified for the next round. <p>Several enriching talks under the ‘Leadership Talk’ Series were organised during the COVID-19 related lockdown. Some of these included interactions with:</p> <ul style="list-style-type: none"> Mr. Abhishek Suryawanshi, Director, Wikipedia project ‘Swastha’ Prof. K Vijay Raghavan, Principal Scientific Adviser, Government of India. Prof. Anil D.Sahasrabudhe, Chairman, AICTE Prof. Partha Chakraborty, Chairman National Digital Library, Ex-Director, IIT Kharagpur. Mr. Abhishek Singh, CEO, My Gov Dr. VK Saraswat, Member NITI Aayog Dr. Anand Deshpande, Founder, Chairman & Managing Director, Persistent Systems Ltd Ms. Shradha Sharma, Founder and Chief Editor, YourStory.com. <p>College faculty members, Mr. Yograj Singh and Dr. Neha Sharma were nominated for Innovation Ambassador Training Program from Lady Shri Ram College Innovation Council.</p> <p>A mental health phone app titled ‘Mann’zar: Body Positivity, has been developed under LSR’s Innovation Cell. Although body image issues are pervasive in society and are linked to other mental health conditions such as anxiety and eating disorders, very few avenues are available for their management. This was the reason underlying the development of the mobile app focusing on body positivity. In order to make the app accessible to all, there are no costs involved in downloading or using it. The app is specially geared towards Indian</p>
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	<p>youth of all genders. It can also be used with ease in both Hindi and English.</p> <p>MIC and IIC-Lady Shri Ram College for Women firmly stand together to make strides in encouraging innovative mindset which will unfurl novel thinking in every sphere of life.</p>
<ul style="list-style-type: none"> Research methodology workshops for faculty members 	<p>A full day workshop was organized by IQAC-LSR on 31st August, 2019 for the faculty of the college on the 'Role of ICT in Teaching and Research.' The primary objective of the sessions was to provide faculty members a comprehensive understanding of the introductory and advanced technology tools that can be effectively used for teaching, research and data analysis. The sessions were designed to enable the faculty to upgrade their teaching and research skills and to develop competence in integrating technology into the teaching-learning process and effectively guide their own research and students' research work. The topics covered included:</p> <ul style="list-style-type: none"> 'Role of Artificial Intelligence and links it's with Education' by Prof. M.M Pant (Former vice-chancellor, IGNOU) 'Nuisances of the Cyber World' by Mr. Neeraj Aarora, a practising advocate and cyber security expert 'Using Excel for data entry and data analysis' by Dr. Geetanjali Sahi.
<ul style="list-style-type: none"> Efforts to enhance physical well-being of LSR community 	<p>Many events were conducted during the year to enhance the physical well-being of the LSR community. One of these was the celebration of Yoga Day on 21st June. During the lockdown, Yoga Day was celebrated online. 73 cadets from NCC LSR took the initiative to celebrate International Yoga Day by performing yoga at their home and creating their video while performing yoga. This activity was supervised by 2 teachers.</p> <p>In another initiative on physical well-being NCC LSR organized a march in the college followed by a Nukkad Natak on the 30th September 2019 to highlight the menace of drug and tobacco addiction amongst the youth of our country. 76 Cadets took part in the march. The nukkad natak not only showed the dark side of substance abuse but also motivated the youth to walk on the path envisioned by Mahatma Gandhi, who not only condemned the use of drugs but also gave the idea of 'Swachh Bharat'.</p> <p>After the outbreak of the pandemic COVID-19, Aarogya Setu, an initiative of the government of India, was launched to keep the public aware of the number of cases, affected zones and symptoms of the virus. Organized by the 4DBGN, under the supervision of mentors, 137 cadets personally downloaded the app and gave the quiz for a rapid check of symptoms to stay safe.</p>
<ul style="list-style-type: none"> Community based social initiatives 	<p>The College continued its engagement with several social and community-based initiatives. One example of this is the organization of Kala 2019 celebrated on 6th September. The event was dedicated to <i>Mahatma Gandhi's 150th birth anniversary</i>. This year's theme was Khwaab which was chosen to encourage the children from 8 different NGOs to dream beyond limits and give them the motivation to pursue them. The children very excitedly shared their <i>Khwaab</i> –</p>

	<p>dreams, true to the event's theme. A paper recycling session was also conducted in which the process of paper recycling was explained to children. The children went on to make sure beautiful bookmarks with the recycled paper. One session was dedicated to sharing stories with the children. The stories offered children entertainment as well as valuable lessons to cherish.</p>
<ul style="list-style-type: none"> • Certificate and add-on courses for students 	<p>The following language courses were offered in lady Shri Ram College for Women in the academic year 2019-2020.</p> <ol style="list-style-type: none"> 1. Short term certificate course in German leading to an A1 certification by the Goethe Institute. 58 students enrolled for the course. It was a 2-semester course with 60 hours in each semester. The course commenced on 20th August 2019 and classes were conducted on campus till the lockdown in March 2020. After this, classes continued in an on-line mode till early May followed by an examination 2. Short term certificate course in Spanish is a 50 hour course leading to level I certification by Mundo Latino institute. This course was run by Mundo Latino in College. 36 students enrolled for the course. The course commenced on 10th September 2019 and classes concluded on 16th November with the certificate examination. 3. Certificate course in French. This is a year-long course offered by the University of Delhi, Department of Germanic and Romance Studies. 32 students enrolled for the course. The course commenced on 3rd September 2019 and classes were conducted on campus till the lockdown in March 2020. After this, classes continued in an on-line mode till early May. Students appeared for the examination in May. 4. Certificate course in Russian Language. This is a year-long course offered by the University of Delhi. 21 students enrolled for the course. The course commenced on 27th August 2019 and classes were conducted on campus till the lockdown in March 2020. After this, classes continued in an on-line mode till early May. Students appeared for the examination in May. <p>The department of Psychology conducted an Online Short-term Certificate Course titled 'COVID-19: The Psychology of Human Behaviour' with 35 students from different departments of LSR. The course, which was the first of its kind in college, commenced on the 14th of July and concluded on the 31st of July, 2020. This course was an exploration of the psychology of human behaviour, relationships and social support within the context of the unprecedented Covid-19 pandemic. The various sessions of the course were facilitated by faculty members of the psychology department on topics such as Pandemics, Psychology and Society, Impact of Covid-19 on interpersonal relationships, Covid-19 and Mental Health, Covid -19 and Labour Migration. Students were recruited into the course after a rigorous screening process. Those who completed all attendance requirements and submitted high quality assignments within the stipulated deadlines were awarded certificates at the end of the course. The course was successfully completed by each student who was recruited for it. Reflections and feedback on each session were</p>

	taken from the students indicating that it was well-received and impactful.
Increased interaction with alumna	<p>Several interactions were organised with former students of the college. For example, the department of Statistics invited Ms. Akanksha Sinha from the class of 2014 to familiarise the students with various fields that they can choose after graduation. Further the Department of Psychology welcomed the incoming Batch of 2022 by hosting an 'Orientation Week', from July 24, 2019 onwards. The week-long orientation consisted of a series of "Alumnae Talks", wherein two alumnae of the Department were invited each day for an interactive session with the student body, in order to familiarise the incoming batch with the field, as well as various career opportunities post-graduation.</p> <p>This year the Alumna Cell of college remained very active. It conducted three successful Alumna Bazaars and a series of interviews with former students. An Instagram page called the scholars of LSR was maintained with each post covering an alumna excelling in her choice of field.</p> <p>In line with the sporting spirit, the Alumna Cell in collaboration with National Sports Organisation, LSR conducted friendly matches between the alumnae and the current teams during Dr. Bharat Ram Sports Meet held on 15th February 2020 in sports such as Table tennis, football and basketball.</p>
<ul style="list-style-type: none"> Increasing National and International collaborations 	<p>Several collaborations took place between LSR and other educational institutions. For instance, students from Macquarie University, Australia visited LSR for a short-term course from 9th to 13th September, 2019. The Students' Union took the initiative to organize cultural interactions between the visiting students and their LSR counterparts which proved very popular. LSR faculty members from different departments also interacted with the group sharing insights from their respective disciplines. The visit emerged to be an enriching experience for everyone involved as it created tremendous opportunities for the exchange of academic and cultural ideas.</p> <p>Apart from this, several talks were conducted to open the doors for future collaborations between the students of LSR and other institutes. Some of the experts who conducted talks for the students of LSR included Mr. Nilesh Gaikwad, India Representative of the EDHEC Business School, Paris and Ms. AasthaVirk Singh, Senior Advisor, Education USA, United States India Education Foundation. In addition, a delegation from the Cornell Law School, USA consisting of Prof. Monica Ingram, Associate Dean, Admissions, Prof. Markeisha Miner, Dean of Students, and Prof. Sital Kalantry, Professor of Law, Cornell Law School visited LSR and discussed the opportunities available for Indian students to study law in USA.</p>
<ul style="list-style-type: none"> Capacity building workshops for students 	<p>A host of workshops was conducted for students to build their capacities in academic and non-academic areas. Two main themes of the workshops conducted in college included ecological practices and self-development. Several workshops on research related topics were also conducted by different departments. As an example, a workshop on Research paper writing by Ms. SomosriHore, PhD scholar at</p>

	<p>University of Delhi and alumna of Lady Shri Ram College was organised by the Department of Philosophy on 15th November 2019. Other such initiatives have been discussed later in the report.</p> <p>In addition, the Department of Mathematics conducted a certified 18 hours workshop on Machine Learning in R in collaboration with an external agency Compute Minions for the student body, inclusive of all departments (11th September-1st October, 2019). Sixty students from the departments of Mathematics, Statistics, Economics and B.A Programme from various years participated in the workshop. The workshop focused on certain elements such as DevOps, Visualization, Regression, Classification and Random Forest model. The workshop gave the students an insight into robust visualization techniques which would give them an edge during their placement procedure as well as would help in making research processes more efficient.</p>
<ul style="list-style-type: none"> Working with gender-related issues 	<p>The college organised a large number of talks and events on women empowerment and gender related issues. Topics such as the Transgender bill, the Intersection of Gender, Disability and Sexuality; Feminist Art by South Asian Women and Women in the Media were addressed. NCC-LSR also celebrated the National Girl Child week and International Women's Day, 2020. Gender sensitisation workshops were held at NSS-LSR affiliated NGOs including CDP (Child Development Programme), Adharshila, Udayan Care and Vidya, as a part of the 'Guftugu' programme. These sessions were based on the theme 'Gender Inequality in household chores'. These sessions were planned with different age-appropriate interactive activities.</p>
<ul style="list-style-type: none"> Working with Delhi based schools on mental health 	<p>Project Ruhani, an initiative by Enactus Lady Shri Ram College for Women, envisions a society where mental health services are accessible and affordable to all. During the Covid-19 lockdown, Project Ruhani collaborated with MINDSHALA LIVE, an online school wellness program conducting 15+ mental health awareness sessions in schools with children, teachers and even parents.</p>
<ul style="list-style-type: none"> Workshops for non-teaching staff 	<p>Workshops on self enhancement were conducted for the college non-teaching staff across three days of June 2019. The focus of these sessions was on the cultivation of wholistic health through the practises of Yoga, Meditation and nutrition. Further a session was organised on the Digitization of workspaces, so that participants could learn more about the technological tools currently required in their work setting. Another aspect of these workshops was work ethics and good work place practises.</p>

* Academic Calendar of the year attached as Annexure iv

2.16 Whether the AQAR was placed in statutory body? Yes
Management Syndicate Any other body

Provide the details of the action taken: Regular meetings were held to review plans of action. The plans that were developed through 2018-19 were systematically executed on the basis of these meetings. The specific actions taken have been described in the table above.

Part – B

Criterion – I

1. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes
PhD	Nil	Nil	Nil	Nil
PG	-	-	-	-
UG	15	Nil	Nil	4
PG Diploma	1	Nil	Nil	Nil
Advanced Diploma	-	-	-	-
Diploma	-	-	-	-
Certificate	-	-	-	-
Others	-	-	-	-
Total	16	-	-	4

Interdisciplinary	-	-	-	-
Innovative	-	-	-	-

- 1.2 (i) **Flexibility of the Curriculum:** CBCS/Core/Elective option / Open options
(ii) **Pattern of programmes:**

Pattern	Number of programmes
Semester	15
Trimester	-
Annual	1

- 1.3 Feedback from stakeholders* Alumni Parents Employers **Students**
(On all aspects)
Mode of feedback : **Online** Manual Co-operating schools (for PEI)

**Analysis of the feedback is presented in Annexure 1*

- 1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

No

- 1.5 Any new Department/Centre introduced during the year. If yes, give details.

No

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Assistant Professor	Associate Professor	Professor
85	50	35	01

2.2 No. of permanent faculty with Ph.D.- 57

2.3 No. of Faculty Positions Recruited (R) and Vacant (V) during the year

Asstt. Professor		Associate Professor		Professor		Other		Total	
R	V	R	V	R	V	R	V	R	V
-	80	02	-	-	-	-	-	02	80

2.4 No. of Guest and Visiting faculty and Temporary faculty:

Guest	Visiting	Temporary
10	03	09

2.5 Faculty participation in conferences and symposia:

No. of Faculty	International level	National level	State level	Local level
Attended Seminars/	26	40	4	11
Presented papers	26	28	2	4
Resource Persons	14	21	5	12

2.6 Innovative processes adopted by the institution in Teaching and Learning:

- **Move towards online learning:** The pandemic led to the nationwide lockdown in March 2020. Once colleges were shut as physical spaces, there was an immediate need to shift to online forums of teaching. Although the teaching processes involved in online mediums were novel to both faculty and students, the LSR community has made sincere efforts to master the nuances and mechanics of the same. Platforms such as Google meet and Google classroom have been explored through hands-on workshops and then extensively used to ensure that the momentum of learning is maintained. Teachers have honed their skills with respect to these platforms in order to execute the classes as smoothly as possible and keep them interactive in nature.
- **Collaborative learning practises and the use of audio-visual techniques:** LSR continues to emphasize a teaching approach that keeps students' best interests at the centre of the pedagogical process. Faculty members have endeavoured to create spaces within their online and off-line classroom within which learning takes places through dialogue and discussion. They also encouraged students to adopt a critical lens towards the concepts and theories they learn in the classroom. Peer learning, student presentations, the use of use of documentary films, web-based resources and interaction with experts have remained highlights of the pedagogical practises adopted this need, with the need for such techniques being recognised as even greater in online learning spaces.
- **Hands-on learning:** Faculty members seek to create opportunities for hands-on learning for the student community through workshops, conduction of surveys and paper presentations. Offline and online internships are encouraged. Before the onset of the pandemic, field visits constituted an important part of student learning. For example, over 50 third year students of the Psychology department undertook a field visit to Sanjay Camp, Chanakyapuri, to conduct a

mental health awareness intervention, as part of their Community Psychology practicum on 12th September, 2019. The visit was facilitated by a team of community social workers from Kailash Satyarthi Children Fund and the intervention reached out to around 80 child and adolescent participants residing in the camp, through interactive games, role plays and nukkad-natak. In another instance, 15 students visited Sultanpuri on 7th September 2019 to conduct interviews on the 'Perceptions of caste dynamics in Delhi among the Jatav community' The visit took place through the support provided by Pratigya organization.

In order to encourage students to present their research work in a public forum, the Mathematics department organized the 26th 'Anupama Dua Paper Presentation and Scholarship Function' on 25th February 2020 in the memory of the late Ms. Anupama Dua, a student of the department. The paper presentation function provided students with a platform to explore areas of mathematics outside the prescribed curriculum. Scholarships were also awarded to the students securing the first and second position in the University examinations, in their respective classes in first and second year.

- **Engagement with research:** Research is an intrinsic part of higher education and is considered the life line of natural and social sciences. It is an important process for the generation of new knowledge and theories. Keeping in mind the close link between research and the growth of knowledge in any society, LSR faculty members maintain a consistent focus on encouraging a culture of research among students. In line with this focus, several research methodology workshops were conducted through the course of the year. Research clubs in departments such as Psychology and Economics conducted sessions on the various steps involved in research ranging from how to develop a research question to the processes of collecting and analysing primary and secondary data and transforming the study into a research paper. The details of the same are discussed in section 3.1.
- **Learning through cultural exchanges:** As the world has become more increasingly interconnected through the processes of globalization, higher education has witnessed the internationalization of its functioning. Students now travel to different countries to enrich their educational experience. In line with this trend, LSR continued its practise of inviting students from other countries through its rich system of international collaborations managed by the Office of International Programmes. Students of LSR also travelled to foreign universities as well. The understanding behind these efforts is the belief that international classrooms lead to improved learning outcomes, foster intercultural skills and create international networks preparing both international and domestic students for living and working in a globalised world. The details of the same are discussed in section 7.3

2.7 Total No. of actual teaching days during this academic year : 164 days

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

Examinations at LSR are carried out with due diligence. All protocols as put forth by the University of Delhi are followed. The entire examination process is overseen by a dedicated examination committee headed by a senior faculty member. In the conduction of off-line exams, as was the case before the pandemic, several important steps were taken for the smooth conduction of examinations. These included

- The use of laptops by visually challenged students to type their exams as opposed to having writers write their examination, if they so wished.
- Emails to students to take precautions against missing their examinations. This step was based on previous occurrences wherein some students had missed their exams due to confusion over exam dates, fatigue and oversleeping. The examination committee attempts to support students in being able to appear for their examination on the designated time and date.
- Duty lists of teachers were presented on-line to ensure transparency and avoid confusions about duty dates of teachers.

- All communication regarding evaluation reforms was displayed on notice boards and shared with students and faculty.
- A fully-stocked medical room was maintained and kept open at all times when an examination was in progress, for any student that may feel unwell or need assistance. A qualified nurse was available to cater to the medical needs of students.

It may be noted that the examinations for the January-May 2020 semester were conducted through online mode across the University of Delhi due to the pandemic situation in the country. These exams were conducted only for the final year students. Examinations were cancelled for students of first and second year. The format of the exam conducted for the final year students was modified by the University to be an open book examination (OBE). During the OBE, all notices regarding the examination were put up on the college website for wide dissemination of information. Moreover two phone numbers were put up on the website for any student facing difficulty with the online examinations. Two faculty members were also available in the college to provide help wherever required by students. Once again, the duty lists of teachers were presented on the college website as well as emailed to the teachers to ensure transparency and avoid confusions about duty dates of teachers.

Regarding assessment, the University of Delhi makes a provision of Internal Assessment (IA) of 25% for each theory paper in every course, out of which 5% weightage is for attendance, 10% for assignments, and 10% for class test/projects. The marks in each of these three components are aggregated through the semester and then combined with the final examination marks. In order to assess students, multiple assignments/projects were taken during the academic year to help students prepare for examinations and improve their performance. Alongside written assignments, student presentations were another way of evaluating students, adopted by some faculty members. For these presentations, students are generally encouraged to work in small groups and explore topics beyond the curriculum. In times before the pandemic, students submitted their assignments in person to the concerned teacher. However in the online mode, all assignments were mailed to teachers.

To create transparency in the Internal Assessment process, teachers uploaded the attendance records and assignment marks of students. Attendance is uploaded each month while marks for assignments are uploaded towards the completion of a given semester. This year as well, the IA records were available online for the students to see and point out any discrepancy to the concerned teacher. Students were encouraged to ask teachers about any doubts with regard to their assessment.

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

Total **15 faculty members** of LSR College were involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop.

Dr. Tripti Bassi

Served as a member of the committee constituted by CBSE for Early Childhood Care & Education (Subject Code-842) being offered as a Skill subject 2019-20 onwards. This module is relevant to Skill 4 of the National Skills Qualification Framework (NSQF) and aligned to the job role of the 'Early Childhood Educator' of the National Qualification Register (NQR).

Dr. Sarika Kalra

Syllabus Revision Committee, University Of Delhi in May 2019, B.A. Programme and B.A. (Hons.) Hindi

Dr. Pankaj Jha

Member of 5 different committees for Undergraduate syllabus Re-structuring in Department of History, University of Delhi

Dr. Monika Singh

Member (AY: 2018-19), Undergraduate B.Sc.(Honors) Mathematics courses syllabus formation committee formed by the Department of Mathematics, University of Delhi, Delhi - 07 under the Learning Outcomes Based Curriculum Framework (LOCF) of UGC.

Dr. Kanika K. Ahuja

Invited as expert for moderation of Psychology papers, Indira Gandhi National Open University

Dr. Panakaj Ghai

Member of LOCF Committee for syllabus revision, department of Sanskrit, Univ. of Delhi

Dr. Gopa Sabharwal

BA (H)

- C 06 Sociology of Religion (Convener)
- C 12 Sociological Research Methods I (Convener)
- C 14 Sociological Research Methods II (Convener)
- GE 08 Population and Society (Convener)

Dr. Anjali Bhatia

BA (H)

- Member Steering Committee, BA(H) Sociology LOCF for Coordination and Compilation
- C 09 Sociology of Kinship (Member)
- GE 02 Family and Intimacy (Convener)
- GE 07 Sociology of Media (Member)

Ms. Bhawana S. Jha

BA (H)

- C 01 Introduction of Sociology I (Member)
- C 03 Introduction of Sociology II (Member)

BA (Program)

- GE 02 Economy and Society (Member)

Dr. Saswati Bhattacharya

BA (H)

- DSE 01 Urban Sociology (Member)
- DSE 05 Sociology of Health and Medicine (Convener)
- GE 04 Gender and Violence (Convener)

BA (Program)

- DSE 04 Gender and Sexuality (Member)

Mr. Dhiren Kumar Sahu

BA (H)

- DSE 03 Environmental Sociology (Member)
- GE 06 Sociology of Education (Member)

Mr. Ravindra Karnena**BA (H)**

- Member Steering Committee, BA(H) Sociology LOCF for Coordination and Compilation
- C 01 Introduction of Sociology I (Member)
- C 03 Introduction of Sociology II (Member)
- DSE 02 Agrarian Sociology (Member)
- GE 01 Indian Society: Images and Realities (Convener)
- GE 03 Rethinking Development (Member)

Dr Renu Kaul

Member of Board of Research Studies (Mathematical Sciences), University of Delhi

Dr. V. Ravi

Member of Department Research Committee, Department of statistics, University of Delhi

Dr Arvind Kumar

- Member, Course revision Committee (LOCF) in Marketing Area, Department of Commerce, Delhi School of Economics, University of Delhi 2019
- Participated as an Expert in Board of Studies –USB & Commerce of Chandigarh University, Gharuan, Mohali Punjab 16 March 2020

2.10 Average percentage of attendance of students: 78.3%

2.11 Course/Programme wise distribution of pass percentage:

Semester VI (Third Year)

For blank spaces, the results are still awaited.

Title of the Programme	Total No of students who appeared	Total No of students who failed	Ist %	IInd %	IIIrd %	Pass %
B.A. (Prog.)	-		-	-	-	-
B.El.Ed.	-		-	-	-	-
B.Com	68	04	94.11	-	-	94.11
Economics	96	20	78.12	1.04	-	-
English	-	-	-	-	-	-
Hindi	-	-	-	-	-	-
History	-	-	-	-	-	-
Mathematics	42	03	92.86	-	-	92.86

Statistics	28	-	92.86	7.14	-	100.00
Philosophy	39	3	82.05	10.25	-	-
Political Science	-	-	-	-	-	-
Psychology	-	-	-	-	-	-
Sanskrit	-	-	-	-	-	-
Sociology	-	-	-	-	-	-
Journalism	22	02	86.36	4.54	-	90.9

Semester IV (Second Year)

Title of the Programme	Total No of students who appeared	Total No of students who passed	Ist	IInd	IIIrd
B.A. (Prog.)	73	73	69	2	2
B.El.Ed. 3 rd year	50	50	42	7	-
B.Com	104	104	101	2	
Economics	98	98	88	6	4
English	91	91	80	11	-
Hindi	30	30	26	3	1
History	102	102	88	12	2
Mathematics	43	43	42	1	-
Statistics	29	29	25	1	3
Philosophy	33	33	30	3	-
Political Science	106	106	102	2	2
Psychology	67	67	65	2	-
Sanskrit	18	18	13	5	-
Sociology	46	46	36	6	4
Journalism	25	25	-	-	-

Semester II (First Year)

Title of the Programme	Total No of students who appeared	Total No of students who passed	I st	II nd	III rd
B.A. (Prog.)	124	124	121	2	1
B.El.Ed.2 nd Year	54	54	49	5	-
B.Com	57	57	55	2	-
Economics	126	126	120	6	-
English	98	96	89	6	1
Hindi	51	51	47	4	-
History	129	128	127	-	1
Mathematics	49	49	46	1	2
Statistics	57	57	54	2	1
Philosophy	39	39	37	1	1
Political Science	172	172	164	7	1
Psychology	68	68	68	-	-
Sanskrit	24	24	19	3	2
Sociology	56	56	52	4	-
Journalism	42	41	39	2	-

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

1. The IQAC encourages constant up gradation of college library
2. Feedback is collected from students on infrastructure available in college and the feedback is acted upon.
3. Feedback is also collected from students regarding the teaching –learning processes followed in their classrooms. The feedback is then used to improve these processes
4. IQAC has encouraged the use of computer and internet based technology in teaching-learning processes, especially since the shift to online teaching.
5. Research endeavours by students and faculty are encouraged and supported.
6. IQAC monitors events and activities organized by various College departments and societies. Adequate support for these activities is provided.
7. Development programmes for teachers and students have been organised on a regular basis.
8. IQAC ensures regular updating of College website for timely dissemination of information to those within and outside the LSR community.
9. An IQAC report is published annually to document College activities and staff and student achievements and made available in the public domain.

2.13 Initiatives undertaken towards faculty development:

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	5
UGC – Faculty Improvement Programme	9
HRD programmes/Faculty Development Programme	19
Orientation programmes	5
Faculty exchange programme	1
Staff training conducted by the university	2
Staff training conducted by other institutions	4
Summer / Winter schools, Workshops, etc.	9
Short term course	4
Others	2

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	77	9	-	-
Technical Staff	07	NIL	NIL	NIL
Library Staff	20	03	-	-

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

A number of efforts were made to promote a research climate in the institution. Several departments held workshops for students covering the basics of conducting and writing research. Some departments also produced annual journals to provide students a platform to publish their research work. For instance, the annual research journal of the Economics department - Ecolloquial, was released on the 10th of June, 2020. The editorial team received 35 entries from colleges across India (St. Xavier's College Kolkata, St. Xavier's College Mumbai, Gargi College, St. Stephens College to name a few) comprising research papers, articles and book reviews. This year a monthly article writing competition 'Schools of thought' was also initiated. The topics included slowdown in the economy, trade-off between efficiency and equity in theoretical economics, employment crisis and aspirations for a \$5 trillion economy. SIX research papers, 3 book reviews and 12 articles were published in this year's edition in totality. With a readership of over 350, this year's journal has carved a niche for itself and has set a new bar. Further, the Philosophy department Journal 'Noesis' was released in the digital format on the 21st of May 2020. The papers included an exhaustive engagement with core philosophical questions of ontology, epistemology, metaphysics and ethics as well as a critical dialogues with contemporary issues in law, economics, diplomacy and public health. Some papers involved explorations into arithmetic as well as experimental forays into the realms of music and even fashion.

A Research Club was initiated within the department of Psychology in August 2019 with the purpose of fostering a research climate among students. The club was open to students from every department of college. A total of 20 members were recruited from departments such as psychology, BA Programme, History and English who remained actively engaged with research through the course of the academic year. The club conducted a series of sessions taken by faculty members of the department as well as external experts. Topics such as doing a review of literature, formulating a research question, selecting the appropriate research method, qualitative and quantitative data analysis and writing a research paper were discussed during the sessions. Hands on demonstrations and practice sessions of how to operate tools of statistical analysis were also conducted. Alongside these formal sessions, several informal sessions were conducted under the supervision of a faculty member, wherein students who were part of the club designed and executed studies of their own. Students designed studies on topics such as body image, gratitude, forgiveness, eating patterns and self-esteem. The Psychology department also encouraged student research efforts by offering five students the opportunity to complete dissertations under the supervision of their faculty.

The Economics Department conducted the following workshops for students that were members of the department's research club:

Workshop on Data Collection	This workshop focused on how students can devote the time needed to gather and verify relevant information that will construct the basis of their research paper/literary review. Students learnt the right techniques to gather numbers and results for quantitative and qualitative research work by mixing different techniques.
Workshop on Research Paper/Literature Review Writing	A series of workshops spread over a span of 9 weeks was organised to help members begin their own research work. The workshops aimed at identifying relevant topics for research, thesis statement/hypothesis formulation, structuring paper and identifying subtopics. To understand the binaries involved in writing a policy brief research paper and the difference between academic research and policy paper, Department conducted a workshop by Dr. Malancha Chakrabarty, Fellow from the Observer Research Foundation.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	--	--	--	--
Outlay in Rs. Lakhs	--	112.28	140 (stp & Fire fighting)	--

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	--	3	--	--
Outlay in Rs. Lakhs	--	4,90,040/-	6.90(CCTV Project)	--

3.4 Details on research publications

	International	National	Others
Peer Review Journals	54	24	-
Non-Peer Review Journals	2	7	-
e-Journals	46	16	-
Conference proceedings	4	1	-

3.5 Details on Impact factor of publications

Range: 0.04- 8.045 Average: -- h-index: --- Nos. in SCOPUS:23

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

Nature of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major projects	Sept 2019-Aug 2021	ICSSR	10,00,000	4,00,000
Minor Projects	March 2019-March 2020	ICSSR	4,90,040	1,96,016
Interdisciplinary Projects				
Industry sponsored				
Projects sponsored by the University/ College				
Students research projects (other than compulsory by the University)				
Any other(Specify)				
Total			14,90,040	5,96,016

3.7 No. of books published

- i) With ISBN No. - 4
 Chapters in Edited Books- 31
 ii) Without ISBN No. – Nil

3.8 No. of University Departments receiving funds: Not Applicable

UGC-SAP CAS DST-FIST
 DPE DBT Scheme/funds

3.9 For colleges: None

Autonomy CPE DBT Star Scheme
 INSPIRE CE Any Other (specify)

3.10 Revenue generated through consultancy –None**3.11 No. of conferences organised by the institution**

Level	International	National	State	University	College
Number	--	National Webinar on Financial Mathematics: Pedagogy and Career Perspectives – 27 th July to 31 st July 2020)	--	--	--
Sponsoring agencies	--	LSR	--	--	--

3.12 No. of faculty served as experts, chairpersons or resource persons: Total 33 Faculty members of LSR College served as experts, chairpersons or resource persons in Academic session 2019-2020 (For details please see Annexure III)

3.13 No. of collaborations International: 9 National: nil Any: 16

3.14 No. of linkages created during this year:

Students of LSR College interned at more than 45 Institutes (including prestigious Ministry of Statistics and Programme Implementation, NITI Aayog, UNDP, Ministry of Finance etc) during academic year 2019-2020.

Name of the Institute/ Company/ Place of Internship	Number of the students who undertook internship	Description of Internship
Ministry of Statistics and Programme Implementation (MoSPI)	19	During the summer of 2019, 19 students from the Department of Statistics were given an opportunity to intern at the Ministry of Statistics and Programme Implementation (MoSPI) under Social Statistics Division, Central Statistics

		Office. It was a 2-month long internship wherein students were allotted different projects under Sustainable Development Goals (SDG) Monitoring Unit of Social Statistics Division.
Proacure	1	One student of Department of Statistics interned at Proacure
Genesis BCW, Bedlam	1	One student of Department of Statistics interned at Genesis
Citi Bank	1	Students of Department of Mathematics undertook internship in top-listed companies
Jsw	1	
Flairboat	1	
EUV Learning	1	
Uneako	3	
Investmentor Stock	2	
Vskills	1	
Whitepanda	1	
Udyam Gyan	1	
The Money Roller	1	
The Medical Project	3	
Sparow	1	
SK Children Foundation	1	
Project Inkalaab	1	
Houseitt	1	
Enactus Summer Intern	1	
E Barristers	1	
Cfps	1	
Ballot Now	1	
Quint, ITISARAS, Awaaz Voice of Truth, ICCE- GREEN REVOLUTION, Child rights and you , Educis, We settle, INTACH, Speaking Archaeologically , Now & Me, Concept Kraft, Vision India Foundation, Un Foundation, CRY NGO, UNDP, Italian Embassy Cultural Centre	-	Students of Department of History interned at Quint, ITISARAS, Awaaz Voice of Truth, ICCE- GREEN REVOLUTION, Child rights and you , Educis, We settle, INTACH, Speaking Archaeologically , Now & Me, Concept Kraft, Vision India Foundation, Un Foundation, CRY NGO, UNDP, Italian Embassy Cultural Centre

NITI Aayog, UNDP, Ministry of Finance, ICRIER, National Skill Development Organization, Ernst & Young, KPMG, HDFC, etc.	More than 100	During the academic year 2019-20, more than 100 students of Department of Economics have interned at prestigious entities such as NITI Aayog, UNDP, Ministry of Finance, ICRIER, National Skill Development Organization, Ernst & Young, KPMG, HDFC, etc. and worked on important projects such as Disha Project of UNDP, Atal Innovation Mission of NITI Aayog and the like.
Saket Court	60	A total of 60 students from Department of Political Science benefited from the educational visit to The Saket Court. They were accompanied by faculty on the field visit.

3.15 Total budget for research for current year in lakhs: N.A (as per demand raised)
From Funding agency: ---- From Management of University/College:-----
Total: -----

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	0
	Granted	0
International	Applied	0
	Granted	0
Commercialised	Applied	0
	Granted	0

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	District	College
9	4	5	--	--	--	--

3.18 No. of faculty from the Institution: Who are Ph. D. Guides and students registered under them:

Total 11 faculty members of LSR College are Ph.D guides with total 15 PhD students and 1 M.Phil student registered under them.

3.19 No. of Ph.D. awarded by faculty from the Institution: Not Applicable

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF: Not Applicable

SRF: Not Applicable

Project Fellows: Not Applicable

Any other: Not Applicable

3.21 No. of students Participated in NSS events:**University level: 115****State level: Nil****National level: Nil****International level: Nil****3.22 No. of students participated in NCC events:****University level : 31****State level : 09****National level : 19****International level: 01****3.23 No. of Awards won in NSS:****University level : Nil****State level: Nil****National level : Nil****International level : Nil****3.24 No. of Awards won in NCC:****University level : 12****State level : Nil****National level : 01****International level: Nil****3.25 No. of Extension activities organized****University forum -5****College forum -11****NCC – 7****NSS - 163****Any other - 10****3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility**

A large number of extension activities and events relating to Institutional Social Responsibility were organised throughout the year. Many of these activities took place online after the pandemic related lockdown. The various activities are summarised in the table below:

University and College-level Events

DATE	EVENT NAME	DESCRIPTION
21st June 2019	International Yoga Day	Yoga with Yoga Acharya Kajal
26 th July 2019	Letter to Soldiers with iVolunteer	Kargil Vijay Divas was celebrated
6th August 2019	NSS orientation	Induction of new batch of volunteers for 2019-20
4 August 2019	Adoption event with Friendicoes in Diggin Café	#AdoptDontShop
1st-8th August 2019	Swachta Pakhwara	Oath taking Cleanliness drives; Best out of waste activity; Awareness drive with ZDP

5th August 2019	Josh Talks and UNDP #charchaforchange- climate chapter	Climate talks
19th-23rd August 2019	Project orientations/ training sessions	Sessions for affiliated NGOs of NSS LSR
6 th September 2019	Kala	Theme: Khwaab
26th-30th August 2019	Stationery Collection Drive	Annual collection drive for children of affiliated NGOs
29th August 2019	Fit India Movement	In collaboration with CDF, NSS LSR
18 th - 23 rd September	Electoral Verification programme	Voter Awareness
19th October 2019	Noor	Theme: INARA
1st October 2019	Video screening on Mahatma Gandhi	Gandhi Jayanti celebration
January 2020	Guftugu Sessions	'Gender Inequality in household chores'.
6th January 2020	Winter clothes collection drive	Collection of winter clothes for needy
27th January 2020	Walkathon to Zamrudpur	Awareness campaign
5th - 14th February 2020	Valentines for the Silenced (V4S)	Documentary Screening, vegan food tasting, Exhibition, tattoo Stall , NGO Sessions
6th February 2020	Cancer literacy talk	Session with Dharamshila

Section II: Seminars

LIST OF SEMINARS				
Date	Theme	Organization	Speakers	Number of Participants
23 August 2019	Training session for teaching NGOs under NSS-LSR	NSS, LSR	Mrs Shikha Agrawal	43
23 August 2019	Training session for social entrepreneurship NGOs under NSS-LSR	NSS, LSR	Muda Tariq	37
12 September 2019	Financial Literacy	Ikhtiyar	In-house	42
16 September 2019	Protection from Dengue	NSS, LSR	In-house	33
21 September 2019	Healing Beyond Medicine	NSS, LSR	In-house	40
27 September 2019	World Tourism Day	CDP	In-house	40
29 September 2019	Cleanliness, Honesty and Climate change	NSS, LSR	In-house	47
30 September 2019	Democracy	NSS, LSR	In-house	45

3 October 2019	Relevance of Elderly Care	NSS, LSR	Shri J.R. Gupta	31
5 October 2019	Water Conservation	ZDP	In-house	50
14 October 2019	Environment Safety	NSS, LSR	In-house	42
25 October 2019	Breast Cancer Awareness	Ikhtiyaar	In-house	49
2 November 2020	Climate change	NSS, LSR	In-house	39
6 November 2019	Pollution	NSS, LSR	In-house	42
6 November 2019	Air Pollution and its prevention	ZDP	In-house	38
9 November 2019	Anger management	NSS, LSR	In-house	38
12 November 2019	Importance of Yoga	NSS, LSR	In-house	46
15 November 2019	Importance of Education	NSS, LSR	In-house	36
25 November 2019	Religion Equality	NSS, LSR	In-house	35
10 January 2020	Perceived notions on gender roles (Guftugu session)	CDP	In-house	43
11 January 2020	Sensitivity towards the specially abled	NSS, LSR	In-house	49
24 January 2020	Good and Bad touch	ZDP	Pratisandhi	41
30 January 2020	Martyrs Day	NSS, LSR	In-house	32
6 February 2020	Cancer Literacy Talk	NSS, LSR and Dharamshila Cancer Foundation and Research Centre	Dharamshila Cancer Foundation	44
6 February 2020	Dialogue with Doctor	NSS, LSR	Sreejani Malakar, Gouri B Shine, Akshay Gupta and Dr. Surbhi Singh	35
7 February 2020	Gender sensitisation workshop	NSS, LSR	Girl Up Wings	33
12 February 2020	Importance of Equality (Guftugu session)	NSS, LSR	In-house	45
13 February 2020	Gender equality (Guftugu session)	NSS, LSR	In-house	38
20 February 2020	Basic Health and Hygiene	NSS, LSR	In-house	35
27 February 2020	Sign Language Workshop	NSS, LSR and National Association of Deaf	Anuj Jain and Preeti Sapra (National Association of the Deaf)	40

3 April 2020	Listening and Sharing Cycles during COVID-19	NSS, LSR	In-house	35
19 April 2020	Sexual Health	NSS, LSR	Dr. Diksha S Chadha (Project Alharh)	38
15th April 2020	Jashin E-reproductive rights	NSS, LSR	Love Matters India	44
15th April 2020	Porn Literacy	NSS, LSR	In-house	49
10th January 2020	Mental Health and Peer relationships	NSS, LSR	In-house	46
14th April 2020	Health Awareness	NSS, LSR	In-house	45
14th January 2020	Cooking without Fire	NSS, LSR	In-house	42

Some highlights of the year were:

- **Swachta Pakhwara, LSR Chapter:** LSR NSS organized a Swachhta Pakhwara oath on 31st July, 2019 with the objective of bringing intense focus on the issues and practices of Swachhata. The oath took place in the amphitheatre with NSS project heads and teachers. The NSS staff advisor addressed the volunteers present and highlighted the importance of realising Mahatma Gandhi's dream for a clean and beautiful India. Everyone then pledged to contributing 100 hours a year to reducing waste by giving the mission 2 hours a week.
- **NOOR:** On 19th October 2019, NSS-LSR organised its Diwali Mela 'Noor' dedicated to the 150th birth anniversary of Mahatma Gandhi. The cultural Programme of Noor 2019 entailed singing and dance performances by LSR students as well as children from NSS associated NGOs. The Dramatics Society of LSR performed a short play for the children, about hope and joy in life. Lastly The FLASH MOB, choreographed and performed by LSR students won appreciation from all present at the event.
- **Mask Making Workshop :** On 19th April 2020, Project Muskaan of NSS-LSR held an online session on "Make Masks at Home", encouraging participants to make simple masks at home and give them to the needy to help fight COVID-19. In the 30 minutes long session, attendees learned how to make a mask with basic stitching and sewing. Lastly they were asked to post their selfies wearing their masks on social media so as to encourage their peers to do the same.
- **Donation Drive :** Aghaaz project members conducted an online donation drive from 9th to 13th April 2020 to support its user group in Khoregaon, Faridabad. The donation drive was a huge success with an overwhelming response from the volunteers of the project. There were around 15 donors who contributed Rs 12,000. This drive impacted the lives of 6 families. The project further sensitized people about the crisis and the do's and don'ts of maintaining safety during the Pandemic times.

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	58672.86 sqmts	-	-	58672.86 sqmts
Class rooms	100	-	-	100

Laboratories	10	-	-	10
Seminar Halls	5	-	-	5
No. of important equipment's purchased (\geq 1-0 lakh) during the current year.	-	-	-	-
Value of the equipment purchased during the year (Rs. in Lakhs)	-	-	-	-
Others	-	-	-	-

4.2 Computerization of administration and library-

Library is fully automated. All services like Acquisition, Periodicals, Reference Service, Circulation Service, OPAC are provided through computer

4.3 Library services:

Library Service Type	Existing	Newly Added	Total
Total Number of Books Purchased plus gratis	113279	860 purchased 90 gratis	Purchased plus gratis 114229
Text Books	90624	920 Approx.	91544 Approx.
Reference Books	22655	30 Approx.	22685 Approx.
E Books	Around 300000 books through NLIST NETWORK (INFLIBNET), DU NETWORK and DELNET		
Journals	91	1	92
E journals	Around 40000 journals through NLIST NETWORK (INFLIBNET), DU NETWORK and DELNET		
Digital database	Access through NLIST NETWORK (INFLIBNET), DU NETWORK and DELNET		
CD&Video	250 Approximately		250 Approx.
Library automation	Library is fully automated		
Weeding (hard & soft)	18000 Approximately	208	18208 Approx.
Others (specify)			

4.4 Technology up gradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	200	100	--	30	--	50	20	--
Added	--	--	--		--	--	--	--
Total	200	100	--	30	--	50	20	--

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.):

- All computers in college are connected to the internet (NKN NETWORK) WITH 100 Mbps Connectivity.
- Library staff provides an orientation to all new students on how to access material online through library computers.
- Teaching staff were provided inputs by an expert on how to use Google Meet for online teaching.

4.6 Amount spent on maintenance in lakhs :

i) ICT: Nil

ii) Campus Infrastructure and facilities: 18.31 lakhs

iii) Equipment : 3.17 lakhs

iv) Others:

Total: 21.48 lakhs

Criterion – V

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

Financial support from institution	Name and title of scheme	No. of students	Amt (Rs.)
	Freeships	165	19,500
	Ward Welfare scheme	2	27,870
Financial support from outside Institution			
	G.L.Bansal Scholarship	2	26,000
	ELSA scholarship	3	39,000
	Sh. Onkar Nath Pandit scholarship	2	26,000
	Sh. Hari Dayal Walia scholarship	2	26,000
	Tejaswi Rao scholarship	1	22,915
	Neha Puri scholarship	2	26,000
	Morada/Yashoda Chetna scholarship	1	10,000
	Sh. Manohar Shyam Joshi scholarship	2	26,000
	Shikha Chhabra scholarship	1	13,000
	Tazeen Imam Merit scholarship	1	70,000
	Tiara scholarship	4	1,00,000
	Chottu Ram scholarship	1	13,000
	Sheila Grover scholarship	1	13,000
	Black-Rock Hallac scholarship	3	expenses+internship

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Yoga for Health and Well Being	June 21, 2020	100	LSR College
Peer Support group	August 16, 2020 (initially created in 2016)	10 volunteers enrolled to provide mental health support to peers	LSR College
Language Lab	August 20, 2020	147	LSR College and University of Delhi

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

The institution does not provide training for competitive exams. Career counselling is presented in various forms such as:

- Sessions on skills needed to find employment (for example, a *CV writing and Avenues After* workshop led by Mr. Vaibhav Devnathan, CEO of Laughguru organised by the Philosophy Department on 26 September 2020). The Placement Cell of college also conducted sessions on topics such as interview preparation, aptitude test preparation, careers in the development sector and careers in consultancies.
- Sessions on potential career avenues for students conducted by various alumna of college
- Informal interactions between students and faculty on career avenues offered by their disciplines.

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counselling activities	Number of students who have passed in the comp. exam	Number of students placed
2019-20	--	--	--	--	110

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

LSR advocates the empowerment of women and has zero tolerance for sexual harassment. The college's Internal Complaints Committee (ICC) remained vigilant as always this year to look diligently into matters related to sexual harassment. Complaint boxes were placed at three different places in college for the reporting of grievances. Boards containing details of all members of the Committee (which included student representatives) were displayed and their names were also placed on the college website. The college also designated a faculty member to look into any complaints relating to ragging. One complaint was received by the ICC and addressed following due procedures. No complaints were received regarding ragging on college premises. All other student grievances were handled by the Students' Welfare office. The Staff Advisors to the Student' Union worked closely with the student body, dealt with issues through a consultative process with students and focused on finding solutions

for contentious problems. There was increased interaction with student representatives, particularly when there were student agitations across Delhi over issues like the Citizenship Amendment Act (CAA) and the National Register of Citizens (NRC). In case it was necessary to extend the consultative process, assemblies in which all students could express their views were held.

Student grievances included infrastructural issues. Students complained that there was inadequate lighting in the late evening, near the stairs leading to the reference section of the Library. This was solved by ensuring that a light with a two-way switch, both at the top and the bottom of the staircase was installed. Similarly, students requested for door closers in the new building to prevent the doors banging together. This too was immediately attended to.

Another grievance that came up, was with respect to providing more space for students to put up posters, relating to events that were happening outside the college. Students felt they should be allowed to display such posters freely on any of the college notice-boards. It was pointed out to the students that displaying posters of events that were not under the supervision of the college could be problematic as students may be led to believe that those events were endorsed by the college. The issue was resolved when special notice boards were made available near the Nescafe counter for all such posters. These notice boards clearly stated that the posters displayed were of events that were not under the purview of the college.

Students also complained that wi-fi was not available in some areas in the college. It was explained to students, that the fibre optics cables were already being installed and the process of getting official permissions would start once the cables were functional.

Another issue that came up was with regard to allowing students to remain on campus, for their extra-curricular activities practice, till late evening, after the college had closed for the day. It was explained to students that there were security issues in allowing students to remain on campus without the staff. Students tended to practice, in small groups, all over the campus. It was finally decided to allow students to remain for 2 extra hours after class for practice but on condition that the college was intimated each day about how many students would be on campus, the venue they would be in and the contact of one student from the student executive who would be present and in-charge of the group.

This year, due to unforeseen circumstances, leading to law and order problems in Delhi, the annual inter-college cultural festival TARANG had to be cancelled at the last minute. However certain student Societies felt this would impact their relationships with Societies in other colleges as they had participated in events in those colleges. Cancelling the festival meant they would not reciprocate the hospitality they had received. After much deliberation, and keeping in mind student safety on campus, it was decided to have stand-alone inter-college events for such Societies. Only participants from other colleges would be allowed and there would be no spectators from outside. This was agreed and a detailed schedule worked out for these Societies, whereby these events were spread out over some weeks.

d5.2 – Student Progression

5.2.1 – Details of campus placement during the year

Number of students registered- 485

Number of students participated (individually)- 485

Number of students placed- 110

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
----	----	----	100	485	110

5.2.2 – Student progression to higher education in percentage during the year

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	No. of students selected	Reg no/ Roll no for the examination
CAT	20	9216457
GMAT	8	--
GRE	11	3779416
TOEFL/IELTS	13	0000000034011822
OTHERS	6	--
TISS NET	2	--
NET/JRF	9	DL010523273, DI0105203100, DI0105208000, DI0105217286
JAM	02	--
GMAT	01	100003797629
XAT	01	--
DTU	01	MSC2020000418
CA	1	--

5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Sports

No. of medals /awards won by students in Sports:

National level: 30

International level: 15

Cultural

No. of medals /awards won by students in Cultural activities

National level: 09

International level: 02

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

In the college, students are a part of both academic and administrative bodies. The student body of the college elected a Students' Union through elections held under the supervision of faculty members. Elections were held for 4 posts in the Students' Union-President, General Secretary, Cultural secretary and Treasurer. Each college society also had representatives in the form of society presidents and student coordinators. All these representatives participated actively in meetings with their staff advisors and took collaborative decisions on matters such as the college's annual festival Tarang. Students were a part of the Internal Complaints committee of college; as well as the SC-ST Cell. The Hostel Union consisted of the posts of President, vice –president and secretary. This union worked closely with the Hostel administration and actively looked into the hostel students' best interests.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

☒ Yes ☐ No

5.4.2 – No. of enrolled Alumni: 1007

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5.4.3 – Alumni contribution during the year (in Rupees) :

NIL

5.4.4 – Meetings/activities organized by Alumni Association : The registered alumna association of LSR – ELSA- continues to actively engage with the LSR community. Details of their engagement are provided in section 6.11

Criterion VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

Vision:

Lady Shri Ram College for Women is committed to nurturing and creating women who are equipped to be world citizens who celebrate diversity in all its joyous vibrancy. It sensitises students to become creative citizens who understand the power of knowledge and the responsibility that comes with this power. LSR sees its students as women who would recognize challenges as opportunities and not limitations. The hope is that students would enter the world of work brimful of professional competence, assuming positions of leadership with ease, shattering inhibitory glass ceilings and resisting pressures to conform unquestioningly. At LSR the focus is on optimizing intellectual potential, providing democratic spaces, inculcating professionalism with social responsibility, and encouraging the aesthetic and creative expression of an inclusive Humanism. The emphasis is, always, on a liberating and not domesticating pedagogy.

The stated mission of LSR is to:

- Empower Women to Assume Leadership
- Develop Critical Thinkers and Concerned Citizens
- Provide a context of Learning that Enhances Professionalism, Humanism and Social Responsibility
- Contribute New Perspectives to the World of Knowledge
- Enhance Access and Inclusivity in Quality Education
- Sustain Democratic Spaces for Creative Explorations

At LSR, higher education for young women is envisioned as a comprehensive programme enabling the students to begin a process of self-aware and self-developing life-long learning that embraces the ideals of social justice, equity and inclusivity.

6.2 Does the Institution has a management Information System: Yes

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development: The faculty members of LSR participate in Curriculum Revision Committees as and when these are created by the University of Delhi. All curricula are transacted in classroom as developed and revised such committees.

6.3.2 Teaching and Learning:

- Collaborative and active learning strategies were adopted by faculty members wherever possible in the transaction of the syllabus. Experiential exercises and field trips were also incorporated into the teaching. For example faculty and students of the Statistics department visited the National Academy of Statistical Administration (NASA), Greater Noida, on 17th October 2019 wherein they interacted with the Chief Statistician of India, Shri Pravin Shrivastav, Hon'ble Secretary, Ministry of Statistics and Programme Implementation, Government of India.
- To enhance students' choices in their own learning the college organised Demonstration Classes for the General Elective papers offered by different departments to first year students. During these classes faculty members of each department explained the nature of the General Elective papers they offer and the benefits of studying the papers. Demonstrations by faculty members were followed by question and answer sessions wherein students can clarify their doubts.

- Shift to online teaching was facilitated by the college during the pandemic related lockdown to ensure continuity in the teaching learning process. A session was organised on Google Meet application to assist in this regard
- Assistance was provided to students by faculty members to prepare for Open Book examinations through online sessions.
- All material required by students for the Online examinations was placed on the college website

6.3.3 Examination and Evaluation: Quality improvement strategies adopted in regard to examination and evaluation have been detailed in section 2.8

6.3.4 Research and Development: Research is understood to be an integral part of higher education at LSR. Faculty members are involved in major and minor projects funded by various bodies such as ICSSR and UGC. They participate regularly in conferences and seminars to present their research work. Moreover their research is published in books, conference proceedings and peer-reviewed journals. Students and faculty have on-line access to a large number of research journals through the University of Delhi, which helps them conduct through reviews of literature in their area of research. Students are also provided training to conduct research through workshops. Details for the same are provided in section 3.1 Different departments release their journals annually. In terms of development efforts, teachers attend faculty development programs, MOOC courses and workshops to learn new concepts and pedagogies.

6.3.5 Library, ICT and physical infrastructure / instrumentation: All classrooms in the college are equipped with projectors. Regular maintenance of the projectors is carried out. There is a 24x7 Wi-Fi Facility available. In terms of accessibility, all the buildings are equipped with ramps for wheel chair access, hand rails and elevators. Wash rooms for differently-abled students are available both in the college and the Residence Hall. Important notices are put up in Braille. Computerization of administration and library is complete.

Major achievements or new additions to the LSR Library:

- ❖ Flooring of the Complete Library which includes Main and Reference has been renovated with Kota stone.
- ❖ Library has scanned and uploaded the pervious Question papers and entire syllabus on the website of the college.
- ❖ Shelving of the whole library stack has been improved.
- ❖ Library started the reference division for providing quick services to the Faculty and Students.
- ❖ Upgraded the database of periodical articles

Meeting the needs of students and faculty:

- ❖ **Working Hours of the Library**
Library has increased the circulation timings
General Section: 9:00 a. m. to 5:00 p. m.
Reference Section: 8:00 a. m. to 8:00 p. m.
Besides Library extends the working hours on the demand of the students for general section
- ❖ Provided the user id and password of the INFLIBNET (NLIST services) to the Faculty members and students of all the departments.
- ❖ Explored the all online databases which are provided by the Delhi University Library System.
- ❖ Photocopy services provided by the library via outsourced photocopier.
- ❖ LSR Library has become member of the DELNET which provided user id and password to access its services.

The computerized services that were extended in the LSR Library in 2019 – 2020

- ❖ Library regularly served the current awareness services like Article alerts, List of additions, News alerts.

Details of activities conducted by Library to raise awareness of e – resources or books among students during 2019 – 2020:

- ❖ To raise the awareness of e- resources Library conducts the orientation program for faculty and the students departmentally.
- ❖ Online training for retrieval and access of various documents from different databases was given in small groups to the Faculty and students.
- ❖ Displayed the recently arrived books as part of current awareness services.
- ❖ **Exhibitions:** Library organized many exhibitions during this period which was highly appreciated by the Faculty members and the students.
 - 14th August, 2019 on Independence Day
 - 15th October, 2019 on contributions and practices of Shri Abdul Kalam Azad

other events/services and achievements:

- ❖ CTPB Library services were extended till 8 PM.

6.3.6 Human Resource Management: The well-being of different members of the LSR community was overseen by a variety of committees. The primary ones included the leave committee, internal complaints committee, building committee, scholarship committee and cafe committee. Each committee was headed by a convener who called for meetings when required in order to address important matters pertaining to the committee's domain of functioning. Further the spirit of egalitarianism is central to the functioning of this college. This spirit was maintained through the work of the North-East Cell and SC/ST cell in college. A counsellor and a doctor were appointed by the college to address the health concerns of the students, if and when needed.

6.3.7 Faculty and Staff recruitment: These take place as per UGC and University of Delhi guidelines.

6.3.8 Industry Interaction / Collaboration: The Placement cell of the college remains the main medium through which students of the college interact with industries and potential employers. This year the student union of the Placement Cell consisted of 9 members (5 Coordinators, 1 Research and Training Head, 2 Sub-Coordinators and 1 Treasurer) and remained active under the supervision of faculty members. A large number of companies were hosted for placements as well as internships (100 and 302 respectively). Approximately 110 students received placement offers. The average packaged offered this year was 9.4 LPA. The highest package offered was 30 LPA. The average internship stipend offered was INR 16,000 while the highest stipend offered was INR 2,25,000 (for 5 weeks). In order to foster the learning and development of students with respect to the work arena, several workshops and sessions were organised. A summary of the sessions is provided below:

Workshop/session theme	Speaker
Case Study Workshop	Sunaina Parvathi (LSR Alum)
An introduction to market entry cases	Diksha Bahl from BCG
An introduction to M&A cases	Soumya Singh from BCN
Interview and Case preparation Session	Urvi Kocchar from Kepler Cannon
CV Building and interview preparation	Dhruv Dhanraj Bahl, MBA Graduate from INSEAD
Aptitude test Preparation session	T.I.M.E
Learn it from the seniors- A guide to internships	Final year students of the college
LinkedIn Networking and One on One CV Building Session.	Shaina Ahluwalia, Thomson Reuters
Workshop on resume building	CEO of Talerang- Shveta Raina

Financial Product Analytics session	Srijan Bhan, Bloomberg
Careers in development sector	Teach For India
Careers in consultancies	3rd year students of the college
Cracking the consultancy interviews	3rd year students of the college
Careers after graduation	Jitin Chawla's Centre For Career Development

6.3.9 Admission of Students

The preparation for Admissions 2019-20 started from 16th May, 2019, onwards with meetings to formulate the committee related to admission. Frequent meetings were held thereon for the Pre-Admission Counselling (PAC) and Admissions by the core committee with the Principal, Administrative section, department faculty members as well as student representatives. 2019 was an extraordinary year as more than a thousand students took admission in the 1st list, although the process continued until the 8th list. Following measures were taken in terms of quality:

- In 2019, pre-admission counseling was held from 3rd to 8th June. The core committee for admissions was present along with ECA and Sports committee representatives for the first two days. Then they were joined by faculty members from all academic departments. Every aspirant and every query was responded to by the faculty members. The queries ranged from admissions process, career counselling, ECA, Sports, category admissions to resident hall, documents required etc.,
- Details regarding Admissions process, relevant dates, documents, previous year's cut offs, were available on the college website and updated regularly.
- A token was allotted to an aspirant as soon as they entered the college during the admissions process. This proved to be an effective and transparent method especially with such large number of students seeking admissions in various courses.
- In order to authenticate the certificates, the college used the Ultraviolet lamp on the spot so that no conflict arises later. The aspirant was informed about the authentication process from the beginning. And in case of any dispute or inability to verify the validity of the certificates, the aspirants and the accompanying guardian was immediately informed and requested to rectify the omission/ submission. The same practice was followed in the case of any discrepancy in certificate provided. The practice was to verify the certificates online wherever possible simultaneously.
- The core committee was constantly in touch with the University Admissions committees and ensured the rules and regulations and any additional guidelines from the university was discussed with all members of the Admissions Team immediately and followed as directed by the University.
- A grievance committee was formulated for admissions. Last year only one formal grievance was registered. However, before it could be notified to the college, the grievance had already been resolved at the college level by the Admission Committee.
- Special care was taken with regard to the PwD admissions. Provisions such as accessible rooms for the aspirant as well as their guardian, writers and readers if required etc. were there. A special committee of faculty members as well as NSS student volunteers were present to facilitate the entire process from their entry to the college to fee payment.
- LSR fulfilled its obligations to all supernumerary categories (Kashmiri Migrants, Foreign Students, wards of the Armed Forces, students from Sikkim and Bhutan, PM's quota, ECA, Sports besides others).
- The aim was to ensure that all seats especially of the socially challenged categories were filled. Several students along with their guardians came to meet the committee or /and the academic departments faculty members were present to facilitate the entire process.
- One of the major hurdles faced by the Admissions Team as well as the aspiring students is change of college or course by the students in the subsequent lists. The students are not fully aware of the rules regarding this procedure. To ensure that students did not face any problem,

the committee members met and discussed with each person, they case and advised them on what could be most beneficial to them. Students were also asked to fill out details in a form designed specifically for this purpose. This ensured accountability as well as transparency. The Admissions Team was constantly in touch with the student through the entire process.

- Student volunteers were a strong pillar of Admissions process playing a very significant role in the life of newly admitted students helping with the transition to college from school smooth and easy. This interaction with seniors helped the new students adjust to their new surroundings.

6.4 Welfare schemes for

Teaching	None
Non teaching	0.27 lakhs
Students	20.72 lakhs

6.5 Total corpus fund generated: 47.62 lakhs?

6.6 Whether annual financial audit has been done

Yes ☒ No ☐

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	yes	University	yes	Departments
Administrative	yes	By CA Firm	yes	Treasurer & Bursar

6.8. Does the University/ Autonomous College declare results within 30 days?

For UG Programmes: Results are declared by the University on various dates

For PG Programmes: Results are declared by the University on various dates

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

Not Applicable

6.10 What efforts are made by the University to promote autonomy in the affiliated/constituent colleges?

Not applicable

6.11 Activities and support from the Alumni Association

The registered alumna association of LSR – ELSA provides a space for the LSR alumni within and outside India to connect and contribute to each other's lives in positive and empowering ways. Members of ELSA are driven in their efforts by a strong sense of social responsibility taking on issues such as increasing literacy among women and women's empowerment. It continues to provide assistance and scholarships / bursaries to deserving students. ELSA Scholarships are given to students selected by a college committee on criteria such as merit, family annual income and performance in academics, sports, extra-curricular activities. This year ELSA raised funds for relief work in the aftermath of the Bengal cyclone in 2020. The money collected was used for the second phase of rehabilitation and rebuilding work centred in Jhakhali.

In the last one year, ELSA organised a large number of cultural events. For example on 7th December 2019 The Mehrauli water bodies & Zafar Mahal heritage walk was organised by ELSA with Shri Sohail Hashmi to explore Delhi. From 21st to 23rd February 2020 a specially curated trip to Amritsar was created. It included the visit to the Golden Temple, Jallianwala Bagh, and the Partition Museum. ELSA invited Dr. Kanika Ahuja, Associate professor, department of Psychology, LSR for a talk on 21st April 2020. The talk focussed on research conducted by Dr. Ahuja on the Psychological effect of Covid. On 17th July 2020 a session was organised with Yumna Hari Singh Jawa on Promoting Art Artists and Awareness. The speaker dealt with the importance of arts, need for patronage, and how the pandemic is affecting the arts and artists. The many activities of ELSA also included a session titled Katha of the Putlis with Anurupa Roy who is a puppeteer, Puppet designer and director of Puppet theatre.

6.12 Activities and support from the Parent – Teacher Association: The College does not have a Parent – Teacher Association.

6.13 Development programmes for support staff

A series of workshops pertaining to self enhancement were conducted for non-teaching staff. Over 50 staff member participated in events spanning three days (13, 14 and 17 June, 2019). The workshops covered the themes of Holistic health with an emphasis on Yoga, Meditation and nutrition. Further there was a hands-on session on the Digitization of workspaces by Dr. Ajay Arora (Former officiating Principal, Deshbandhu College, university of Delhi) and Dr. Pavithra Bhardwaj, Assistant Professor, Department of Computer Science, JMC College, University of Delhi. A motivational lecture on Work Ethics was delivered by Dr. Krishna Kant (Principal, Agarwal Post Graduate College, Ballabgarh).

6.14 Initiatives taken by the institution to make the campus eco-friendly.

The Garden committee of LSR organised a workshop on "Dragonfly conservatory" on 14th August, 2019. Mr. Sarin, an eminent judge of the Delhi University Flower Show, was a guest in this event. This workshop on dragonfly conservation was conducted by Dr. Ishtiyak Ahamad, Education officer, Asola Bhatti Wildlife Sanctuary. Dr. Ahamad delivered an informative lecture on the life-cycle of the dragonfly and suitable conditions for its survival. The lecture was followed by a practical demonstration of the Dragonfly habitat near the pond close to the College back lawn. Mr. Ahamad suggested the plantation of water plants like *Hydrilla*, and *Pistia* to attract dragonflies in the pond. Mr Sarin had an interactive session with gardeners of College during which he provided his valuable inputs on the development of the rose garden in College.

Project Utthaan, an undertaking of Enactus Lady Shri Ram College for Women, conducted an environmental campaign named 'Tree Tag' in February 2020 around the college campus to raise awareness about the important role of trees in our planet's well-being. Under this campaign, students had tagged trees in College campus with their prices, thereby capturing the monetary value of trees based on the services rendered by them during their average life span of 50 years. Team Utthaan aims to educate violators through its campaign on how cutting even a single tree can be a costly affair.

LSR celebrated 'Environment Week' from February 21st to 28th, 2020. All departments of the College actively participated to raise awareness about important environment issues during this week. Students of different disciplines correlated environment with their own subject during Environment Week. Students created demonstrations on themes like Gandhian Philosophy & Environment, Folk art & Environment, Historical text & Environment, Sustainable Development, Save Forest etc. Waste material or recycled substances were used in making these demonstrations in order to inculcate spirit of reduce, reuse & recycle among students.

LSR is constantly striving to minimize carbon footprint by nurturing and planning gardens. The college had had opportunity of establishing a Herbal Garden within the campus this year. The main purpose of the herbal garden was to educate students about importance of medicinal plants. The herbal garden also facilitates conservation of rare and endangered herbal plants. At present, the herbal garden of LSR has more than 65 species of economically important medicinal plants. These include Ashwagandha (*Withania somnifera*), Babchi (*Psoralea corylifolia*), Oregano (*Origanum vulgare*), Guggal (*Commiphora wightii*). Planted herbs have been well recognized in scientific literature for their anti-cancer, antimicrobial, anti-inflammatory, aromatherapy and other medicinal properties. The Herbal Garden at LSR will serve as an important tool for teaching and research in the future.

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

Three innovations in particular have had a positive impact on the functioning of the institution.

Emphasis on Entrepreneurship	<p>The Entrepreneurship Cell, LSR aims at inculcating entrepreneurial spirit in the young minds, and at providing a platform where potential is tapped and opportunities are grabbed to assist, and develop an aspiring idea into a business talent. To achieve this, the cell has organized various events and sessions in 2019-2020:</p> <ul style="list-style-type: none"> • Samvaadam LSR August 29, 2019 Entrepreneurship Cell's first grand event for the year, 'Samvaadam LSR', a talk show hosting life coach and author Ms. Shradha Wtb, Financial Advisor to the Supreme Court, Mr. Sanjiv Goyal, founder of Shashakht – The Ovarian Cancer Foundation, Ms. Megha Ahuja and comedian Shubham Solanki from Comedy Munch. The event was partnered with Cauvery Calling Campaign, Love Heals Cancer, NGO and Sashakt – The Ovarian Cancer Foundation. • Skill Enhancement Session September 20, 2019 An engaging group discussion for the associates of the cell on the topic: "Reviving and leading the Greeting Card Industry" where associates represented different stakeholders of the industry to enter into a heated discussion. • Ignite: The Ultimate League of Entrepreneurs September 26, 2019 Entrepreneurship Cell organized its flagship event IGNITE: The Ultimate League of Entrepreneurs during Comquest Escalade '19, the Annual International Academic meet of Commerce Department. The event saw participation by 20+ students from India and Nepal. The event was witnessed by top Entrepreneurs. It was reviewed as "The best entrepreneurship event ever organized in India" by the participants and the judges. • Brown Bag Session October 22, 2019 An engaging discussion was organized for the associates of the cell on the topic "The future of Aviation Industry in India". This session was aimed at training and increasing the morale of the associates so as to expect greater commitment from them. • Skill Enhancement Session by Ingenious Faces October 31, 2019 The session was organized with Ms. Abhilasha Kaul and Ms. Rushali Sethi, Ingenious Faces on the topic - "Analysis of problems for ideating a business." It viewed a huge turnout and positive feedback from them. • Brown Bag Session January 22, 2019 A heated group discussion was organized for the associates of the cell as a brown bag session on the topic "Impact of the economic slowdown on business and startups" to test and enhance their general awareness and communication skills. • Team Bonding Session – "I am an entrepreneur" February 4, 2020 A team bonding session was organized for the associates of the cell where they imagined themselves as entrepreneurs and shared their failure and success stories to realize and learn from mistakes. • Skill Enhancement Session by Mr. Sam Baisla February 6, 2020 A discussion was hosted with Mr. Sam Baisla, founder & CEO at
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	<p>Somosa and Nexel works, who shared his successes, failures and strategies with the associates. He encouraged the individuals in the room, to come out as successful entrepreneurs and to use their potential to their best level.</p> <ul style="list-style-type: none"> • Expert Talk by Now&Me February 13, 2020 A skill enhancement session was organized with the alumna of LSR, Bani Singh and Drishti Gupta, Founders of Now&Me. They also shared how a business must cater to its customers, and how revenue generation is always a secondary concern when it comes to entrepreneurship. • Speaker Session by Mr. Ratnesh Verma February 27, 2020 A speaker session was organized by Mr. Ratnesh Verma, founder and leader at Pidge, founder at R-indventures, a graduate from Stanford University and the Kellogg School of Management. He talked about how the best ideas for a start-up come from personal pain and that is what gave birth to Pidge. It was an amazingly insightful session and gave us the motivation to break through the boundaries to excel. • Online E-Week April 1 – April 7, 2020 Entrepreneurship Cell's cell organized its first-ever online E-Week which was a blend of strategies, manipulation, pitching, bargaining and thinking outside the box. E-Week saw a series of 7 inter-college competitive events with 550+ participants from all over India namely – Riddiculogically, Guess the Brand, Show-Case It, Biz Taboo, Merger Mania, Pitch & Play, B-Species Convival. • Virtual Interview with Ms. Shirin Mann May 2020 The project team of the cell organized an interview with Ms. Shirin Mann, Founder and Creative Head of Needledust where she talked about her journey and learnings along the way. Ms. Shirin Mann, has received immense recognition for her work building Needledust into a highly successful brand. She has been featured in the Entrepreneur, Vogue, Mint Lounge etc. <p>Entrepreneurship Cell's Project Kaushal enables the provision of mentorship by connecting students with potential business ideas, with real-life angel investors and entrepreneurs to provide them assistance in all aspects. A new project was started this year, 'Prayaas se Pragati', an educational program, which aims at providing school students with basic financial and entrepreneurial knowledge to make entrepreneurship a possibility for more and more students.</p>
Emphasis on Mental Health	<p>In the current times, LSR recognises the importance of emphasizing upon the mental health of its community. In this regard it is important to mention the college's peer support program. This is a support group consisting of student volunteers from the department of Psychology. The program is akin to the "buddy system" to provide psychological support to students of LSR. It was initiated in 2016 to assist students facing day to day adjustment problems, relationship difficulties, academic concerns and other issues relating to self-esteem/ body image. The session of 2019-2020 had 10 peer supporters (8 students from the Department of Psychology and 2 from the Department of BA Programme) selected through an application process followed by interviews. They received training by the faculty coordinator to conduct one to one sessions with their peers. The training focused on teaching history taking, basic counselling skills including effective listening, empathising, paraphrasing and reflecting. This academic session saw each peer supporter</p>

	<p>conducting individual sessions with 1-2 students during the college timings in the college premises. The number of sessions ranged from 2-6 depending on the concerns presented by the peers. The problems that have been addressed by the peer supporters in this academic session included academic difficulties, adjustment in new settings, family related conflicts and career related concerns. The peer supporters also organised some programs under the purview of “Spaces” as done in the past too. These sessions addressed diverse student related issues like “Procrastination”, “Time management”, “Body Positivity” and “Creating a safe, non-judgmental and trusting environment.” Open to the entire college, it provided an informal setting to students to share their experiences and ways of coping with everyday problems as well as approach a peer supporter if they wished to talk to them in person on a continued basis.</p> <p>Mental Health Awareness Week was celebrated from 23rd to 27th September, 2019 by the Psychology department in collaboration with IQAC-LSR. The week aimed to initiate conversations, break taboos and spread awareness about mental health and well-being. This year’s theme “Pathshala Pathos: Struggles of Gen Z” addressed the problems faced particularly by the generation labelled Gen Z: those born between mid-1990s to early 2000s. Areas such as college adjustment, dealing with academic pressures, relationship management and body positivity were identified by conducting student surveys and reviewing relevant literature. Mental health experts, counsellors and therapists engaged with the students through workshops and panel discussions during the weeklong awareness event</p>
Emphasis on socio-emotional issues	<p>The Voluntary Agency Placement Programme (VAPP) at LSR provides a space for students to engage with environmental and socio-economic issues, to volunteer with NGOs working at the grassroots level and to actively participate in community development projects. Keeping these objectives in mind VAPP organized a series of events throughout the academic year.</p> <p>VAPP began its activities in 2019-20 with an event called 'The Art of Clowning' in collaboration with Youth Alliance on 8th August, 2019. It attracted enthusiastic participation from the 48 students who attended it. On the occasion of World Suicide Prevention Day 11th September, 2019, VAPP screened a short film, <i>I'm Here Too</i>, which focused on the important issue of suicide. The screening was followed by an animated discussion among the 42 student participants.</p> <p>In collaboration with Uday Foundation, VAPP launched a Collection Drive for the poor and underprivileged patients at AIIMS, Delhi from 3rd September to 7th September, 2019. On 13th September, Organ India was invited to hold a session on Organ Donation. This informative session dispelled many of the myths associated with the subject. This was preceded on 12th September by an interactive session in collaboration with the NGO Pravah on the theme "Understanding Perspectives on Youth Development-Ocean in a drop". More than 50 students were present for the interaction.</p> <p>On 17th October 2019, VAPP organized an eco-friendly Diwali workshop in collaboration with the NGO, Teach for Green. The students made newspaper bags and seed balls in a fun filled manner.</p> <p>VAPP collaborated with WUS to organize a breast cancer awareness session on 23rd October, 2019 in collaboration with Pinkishe Organisation. The session was conducted by Dr. Rashi Aggarwal, consultant, Oncology Department in Max Super Speciality Hospital and Mrs. Pallavi Srivastava</p>

	<p>from Pinkishe NGO. The 35 students who attended were informed about the importance of timely detection of breast Cancer.</p> <p>Another interesting event organized by VAPP was a Sound Healing Therapy Session. This was held on 31st October, 2019 in collaboration with the Off Beat Foundation and had 45 participants.</p> <p>An interactive session called 'Up, Close and Real- Climate Change', was organized on 8th November 2019, to discuss the various ways through which the effects of climate change can be mitigated.</p> <p>Along with conducting formal sessions, VAPP also organized several informal team-building sessions which helped members work more effectively together. As in earlier years, VAPP brought out its magazine PULSE and newsletter INSIGHT. Furthermore, through VAPP, students were provided opportunities for about 150 internships in the voluntary sector.</p> <p>Online Activities- VAPP remained active during the lockdown period as well and conducted sessions on important student related issues. These included a Meditation session by Navyam on 10th April, 2020, which was attended by 40 students and a talk by Psychologist Pragya Lodha on 12th April on “How to maintain your Mental Health”.</p> <p>Two other sessions focused on “Empowering Youth in Covid-19” and Child Sexual Abuse. These were conducted in collaboration with partner NGOs Pravah and Arpan respectively and were held on 7th April and 16th April 2020. An average of 50 students joined each of these online sessions.</p> <p>Along with conducting formal sessions, VAPP also organized several informal team-building sessions which helped members work more effectively together. As in earlier years, VAPP brought out its magazine PULSE and newsletter INSIGHT. Furthermore, through VAPP, students were provided opportunities for about 150 internships in the voluntary sector.</p>
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7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

Workshops and extension activities planned for faculty and students were carried out as per plans developed in 2018-19. The details of the achievements in this regard has been provided in section 2.15.

7.3 Give two Best Practices of the institution

1. Title of the Practice: Inclusivity in Education

Goal. A goal embedded within the educational philosophy of LSR is educational equity. This refers the achievement of fairness, justice and impartiality in education. Equity in this context means the ability of meeting the specific needs of specific individuals.

Context. Our society continues to suffer from sharp divides created on the basis of class, caste, gender and disability. It is thus the moral responsibility of each educational institution of rectify these divides and make learning available to each person in this country. Moreover affirmative action has led to increased diversity within HEIs. Classrooms are now an amalgamation of Indians from very different walks of life. This diversity must be respected rather than questioned. It must be channelized to make the learning process more enriching for all stakeholders involved by creating a learning ambience wherein which a multitude of opinions are heard and respected.

The Practice and Success. LSR attempts to address questions of inclusivity by creating classroom spaces within which students from different segments of society get the opportunity to voice their opinions. Beyond the classrooms, the SC-ST Cell and REACH have remained active in their efforts to raise social awareness around societal divides. *Swavalamban* is a resource centre in college for differently-abled students, particularly for those with visual disabilities. It provides access to assistive technology and equipment including the Everest-D Braille Embosser, Screen Reading Software, Lex-Talk Scanner, Book Scanners, DAISY Recorders and Players and OCR software for English and Hindi. The resource centre also has computer systems that facilitate the work of both English and Hindi discipline students. REACH works with the Equal Opportunity Cell of the University of Delhi, to ensure that students have access to reading material, laptops and other recording devices provided by the University.

For the term 2019-20, the focus of REACH was on greater infrastructural accessibility coupled with awareness raising and sensitization in order to create and sustain an inclusive learning environment for students with disabilities. This was also coupled with an attempt to amplify the voices and experiences of students with disabilities in college through various informal events, online campaigns and their newsletter.

Infrastructural Accessibility

- **Accessible ATM:** The College ATM now has an audio output which would enable blind students to transact independently.
- **Regular Functioning of elevators:** Throughout the year, REACH maintained constant communication with the administration to ensure regular and smooth functioning of the elevator.
- **Volunteers to map out inaccessibility:** REACH assigned a few volunteers the task of noting down various forms of inaccessibility in and around college and also attend to things like improper arrangement of furniture in classrooms which make it difficult for wheelchair users to manoeuvre and blind students to find their way.

Various events were organised throughout the year by REACH. A summary is presented below:

Theme	Details
Developmental Disabilities within the Indian Family: Guest Lecture in collaboration with the Department of Sociology.	19/09/2019 Speaker: Dr. Shubhangi Vaidya Number of Participants: 60
Workshop on Verbal and Non-Verbal Communication with the Blind Graduates Forum of India: Workshop for blind students in collaboration with the Blind Graduates Forum of India.	28/09/2019 Number of Participants: 50
Chocolate Making Workshop	Workshop with MS Neelam J. Malhotra 22/10/2019 Number of Participants: 30
Informal Discussion on the Intersection of Disability and Sexuality	05/11/2019 Number of Participants: 30
Guest Lecture on Intersection of gender, sexuality and disability: Guest Lecture in collaboration with the Women's Development Cell with Dr. Anita Ghazi.	07/11/2019 Number of Participants: 50

Informal Discussion on Descent and Disability in collaboration with the BDR club of Department of Political Science.	30/01/2020 Number of Participants: 60.
Informal Discussion on Difference and Diversity: Reading of an Excerpt followed by a discussion.	14/02/2020 Number of Participants: 20
Accessible Sculpture Workshop in Collaboration with Hive:	25/02/2020 Number of Participants: 50
Movie Screening: Audio descriptive movie screening of The Interviewer.	26/02/2020 Number of participants: 20
Guest Lecture on Learning Disabilities: Speaker: Dr. Geet Oberoi	27/02/2020 Number of Participants: 50

Other developments included:

- A series of 12 workshops in collaboration with NSS affiliated NGOs for children from lower socio-economic strata on disability. These workshops were organized in the months of September, October, January and February. The idea was to sensitize children about disability, the proper terminology to refer to people with disabilities, accessible modes of communication and proper etiquettes.
- Publication of Newsletter of REACH titled The Purple Post- a platform for students with disabilities and non-disabled students to engage with various facets of disabilities and share their experiences.
- Online campaigns to raise awareness and sensitize people about disability. This included a weekly series called “Fun Fact Friday”, weekly series on various types of disabilities like dyslexia and deafness, posts on disability days like Down syndrome day, white cane safety day and so on. REACH also provided a platform for students with disabilities to share their experiences around issues like mental health and independence. This helped create sustained online presence and enhance the engagement of students with the topic of disability and the discourses around it.

Title of the Practice: At Home in the World

Goal. An important goal of the college's approach to education is encouraging collaborations with other reputed institutions of higher learning across the world. Each international collaboration is viewed as a rich learning opportunity for host students as well as peers who visit the college from other nations.

Context. The world is more interconnected than ever before. As geographical and political boundaries have become easier to cross, the benefits of development have begun to be considered by educationists as well. UNESCO (2006) defines the internationalization of education as "Higher education that takes place in situations where the teacher, student, program, institution or provider and course materials cross national jurisdictional borders". Such education which is best transacted in classrooms with students of different nationalities offers a number of advantages to the teaching-learning process.

The Practice and success. The Office of International Programmes (OIP) continued to interact with academic institutions across the globe, building up new collaborations, while strengthening and enhancing existing partnerships. OIP hosted talks by eminent international academics and organized sessions with representatives of prestigious Universities to inform students about study abroad opportunities. It facilitated student exchanges, both from partner institutes abroad and from LSR to these institutions. Both inbound and outbound students were mentored and guided during every stage of the process. Numerous delegations visited the College in this period, and interacted with the Principal, to discuss possibilities for collaborative endeavours. In addition, LSR organized a short course on India, for a group of international students. Some developments of the year are summarised below:

- **Orientation:** The Office of International Programmes, LSR, conducted its annual orientation for 2019-20 on August 28, 2019 to inform students about the different opportunities, in terms of exchange programmes, summer schools and master's programmes that OIP has to offer. They were informed about the collaborations with different universities, namely, Sciences Po, Middlebury University, Macquarie University, NUS, La Trobe and several others. They were also informed about the specifications of each exchange programme and the scholarships available for the same. Three more sessions were conducted on 19th and 27th September 2019 and on 23rd January 2020, in which LSR alumna, who had gone on these exchange programmes, shared their experiences and guided students on how to prepare for these programmes.
- **Short-term Course:** A group of 15 students from the Faculty of Arts at Macquarie University, Australia visited Lady Shri Ram College for a short-term course from 9th to 13th September, 2019. The group was led by Prof. Julian Droogan, Senior Lecturer, Dept of Security Studies and Criminology, Macquarie University and Ms. Tina Stubenrauch, International Engagement Manager, Macquarie University. The week long course which was conceptualized and transacted by LSR faculty members, provided an overview on diverse aspects of Indian History, Geopolitics, Sociology, Gandhi and his relevance and Sustainable Environmental Practices in India. In addition to the lectures, a Madhubani painting workshop was organized followed by an interactive session with the National Service Scheme, LSR. The Students' Union took the initiative to organize cultural interactions between the visiting students and their LSR counterparts which proved very popular.
- **Talks**
 - Prof. Julian Droogan, Senior Lecturer, Department of Security Studies and Criminology, Macquarie University, and part of the delegation from Macquarie University, gave a lecture on the India-Australia Strategic Partnership to a group of 60 students on 10th September 2019.
 - Mr. Nilesh Gaikwad, India Representative of the EDHEC Business School, Paris conducted a session in Lady Shri Ram College on 13th September 2019. He explained about the

process of admission to EDHEC, the fee concessions available to students from LSR and discussed possible help with accommodation for students from LSR who would like to study at the EDHEC Business School. The session was interactive in nature and the 50 students present had many queries. Mr. Gaikwad also organized a CV and SOP writing workshop for a small group of 10 students on 29th January 2020.

- Ms. Aastha Virk Singh, Senior Advisor, Education USA, United States India Education Foundation addressed a group of 60 students on 24 October 2019. She explained the process of application and admission to Universities in USA and answered queries regarding the same.

- Ms. Akta Sawhney visited LSR on 9th January 2020 and addressed a group of 40 students on the Cargill Global Scholars Programme. She encouraged LSR students to apply for this prestigious Programme, which not only provided a generous scholarship for two years, but also provided leadership development opportunities through seminars and mentoring programmes, both within India and globally.

- Mr. Danny Pan, Associate Manager, Academic Partnerships, the Summer Institute at Oriel College, Oxford and the Cambridge Summer Institute visited the campus on 21st January, 2020 to inform students about summer courses at the universities of Oxford and Cambridge. He explained about the enrolment process, scholarships and fee discounts offered at the Summer Institutes. The talk was attended by 75 students.

- Dr. Jalena Havelka, Associate Professor, School of Psychology, University of Leeds gave a lecture to about 60 students and 6 faculty of the Psychology Department on "Communicating Emotions through Languages and Cultures" on 28th January 2020.

- Prof. Tom Buckley, Lecturer in International Business Strategies, University of Sheffield conducted a workshop on "Innovation and International Business" for a group of about 50 students on 7th February 2020.

- **International Visits**

- A number of visitors, both from partner institutions and from institutions looking for partners in India, visited the college and met the Principal. These included Prof. Martina Mollering, Dean, Faculty of Arts, Macquarie University who visited the College on 12 December 2019 and Prof. Laurie Patton, President, Middlebury College, Vermont USA who met Dr. Sharma on 10 January 2020.

- A delegation from the Cornell Law School, USA consisting of Prof. Monica Ingram, Associate Dean, Admissions, Prof. Markeisha Miner, Dean of Students, and Prof. Sital Kalantry, Professor of Law, Cornell Law School visited LSR on 6th February 2020 and discussed the opportunities available for Indian students to study law in USA.

- A group from Lehigh University, USA led by Prof. Whitney P. Witt, College of Health, Lehigh University discussed possibilities of collaboration with Dr. Suman Sharma.

- Prof. Raymond J. La Raja, Associate Dean, College of Social and Behavioural Sciences, University of Massachusetts, Amherst and Kanika Parwal, Programme Manager, Lakshmi Pat Singhania Education Foundation visited the college on 14th February 2020 to discuss international scholarship opportunities for LSR students to pursue a Master's degree from the University of Massachusetts, Amherst through the LSEF-UMass Scholarship 2020.

- **Student Exchanges and Opportunities**

- Simran Rawat, a final year Journalism student, was chosen as part of a 25 member Indian Youth Delegation to South Korea from 13th to 22nd November 2019, under the International Youth Exchange Programme of the Ministry of Youth Affairs and Sports, Government of India.

- Pravina Khurajia, a first year student of the B.A. Programme Department, was selected as one of 10 Cargill Global Scholars 2020 from across the country.

- Juliet Flan Ross and Rebecca Brown who had been Exchange students from Middlebury at LSR in 2017, were awarded the Fulbright Research Award for India in 2019-20.

- LSR College hosted a number of exchange students in the academic year 2019-20 from institutions such as Middlebury College, USA and LaTrobe University, Australia. These students had to leave India as they were re-called by their home institution due to the pandemic. However, they continued online academic work and finished their course-work by 30th April 2020.

- A number of students from LSR were nominated for collaborative programmes in Universities abroad such as Fukuoka Women's University, Japan, Sciences Po, Paris France, National University of Singapore, Singapore and Macquaire University, Australia

7.4 Contribution to environmental awareness / protection

Several steps have been taken towards environmental awareness / protection:

- The college conducted Electronic waste and waste paper collection drives all year around.
- To make the institution plastic free, plastic cutleries were replaced with the recycled paper cutleries from college café and Nescafe kiosk.
- To make campus dengue free and increase cross-pollination, Butterfly, and Dragonfly conservatories were set up in the campus
- To increase the water table and recharge groundwater level, Rainwater Harvesting Units were maintained in the campus
- Solar Panel Heaters were installed and maintained in the residence hall to minimize the use of electricity
- To avoid addition of sewage water to the city's water bodies, Sewage Treatment Plant (STP) has been maintained in college. The processed sewage water gets used for gardening purposes
- Plastic Free annual Diwali Mela- Noor was celebrated in October 2019
- Lady Shri Ram College organised its 17th annual run on 20th September 2019, as part of its Climate Change Week events. The theme of the run was **Climate Change and Sustainable Development**. Over 800 students participated in the LSR. *Mr. Kiren Rijiju*, Minister of State (Independent Charge) Youth Affairs and Sports was invited as the chief guest for the occasions.
- Prakriti society of college and Garden committee celebrated World Wildlife Week by conducting a Nature Walk on October 1, 2019. This Nature Walk was guided by a faculty member from the Department of Environmental Science, LSR College. This walk was aimed to appreciate nature and to highlight the significance of trees in Indian society.
- Institution Innovation Council Lady Shri Ram College and Department of Environmental Studies, University of Delhi is organized a one day workshop on 'Awareness of Urban Air Quality & Public Health' on November 2, 2019. This one day workshop was conducted by Dr Chirashree Ghosh, Department of Environmental Studies, University of Delhi.
- Workshops were conducted through the year on:
 - Sustainable Menstruation: for promoting eco-friendly menstrual products like cups, organic pads, eco-friendly tampon (24th October, 2019)
 - Seed ball making initiative (6th February, 2020)
 - Eco-friendly candle making and body scrub making (19th February, 2020).
 - Paper Recycling: to make students and faculty aware of how to recycle paper products (14th February, 2020)
 - Fashion: to make students aware of the ecological repercussions of the fashion industry (20th February, 2020)

7.5 Whether environmental audit was conducted?

Yes

No

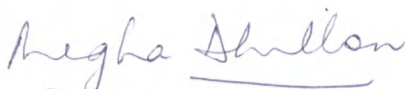


7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

Strengths	<ul style="list-style-type: none"> • Scholarships and freeships for students • Strong academic rigour in teaching-learning • Encouragement of a research climate • Vibrant and heterogenous student community • Strong social ethic and community engagement • Eco-friendly practises • Emphasis on Holistic development of students • Hostel facilities
Weakness	<ul style="list-style-type: none"> • Limited sanctioned strength of teachers in the face of increasing class sizes • Limited infrastructure and space for an expanding student body • Erratic Wi-fi connections at some places within the college building • Delay in enabling expansion of hostel accommodation • Inability to meet students in person or engage in hands on community work with neighbourhoods and schools due to on-going pandemic situation.
Opportunities	<ul style="list-style-type: none"> • The current situation allows for the LSR community to adapt to a new way of teaching which is online. While the hope is that offline classes will begin as soon as possible, the shift to online teaching has provided new insights into the scope and limitations of many technological tools currently on offer to teachers and students. • Further LSR continues to see opportunities of growth through more discipline based short term online courses, the work of the college's innovation council, language courses, inter-disciplinary research and foreign collaborations.
Threats	<ul style="list-style-type: none"> • Absence of face to face connections between teachers and students can adversely impact teaching and learning unless handled with utmost care. Technology is only a temporary substitute on offline teaching. And hence the present times that lack in-person interactions must be handled highly sensitively. • Ever increasing class sizes must be supplemented with increase in faculty strength. Without this there is the threat of decreased quality of student-teacher interaction due to pressures of the University semester system.

7. Plans of institution for next year

- Faculty workshops on research and pedagogy (especially in terms of online teaching)
- Workshops for non-teaching staff on topics such as communication, skill enhancement and safety management
- Organising Seminars and Conferences at the International, National and Institutional level
- Capacity building and soft skills sessions for students
- Certificate courses for LSR students
- Providing an Impetus to innovation and leadership among students
- Focus on mental health and well-being of LSR community
- Augmenting infrastructure and accessibility for all students
- Continued interaction with accomplished alumna of college
- Promoting interdisciplinary collaborations



Name: Dr. Megha Dhillon

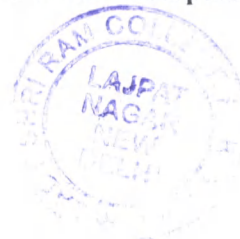
Signature of the Coordinator, IQAC





Name: Dr. Suman Sharma

Signature of the Chairperson, IQAC



Annexure I

Student feedback

An annual student satisfaction survey is conducted by every department. The department wise details for the year 2019-20 are as follows:

1. Department of Commerce

The department of Commerce, took feedback from all three years of students. The feedback is provided year wise below:

First Year Students: After analysing the responses of all the 57 students of the 1st year batch, the following points can be stated:

Commerce Department	<ol style="list-style-type: none">1. 31/57 students are satisfied with the classroom teaching in the Department of Commerce.2. 32/57 students are satisfied with the tutorial classes.3. 45/57 students say that the department encourage free and fearless discussion.4. 53/57 students believes that the department organises a number of academic and curricular activities throughout the year and are satisfied with them.5. 42/57 students are satisfied with the direct or indirect involvement in organizing academic and/or co-curricular activities of the department, outside the regular classroom.6. 42/57 students agree that they would like to suggest B.Com Hons. Programme of LSR to their juniors leaving school.
Academic System	<ol style="list-style-type: none">1. 21/57 students believe that the college library is useful enough to find relevant books/journals, and 29 students are neither satisfied, nor dissatisfied with the college library.2. 34/57 students are satisfied with the reading room of the library.3. 30/57 students are neither satisfied nor dissatisfied with the internet access in college particularly vis-a-vis library facilities, e.g. JStor, etc.4. 29/57 students are satisfied with the way in which the University has designed the various components of Internal Assessment, like the Class Test, Project and Attendance.
Learning at College	<ol style="list-style-type: none">1. 52/57 students are satisfied with the general infrastructure of the college.2. 30/57 students are content with the Grievance Redressal mechanism of our college.3. 45/57 students are fine with the quality of food, prices, cleanliness and services available in the college cafe, and 12/57 students are neither satisfied not dissatisfied
Comments/suggestions given by the student	<ol style="list-style-type: none">1. A student is dissatisfied with the number of societies in the college. They felt that societies pertaining to the commerce department are a very few in number.2. They expected exposure to societies like Marketing Society, Economics society etc. This holds back them recommending LSR to juniors.3. Students feel that the seniors of the Department are extremely helpful and supportive.

Second Years: After analysing the responses of 57/105 students of the 2nd year batch, the following points can be stated:

Commerce Department	<ol style="list-style-type: none"> 1. 30/57 students are satisfied with the classroom teaching in the Department of Commerce. 2. 45/57 students are satisfied with the tutorial classes. 3. 44/57 students say that the department encourage free and fearless discussion. 4. 46/57 students believes that the department organises a number of academic and curricular activities throughout the year and are satisfied with them. 5. 42/57 students are satisfied with the direct or indirect involvement in organizing academic and/or co-curricular activities of the department, outside the regular classroom. 6. 34/57 students agree that they would like to suggest B.Com Hons. Programme of LSR to their juniors leaving school.
Academic System	<ol style="list-style-type: none"> 1. 25/57 students believe that the college library is useful enough to find relevant books/journals. 2. 34/57 students are satisfied with the reading room of the library. 3. 11/57 are dis-satisfied with the internet access in college particularly vis-a-vis library facilities, e.g. JStor, etc. 4. 18/57 students are satisfied with the internet access in college particularly vis-a-vis library facilities, e.g. JStor, etc.
Learning at College	<ol style="list-style-type: none"> 1. 41/57 students are satisfied with the general infrastructure of the college. 2. 27/57 students are content with the Grievance Redressal mechanism of our college. 3. Only 39/57 students are fine with the the quality of food, prices, cleanliness and services available in the college cafe.
Comments/suggestions given by the students	<ol style="list-style-type: none"> 1. Two students feel that the commerce department seems is too biased and partial. 2. Some students feel that the quality of food provided is poor and the internet connectivity should be improved, especially in old building. 3. Students also suggest that more discussions on real world should happen. 4. Students feel that there should be more subject options for GE and SEC. There should be an increase in the quantity and quality of commerce staff, despite the already existing promising staff. 5. Students were also of the view that classes should be dismissed early instead of 5:30 PM. 6. A student highlighted the need to divide our batch into sections, like other courses.

Third year: After analysing the responses of 46/68 students of the 3rd year batch following points can be stated:

Commerce Department	<ol style="list-style-type: none"> 1. More than 85% of people are satisfied with the classroom teaching in the Department of Commerce 2. More than 80% people are satisfied with the experience in tutorial classes. 3. 76.1% people say that the department encourages free and fearless discussion 4. 80% people find the academic and co-curricular activities useful 5. 90% people are satisfied with the direct or indirect involvement in organising academic and co-curricular activities of the department. 6. 87% people agree that they would like to suggest B.Com Hons. Of LSR to their juniors leaving school
Academic System	<ol style="list-style-type: none"> 1. 80% people believe that the college library is useful enough to find relevant books and journals 2. 80% people are satisfied with the reading room of the library 3. Only 65% people are satisfied with the internet access in college particularly library facilities 4. Only 50% students are satisfied with the way the University has designed various components of Internal Assessment
Learning at College	<ol style="list-style-type: none"> 1. More than 95% of the people are satisfied with the general infrastructure of the college 2. 90% people are satisfied with Grievance mechanism of LSR 3. 90% students are satisfied with the quality of food, prices, cleanliness and services available in the college cafe
Comments/suggestions given by the students	<ol style="list-style-type: none"> 1. More out of the book learning should be done, to encourage students to expand their horizons above book knowledge. 2. Tutorials should be scheduled after the lectures so that students who do not have tutorials on a particular day don't have to wait so long to attend the classes. Many times this time gap is of one or two hours or more. 3. Longer gaps should not be there in the time table

2. Department of Hindi

The students of Department of Hindi, Lady Shri Ram College for Women were asked to fill the Feedback form on various parameters of teaching learning experience like lecture preparedness, delivery style, timely coverage of syllabus, punctuality and approachability. The scale for rating was ranged from 1 to 5 in which 1 was dissatisfied to 5 being excellent. Most students were satisfied and the average Rating was between 3-4.5. Their expectations were met which they had when they joined the department.

The students were satisfied by the various beyond the classroom activities and inter-disciplinary talks that took place from time to time. Various students were active in these events. On the basis of the feedback, most students found themselves prepared for their future endeavors.

However the students made a few suggestions which are as follows:

- Classes should be made continuous by removing the gaps between two classes.
- College should have provision for career counselling and mental wellbeing of students.
- There were lot of seminar and talks by eminent peoples but more workshops could have been organized.
- The 3rd year felt that the due to pandemic the semester was interrupted and there was a loss of classes and the farewell and the Scholarship event could not be held.

3. Department of Psychology

The Feedback Form for teaching - learning was answered by students across all three years in the department of psychology. The form was designed for students to self-appraise their own involvement in the learning process, evaluate the curriculum and assess the quality of teaching in the department of psychology. It was filled by 38 first year students, 45 second year students and 44 third year students.

Section 1: Self-Appraisal

The Self-Appraisal section of the feedback form provides insight to the students approach and engagement in classrooms. Students across all three years pointed out that they have own goals from the papers they study and try to derive personal growth and learning from the course content. 48.9% students, on an average, arrive for class punctually and hardly any of them do their pending work in class time indicating that they take interest in the proceedings of the lecture. The students active engagement in class is also highlighted through statistics that show that most listen attentively, take notes, try and find extra information, help in structuring practical work, and have a clear idea of what happened in the past classes. The feedback form showed that about 60.6% students from first year study assigned readings on time. This number is lower amongst the second and third years at 26.6% and 38.6% respectively. On an average, 78.13% of students make their submissions on time. It is commendable to note about 72.2% of the students never miss any deadlines or submission dates and 70.6% put great effort in making sure their academic work is done well. The survey highlighted that most of the students depend on the Internet instead of college library to gauge extra information about their course and subject. They take great interest in the subject and most (an average of 68.8%) are curious about what psychology has to offer. About 70.87% students make efforts to connect the curriculum to their daily lives and go beyond the course to expand their understanding. Many students also highlighted that Psychology Honours course can be taxing and sometimes overwhelming. Academic stress is experienced by the students of the department time and again. Despite students being interested in the psychology course, their involvement in department related events is relatively low. Most students reported that they “only sometimes help with organising department events or attend them.” About 39.37% students participate in the GBM and share their opinion. According to the students, their common strengths include, “diligence towards their work, great interest in their subject and hard work.” Their common limitations include, “inability to manage time, feeling overwhelmed and burdened by deadlines and academic work and not having equal interest in all papers of the course”.

Section 2: Curriculum Evaluation

The second section on the evaluation of the curriculum of the feedback form assesses the interests and opinions of the students regarding the curriculum followed. Majority of the students (94%), across all three years, have expressed their likeness for the curriculum taught. On an average, 88.15 % of the first year students, 68.9% of the second year students and 68% of the third year students consider the curriculum to be updated and in sync with market demands. A large majority of students, 94.7% from first year, 86.6% from second year and 88.7% from third year, believe that they have more or the same amount of knowledge as psychology students from other universities. 90.9% of the students feel that they have by and large or somewhat been taught the necessary research skills. However, a large 78.9% of the students are disappointed that the course is not as application oriented as they want it to be. The feedback shows that on an average 78.53% of the students, across all years, are confident about cracking entrance exams for higher education in psychology. The transaction of the curriculum has helped 97.4%

of students from the first year, 86.8% of the students from the second year and 95.4% of the students from the third year to understand themselves better. 95.5% of the first years, 82.2% of the second years and 84.2% feel that their interest areas have been touched upon. All students of first year, 93.4% of the second years and 97.8% of the third years feel that the major subfields of psychology are covered in the curriculum. Majority of the students are satisfied with the options of papers offered in the curriculum. As one student remarked, "...it (the curriculum) pushes everyone to put in their best effort. It is comprehensive, relevant, research oriented, holistic and application based."

The biggest limitation with regard to the curriculum is that it is a lot more theoretical than practical. According to the students, "the lack of field work, outdated curriculum and lack of papers of new subfields of psychology also are an issue." Tedious time tables and numerous practicals are also problematic.

Section 3: Faculty Evaluation

This section of the survey assesses students' feedback about the faculty of the department. 94.5 % of students across all three years reported that teachers are extremely regular in taking their classes and 83.27% state that the teachers are punctual. Students appreciated that teachers teach at a good pace, explain concepts well, cover the whole syllabus before exams, return the corrected work within a reasonable time frame, teach in a structured manner and make special effort to go beyond the textbook and connect the course material to real life. 71.77% of the students pointed out that the teachers respond to their questions in a satisfactory manner and 87.7% of the students feel that they and their peers are encouraged to raise questions and doubts in class. All the students have great belief in their professor's knowledge of their subject and feel inspired by them to study hard and delve deeper into the subject. 71.93% of the department feels that the teachers are fair in marking, although many feel that the faculty should relax attendance and discipline rules. Out of all students in the department, 73.23% enjoy their psychology classes thoroughly. Students often feel appreciated by the faculty when they take their research interest into account while designing their practical work, set clear expectations from them, and feel free to take advice from their teachers on future plans. 72.07% believe that work deadlines are mutually negotiated between students and teachers, which makes them feel heard. In the survey it has also been pointed out that 60.23% of students would like simple readings for their course material.

Some areas of improvement were pointed out by the students. They believe that the teachers should encourage more interactive classroom discussions and give more Indian examples. Some students also feel that they would like their faculty to be "more approachable and encourage more informal discussions". Students feel that "the professors should be more relaxed with regards to deadlines, attendance and submissions." The overall evaluation of the faculty is very positive. Students have pointed out various strengths such as their "pedagogy in the classroom, the way teachers are organised", "use of audio-visual aids", and the faculty's "effort to connect course content with real life for extended understanding." They have appreciated faculty's "commitment, organisation, preparedness for class". One student remarked, "The teachers push us to always strive harder and put in more hard work. They do not allow us stay in our comfort zone which helps us in reaching out for more goals. Another remarked, "They give in their heart and soul to the topics being taught and make sure students try to do the same." Students also applauded teachers' efforts in engaging in online teaching. As one student expressed, "...their efforts in terms of online material is also remarkable. Want to thank teachers for their efforts for sending materials during lockdown also".

4. Department of English

The students of all three years of the undergraduate programme were asked for their feedback on the following segments: Course content for Core papers, Course content for MIL, AECC and SEC papers, Transaction of courses and Infrastructure. The parameters for feedback of each of the components were graded as Very Good, Good, Average and Poor.

- The feedback for Core papers was as follows:

In the first feedback on *Course content of Core papers*, it was found that 68% students from third year, 83% from second year, 69% from first year considered it to be good; with 15% students from third year, 3% from second year, 26% from first year considering it to be very good.

The feedback on *Length of core paper syllabus* to be done in the given time, it was found that 43% of third years and 44% of first years found it good, while 46% of second year students found it average.

The *Relevance of Core courses* as per 57% third year students, 57% second year students and 62% first year students was good.

- The feedback for MIL AECC, SEC papers was as follows:

For the feedback of the *Content of MIL, AECC and SEC papers*, it was found that 40% of third year students found it to be average, while 40% of second years students and 48% of first year students found it to be good.

The *Length of MIL, AECC and SEC syllabus* to be done in a given time was graded as good by 39% of third year students, 57% of second year students, and 49% of first year students.

The *Relevance of MIL, AECC and SEC courses* was considered average by 37% of third year students, while 46% of second year students and 37% of first year students considered it to be good.

- The feedback for Transaction of Courses was as follows:

Students provided feedback on regularity of classes, timely completion of syllabus, availability of teachers outside class, teachers' effectiveness in transacting syllabus and bibliography and references provided for courses.

Regularity of classes was graded as good by 44% of third year students and 55% of second year students, while 49% of first year students considered it very good.

Completion of syllabus was considered good by 47% of third year students, 52% of second year students and 51% of first year students.

Availability of teachers outside class was graded as very good by 39% of third year students, while 57% of second year students and 54% of first year students considered it good.

Teachers' effectiveness in transacting syllabus was considered good by 56% of third year students, 68% of second year students and 46% of first year students, while 46% of first year students also rated it very good.

Bibliography and references provided for courses was considered very good by 49% of third year students, while 51% of second year students and 49% of first year students considered it good.

- For the feedback on Infrastructure the parameters considered were – Classroom size, Fans and Coolers, Cleanliness, Internet Availability, Library Resources, Online Material Accessibility and Photocopy and Printouts.

For the *classroom size*, 52% of third year students, 55% of second year students and 48% of first year students rated it good.

For *fans and coolers*, 47% of third year students, 35% of second year students and 37% of first year students rated it average.

For *cleanliness*, 51% of third year students, 48% of second year students, and 52 % of first year students rated it good.

For *internet availability*, 64% of third year students, 57% of second year students and 54% of first year students rated it poor.

For *library resources*, 55% of third year students, 55% of second year students, and 63% of first year students rated it good.

For *online material accessibility*, 41% of third year students, 48% of second year students and 48% of first year students rated it good.

For *photocopy and printouts*, 49% of third year students rated it very good, while 48% of second year students and 56% of first year students rated it good.

5. Department of Elementary Education

The department of Elementary Education, LSR, collected student feedback from the students studying across all the four years using an online survey. 174 out of 207 students responded to the survey over the months of June 2020. The following segment analyses the main trends and suggestions in the responses obtained.

Students have expressed their opinions and suggestions for improvement in the following areas: Infrastructure, pedagogy, assessment and department's climate and personal and professional utility of B.El.Ed programme.

- **Infrastructure:** 75% respondents expressed their satisfaction about availability of classrooms and resources and 62% expressed somewhat satisfactory about the cleanliness and hygiene of classrooms, 97% expressed highly satisfied with the safety and security in the classroom. 72% expressed somewhat satisfied with availability of clean drinking water and 68% expressed somewhat satisfied with the cleanliness of washrooms. 80% responded that they are extremely satisfied with the ventilation and lightning of classrooms. 75% expressed somewhat satisfied with classroom acoustics.
- **Students Suggestions for improvement of infrastructure:** students suggested that since it's too hot in summers on third floor its quite suffocating so more wall fans should be installed and there should be availability of soap for hand washing in the toilets. Wifi system is needed to do assignments and projects. Washrooms should be cleaned more frequently and more water coolers during summers.
- **Pedagogy and assessment:** Most of the students expressed satisfaction about the teaching pedagogy and flexibility in teaching of faculty.
- **Suggestions:** too lengthy assignments should not be given which consume too much of time of students like for a month. overlap in submission of assignments should be avoided. Detailed assessment criteria should be given by faculty at least 10 days before submission date of assignments. Guest faculty should be appointed in time because later on student's syllabus is not done timely. More of Hindi readings should be provided to students. Faculty should be more bilingual during teaching.
- **Department's climate:** Most of the students appreciated the department's environment as they said "its student friendly already". Students also suggested that it can be improved if teachers become a little more accepting towards students.
- **Personal and professional utility of B.El.Ed programme at LSR:** The program offers a very dynamic sets of papers and practicums which helped the students to understand the society and education system extensively as it provides a lot of opportunities to practice and evaluate one's own skills. Students critically examine and practically apply their theoretical understandings in the field. Internship in fourth year, slum visits, inclusive school visits and other school visits really helped to know more about children and adapt innovative teaching styles. Storytelling, psychology and pedagogy of language were very useful. The areas covered during the course of four years were vast and solved the purpose of overall development of students as not only to become future teachers but as individuals too. B.El.Ed. provides an opportunity to students to discover themselves which is important for professional as well as personal development.

6. Department of Mathematics

A Questionnaire was circulated by the Department of Mathematics among the 1st, 2nd and 3rd year students to know the views and level of satisfaction among students under various heads. They were asked to rank the various heads (*with '5' being the highest and '1' the lowest*). For simplicity and better understanding of the responses we have categorized the heads into 5 fields.

1. Regularity of lecture and practical classes.
2. Usefulness of Internal assessments to assess the knowledge and learning trajectory of students.
3. Inclusivity/participation of the students in various department academic and non-academic activities.
4. Availability of infrastructure e.g., facilities in the labs, books/ other reading material in the library, facilities in the lecture rooms.
5. Usefulness of publications, **Department Newsletter- Quantum and Department Journal-Eclat**, of the department to enhance the creativity of students and for academic growth of the subject knowledge.

The summary of the responses is as follows:-

- In regard to the regular conduction of classes, tutorials, participation in the discussion, the level of satisfaction varies between 82% to 91%.
- The degree of usefulness in the conduction of internal assessment was found out that the students are highly satisfied with the way internal assessments are conducted.
- The students were satisfied with the cohesiveness and inclusiveness in the Department activities with the numerical value being 87% and with the numeric value 96% they appreciated the helping culture of the department irrespective of the ethnicity and cultural background.
- The point of consideration in this survey is the response of the student body towards the availability of good infrastructure. This point out that the student body as a whole is only moderately satisfied with the level of infrastructure.
- Students are highly satisfied with the college library for finding books/ journals with the numeric value 91%, considering excellent, good and average ranks.
- The final heads were for the feedback towards the academic Journal Eclat, Anupama Dua Scholarship function and paper presentation, quality and content of the department newsletter-Quantum. The parameters were efforts, quality and learning. It was reported that the students liked and appreciated the efforts and usefulness of these with the numerical value varies from 92% to 96%..

7. Department of History

The department of history collected the feedback from students between 20th March till 2nd April 2020. The survey was conducted on various parameters on pedagogy, teaching methodology, department and on over all experience of the department and college. Besides the questions which were drafted for use in the survey, students were also encouraged to share their free thought on their experience in the department and the college.

Below is the response from 2nd year (4th semester) History Hons Students. At the outset one needs to remark that the response from the final semester students have been fairly low (12 students) compared to those in the second (27 students) and first year (68 students) of their under graduation. There seems to be progressive decline in the number of respondents as one moves from lower semester to the higher one.

Feedback Related to the department:

- Overall, 107 students across the semester provided the feedback. Around 91% (98/107) rated the department high to very high on the parameter of classroom teaching. Similarly, around 89% (96/107) rated their experience in tutorial classes from high to very high to excellent. A

large number of respondents - 93% (100/107) also seems to agree that the department and its teachers provide ample space for questioning and debates within the classrooms and tutorials.

- On the parameter of the usefulness of academic and co-curricular activities organised by the department, around 86% (93/107) of the respondents found the activities to be a very useful and enriching experience. At the same time, there is a slight decrease in the percentage of respondents - 75% (81/107) who finds avenues of direct involvement in activities outside the classroom, easy to access. On the parameters related to the department, in the end about 88% (95/107) of respondents agreed that they, if asked, would recommend the department and the course to students who are just passing school certificate examination.

Feedback related to academic content:

- On broader academic contexts, such as on the issue of idea strength of tutorial class or on usefulness of college library, students have expressed divergent opinions. While around 81% of total respondents feel that the ideal strength of a tutorial class should be between 6 to 10 students per group. At the same time an overwhelming number of students found college library stocked and extremely useful - 91% (98/107). Similar number of students also found the experience of using the library reading room to be very satisfactory (98/107). Similarly, on the structure of the various components of internal assessment designed by the university (including assignments, presentations and projects), students have expressed satisfaction with the above - 75% (81/107). However, on the contrary to an almost positive feedback on the above-mentioned parameters, students expressed a very negative view of the INTERNET facilities provided by the college, particularly in the library. An overwhelming number of responses - 80% (86/107) have expressed their dissatisfaction.

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- At the end students have given a generally positive to very positive review of the general infrastructure of the college, such as on general infrastructure (72% - 78/107), on the general experience of the college administration (62% - 67/107), grievance redress mechanisms (65% - 70/107), and on issue of sanitation and condition in college canteen (89% - 97/107).
- At the end of the survey, students were also asked to give their general remarks and any other observation which they would want to share with the department and college. Almost all the remarks have been positive, with students acknowledging that studying in LSR at the department of history have enabled them to think critically of the subject and have found the environment enriching, while they continue to learn and grow at LSR. However, some concern has been raised regarding the difficulty faced by the Hindi medium students due to paucity of the reading material and most of the classes being conducted in English.

8. Department of Sanskrit

The department of Sanskrit conducted a student feedback survey. Most students from all three years participated in the survey to express their views and gave suggestions regarding the statements given in the survey form. The students were asked to indicate their level of agreement by choosing a score between 1 and 5. Overall the students are quite satisfied with the given statements. According to the feedback survey result, majority of students are completely satisfied with the approach of the teachers in helping the students irrespective of their different academic backgrounds. Further, it is also noted that most of the students are pleased with the departmental co-curricular activities and have participated in different activities to contribute towards department's growth and to enhance their own skills. As many as 99% of the students are happy about their experience with departmental learning processes and preparing them for higher education.

It is also notable that students are quite satisfied with the periodical assessments conducted as per schedule. The statement that the attitude of the teachers was friendly and helpful has been well received by the students with a high score of satisfaction level (99%). According to the feedback, another important point that, majority of the students agreed with is that participation and discussion in the classroom was encouraged (95%). The survey shows that students are more enthusiastic in participative method of learning. The department will prepare plans to make the teaching learning

more participatory and discussion oriented. 99% of the students are satisfied with the statement that the entire syllabus was covered, which is an important finding. The department will try its best to take this level of 100%. Though 80% of the students have expressed a satisfactory notion regarding teaching aids for effective learning purposes, 20% of students have given an average score, which is a matter of concern for the department and needs to be taken care of. The department will take necessary steps to improve in this regard by using Modern teaching aids/gadgets/handouts/lectures by scholars from specialized fields. Some of the students from second semester have suggested for bi-lingual lecture delivery and notes in the class. This will be taken care of by the department to the best of its capability.

The department hopes that this survey would give more confidence to the teachers as the students have shown high level of satisfaction with their overall performance. At the same time, this survey has suggested that the quality of teaching –learning process through various methodologies and approaches can be improved. The department takes all responsibility to accomplish the expectations of the students.

9. Department of Economics

The Department of Economics, Lady Shri Ram College For Women conducted a survey to collect feedback from the students of Economics using a questionnaire encompassing:

- a) Teaching & learning
- b) Regularity & timely delivery of lectures and tutorials
- c) Periodic & structured Internal Assessment

It was found that students are greatly satisfied. They were highly appreciative of the pedagogical practices such as the use of ICT, group discussions, paper presentations, debates, quizzes, screening of documentaries. In addition, visits to eminent institutes in the public & private domain have provided the students an early exposure to practical applications of classroom learning.

When asked to assess and rate the general experience of college lectures in relation to depth of knowledge imparted, a majority of the students responded positively. The same goes for teachers' ability to communicate the course content, degree of preparedness of teachers, regularity and punctuality in conducting the lectures, as well as promptness in evaluation and feedback. In the context of fairness and empathy on the part of teachers, most of the students' assessment has been positive. Regarding the efficiency of various methods of evaluation, most of the students seem to be appreciative of class assignments, projects/presentations, and the end-semester examination. Moreover, as far as academic encouragement and support, as well as time spent with teachers outside the classroom are concerned, the response has been affirmative. Most seem to benefit from good communication and language skills, team-work, as well as the ability to think independently. These are some of the attributes the students have developed through the course of their journey here at LSR.

Given the changing dynamics where the shift to innovative audio-visual tools for classroom teaching may be inevitable, the Department will strive to incorporate best teaching-learning practices for an all-round development of the students.

10. Department of Political Science

The Department of Political Science of LSR sent out a Google Form with 10 questions to students of all three years with the purpose of getting their feedback for the academic year 2019 to 2020. The topics covered included their feedback on their BA (Hons.) & GE Courses, Teaching-Learning process and their overall experience in LSR. The following are the results –

First year students:

- On being asked to rate the quality of the course content of BA (Hons.) courses, 20% of students chose Excellent, 53% chose Good, 24% chose Satisfactory and the remaining 3% chose Poor.

- On being asked to assess the teaching-learning process in LSR, 30% of students chose Excellent, 55% chose Good, 13% chose Satisfactory and only 2% chose Poor.
- On being asked whether they were able to get sufficient reading materials for their courses, 85% answered that they were able to do so In Majority of Courses, 13% chose In Minority of Courses and 2% chose Rarely.
- On being asked whether the faculty cultivated an interactive, engaging learning atmosphere, 83% answered that they did so In Majority of Courses, 14% chose In Minority of Courses and 3% chose Rarely.
- On being asked whether internal assessments were evaluated without bias, 70% answered In Majority of Courses, 18% chose In Minority of Courses and 12% chose Rarely.
- On being asked to rate their overall experience in the Department of Political Science, 22% of students chose Excellent, 53% chose Good, 20% chose Satisfactory and the remaining 5% chose Poor.
- On being asked to assess their experience with GE courses, 21% of students chose Excellent, 43% chose Good, 22% chose Satisfactory and the remaining 14% chose Poor.
- On being asked to give feedback on the infrastructural facilities in LSR, 26% of students chose Excellent, 40% chose Good, 27% chose Satisfactory and the remaining 7% chose Poor.
- On being asked to rate the collection of Political Science Resources in the College Library, 42% of students chose Excellent, 44% chose Good, 11% chose Satisfactory and the remaining 3% chose Poor.
- On being asked to assess their overall experience in LSR, 26% of students chose Excellent, 36% chose Good, 29% chose Satisfactory and the remaining 9% chose Poor.

Second year students:

- On being asked to rate the quality of the course content of BA (Hons.) courses, 13% of students chose Excellent, 58% chose Good, 25% chose Satisfactory and the remaining 4% chose Poor.
- On being asked to assess the teaching-learning process in LSR, 19% of students chose Excellent, 56% chose Good, 21% chose Satisfactory and only 4% chose Poor.
- On being asked whether they were able to get sufficient reading materials for their courses, 88% answered that they were able to do so In Majority of Courses, 12% chose In Minority of Courses and 0% chose Rarely.
- On being asked whether the faculty cultivated an interactive, engaging learning atmosphere, 64% answered that they did so In Majority of Courses, 30% chose In Minority of Courses and 6% chose Rarely.
- On being asked whether internal assessments were evaluated without bias, 90% answered In Majority of Courses, 7% chose In Minority of Courses and 3% chose Rarely.
- On being asked to rate their overall experience in the Department of Political Science, 18% of students chose Excellent, 51% chose Good, 28% chose Satisfactory and the remaining 3% chose Poor.
- On being asked to assess their experience with GE courses, 15% of students chose Excellent, 25% chose Good, 33% chose Satisfactory and the remaining 27% chose Poor.
- On being asked to give feedback on the infrastructural facilities in LSR, 6% of students chose Excellent, 35% chose Good, 47% chose Satisfactory and the remaining 12% chose Poor.
- On being asked to rate the collection of Political Science Resources in the College Library, 18% of students chose Excellent, 53% chose Good, 23% chose Satisfactory and the remaining 6% chose Poor.
- On being asked to assess their overall experience in LSR, 21% of students chose Excellent, 51% chose Good, 24% chose Satisfactory and the remaining 4% chose Poor.

Third year students:

- On being asked to rate the quality of the course content of BA (Hons.) courses, 10% of students chose Excellent, 46% chose Good, 32% chose Satisfactory and the remaining 12% chose Poor.
- On being asked to assess the teaching-learning process in LSR, 24% of students chose Excellent, 41% chose Good, 23% chose Satisfactory and only 12% chose Poor.
- On being asked whether they were able to get sufficient reading materials for their courses, 76% answered that they were able to do so In Majority of Courses, 19% chose In Minority of Courses and 5% chose Rarely.
- On being asked whether the faculty cultivated an interactive, engaging learning atmosphere, 58% answered that they did so In Majority of Courses, 25% chose In Minority of Courses and 17% chose Rarely.
- On being asked whether internal assessments were evaluated without bias, 80% answered In Majority of Courses, 15% chose In Minority of Courses and 5% chose Rarely.
- On being asked to rate their overall experience in the Department of Political Science, 16% of students chose Excellent, 49% chose Good, 15% chose Satisfactory and the remaining 20% chose Poor.
- On being asked to assess their experience with GE courses, 30% of students chose Excellent, 31% chose Good, 25% chose Satisfactory and the remaining 14% chose Poor.
- On being asked to give feedback on the infrastructural facilities in LSR, 10% of students chose Excellent, 46% chose Good, 29% chose Satisfactory and the remaining 15% chose Poor.
- On being asked to rate the collection of Political Science Resources in the College Library, 19% of students chose Excellent, 46% chose Good, 27% chose Satisfactory and the remaining 8% chose Poor.
- On being asked to assess their overall experience in LSR, 39% of students chose Excellent, 30% chose Good, 19% chose Satisfactory and the remaining 12% chose Poor.

Overall Summary:

- Most students gave a positive feedback (*Satisfied or above*) about their experience with the Department and LSR in all three years.
- The Department will work to improve the percentage of highly satisfied students and reducing the percentage of dissatisfied students.
- Relatively High amount of dissatisfaction about GE courses is a cause for concern.

11. Department of Philosophy

The Department of Philosophy at Lady Shri Ram College has conducted a student's feedback survey in the month of March 2020. Sixty-two students participated in the survey to indicate their satisfaction about the statements given in the form. The students were suggested to indicate their level of agreement to the statements by choosing a score between 1 and 5. Overall, the students are quite satisfied with the statements given in the form and it will help the department to improve the teaching methodology.

According to this survey, majority of the students are completely satisfied with the approach of the teachers in helping the students irrespective of ethnicity and culture/background. While 77% of the students have indicated their stronger agreement with the statement, 23% of the students have also indicated their satisfaction on this. Along with this, it is also noted that the students are highly satisfied with the teachers that they were fair and unbiased in the evaluation process. As high as 56% of the students have fully agreed with the statement and nearly 42% of the students are satisfied with the evaluation process. However, one student has indicated her satisfaction with a lower score which has to be taken in account to make the evaluation process completely fair and unbiased.

According to this feedback survey, 61% of the students are well satisfied with the teachers that they had the skill of addressing inappropriate behaviour of the students. It is also a notable feedback that students are highly satisfied with the periodical assessments that were conducted as per schedule. Around 70% of the students are happy with this in which 45% of the students are fully satisfied with this statement. The statement that the attitude of the teachers was friendly and helpful has been well accepted by the students with a high score of satisfaction (73%). According to the feedback of another important statement, majority of the students agreed with the participation and discussion in class was encouraged (65%). At the same time, the survey depicts that students are more enthusiastic in participation and discussion. It is also important that 71% of the students are highly satisfied with the statement that the entire syllabus was covered. At the same time, the department understand that the satisfactory level of the students must go to the maximum level. Thus, the department will take necessary steps to cover the entire syllabus within the stipulated time. Based on the feedback, the department will encourage the teachers to discuss all the topics in detail in the class as 49% of the students indicated an average score regarding this. Even though 68% of the students have expressed a satisfactory indicator in their feedback regarding various teaching aids for effective learning process, 32% of the students have indicated an average score which needs to be addressed. The department will take necessary steps to improve this by using Modern teaching aids/gadgets/hand-outs/suggestion of reference, PPT, web sources etc. The feedback also suggests the department that the counselling in academic and non-academic matters in/outside the class needs much attention as 16 % of the students have indicated a lower score whereas 84% of the students are satisfied with this statement. Also, the feedback shows that students are satisfied with the infrastructure of the college to have their classes, as around 67% of the students are satisfied with this in which 58% of the students are fully satisfied.

The department look forward that this survey would give more confidence to the teachers as the students are highly satisfied with their overall performances. At the same time, this survey reminds us to improve the quality of the learning process through various methodologies and approaches. The department will take all the responsibilities to accomplish the expectations of the students.

12. Department of Statistics

The students of 2017 - 2020 batch were asked to give their feedback on various aspects of the B.Sc. (Hons.) Statistics discipline. They were asked to rate the discipline in terms of course content, pedagogy, quality of teaching, faculty mentoring and facilities offered by the department on a 6-point Likert scaling ranging from "Excellent" to "Below Average" with one more option "Attended too few classes to comment".

Majority of students gave "Very Good" response to questions pertaining to the course offering them good help in their future trajectory, sincerity/commitment of teachers, their communication skills, relating subject to real life situations, helping students irrespective of their ethnicity/background, approach towards developing professional skills, accessibility of faculty, depth of preparation and degree of knowledge, availability of computer, calculators etc and engaging students in exploring the theoretical concepts involved in experiments.

Students marked "Very Good" when asked about whether Invited Talks/Computer Workshops have strengthened the application-oriented nature of Statistics.

Availability of Teachers in Lab for whole duration of lab hours, helping students in conducting experiments, regular checking of practical files, availability of computers, calculators, statistical tables etc., were the questions which students rated as "Excellent". All the students gave their feedback that the internal assessments were taken regularly by all the Department teachers.

	Excellent	Very Good	Good	Average	Below Average
Statistics as a Discipline has helped in your future trajectory	9 (37.5%)	11 (45.83%)	0 (0%)	3 (12.5%)	1 (4.17%)
The engagement with subjects offered in the discipline has motivated you to pursue higher studies	7 (29.17%)	8 (33.33%)	5 (20.83%)	1 (4.17%)	3 (12.5%)
Invited Talks/Computer Workshops has strengthen the application oriented nature of Statistics	5 (20.83%)	7 (29.17%)	10 (41.67%)	2 (8.33%)	0 (0%)
Overall assessment of teaching-learning pedagogy of the Department	4 (16.67%)	12 (50%)	4 (16.67%)	3 (12.5%)	1 (4.17%)
Sincerity/commitment of the teachers	15 (62.5%)	5 (20.83%)	3 (12.5%)	1 (4.17%)	0 (0%)
Communication skills and conducting the classroom discussions	9 (37.5%)	8 (33.33%)	4 (16.67%)	1 (4.17%)	2 (8.33%)
Skill of linking subject to real life applications and creating interest in the subject	8 (33.33%)	9 (37.5%)	4 (16.67%)	1 (4.17%)	2 (8.33%)
Approach towards developing professional skills among students	0 (0%)	8 (33.33%)	7 (29.17%)	3 (12.5%)	1 (4.17%)
Help students irrespective of ethnicity culture/background	15 (62.5%)	3 (12.5%)	4 (16.67%)	1 (4.17%)	1 (4.17%)
Accessibility of the teacher in and out of the class	11 (45.83%)	9 (37.5%)	3 (12.5%)	1 (4.17%)	0 (0%)
Depth of preparation and degree of knowledge	9 (37.5%)	9 (37.5%)	6 (25%)	0 (0%)	0 (0%)
Engaging students in exploring the theoretical concepts involved in the experiments	11 (45.83%)	4 (16.67%)	4 (16.67%)	4 (16.67%)	1 (4.17%)
Helping the students in conduction experiments through set of instructions	9 (37.5%)	9 (37.5%)	3 (12.5%)	1 (4.17%)	2 (8.33%)
Regular checking of practical file	18 (75%)	3 (12.5%)	2 (8.33%)	1 (4.17%)	0 (0%)
Availability of computers, calculators, statistical tables etc.	16 (66.67%)	4 (16.67%)	4 (16.67%)	0 (0%)	0 (0%)
Regularity in Internal Assessments (Yes/No)	21 (87.5%) / 3 (12.5%)				

Department's opinion: Statistics is a discipline with far-ranging applications in almost every sphere. However, in order to understand the practical aspects, the students need to be aware of a certain level of theory. It is with this objective that Seminars/Lectures are conducted wherein speakers revisit some theoretical concepts before dwelling on practical applications. Unfortunately, with the long hours (8:45AM to 5:30PM) that students of our discipline spend in their classrooms, they are fatigued and somehow fail to identify the importance of theoretical concepts given in workshops and hence fail/ignore the subsequent illustrations. That is perhaps the reason why the students gave a lackluster "Average" response to question pertaining to Seminars/workshops.

13. B.A. Programme

The batch of 2020, 2021 and 2022 were asked to share their reviews on various aspects of the department/college. They were required to rate various aspects on a scale of 1 to 5, 5 being the best. Following can be deduced on thorough analysis of their ratings:

- On an average, students have rated classroom teaching 3.29 and experience in tutorial classes a 3.27.
- With a solid rating of 4.31, students believe that they have the freedom to ask questions and debate in classrooms.
- Usefulness of academic and co-curricular activities has been rated a decent 3.65.
- Avenues for direct involvement in activities outside regular classrooms has been rated 3.39.
- With a rating of 3.69, recent graduates would recommend BA Programme of LSR to school leaving students.
- Students believe that the ideal strength of a tutorial group should be 10-12.
- Students have rated the usefulness of the college library a satisfactory 3.95.
- The experience of using the library reading room has been rated 3.93.
- Students did not find internet facilities in the college highly satisfactory and have rated it 2.59.
- The design of various components of internal assessment by the university has been rated a 3.41.
- Students seem satisfied with the general infrastructure of the college and have rated it a decent 3.8.
- Student-friendliness of the administration has been rated a 3.36.
- Grievance redressal mechanism in college could be better and has been rated a 3.1.
- Students seem satisfied with the Food, Cleanliness and Services in college café which has been rated an adequate 3.80.

Additionally, Computer Science students were asked to share their reviews on various aspects of the laboratory. Students seem satisfied with laboratory infrastructure and have rated it 3.89.

When asked to what extent has B.A. Programme deepened their critical/analytical abilities, factual knowledge, understanding of concepts, creativity and communication skills most students gave a positive response. The diversity in terms of the subject choices that programme has to offer was applauded, and was also cited as a reason by most for expanding their horizon of knowledge. It has also helped students to develop a holistic problem solving approach and they have learnt to analyse topics from various lenses.

However, a few criticisms were cited as well. The major criticism was regarding the lack of flexibility and options provided while choosing the GE and SEC courses. A number of students had to settle for GE and SEC courses which were not of their liking. Suggestions about having faculty B.A. Programme representatives from all departments were raised, who will be the point of contact for their department's involvement in B.A. Programme. This would ensure effective redressal of students' concerns from all subject combinations.

In terms of opportunities after college, it was a general response that the course is well designed for students interested in taking competitive exams like UPSC. However, if a student wants to pursue higher studies after college, they will have to put in extra efforts and plan way in advance on an individual level.

14. Department of Sociology

The feedback form was circulated to all students. The response rate was as follows;

Class	Number of Students	Response
1 st Year	56	55
2 nd year	46	39
3 rd Year	42	36

The following tables summarize the responses and highlight some key comments.

THE ACADEMIC EXPERIENCE:

		Strongly Disagree	Disagree	Agree	Strongly Agree	NA	
1	Time spent at the Department was intellectually stimulating	2	1	9	25	-	3 rd yr
		1	2	24	13	-	2 nd yr
		1	-	35	19	-	1 st yr
2	The programme added to your skills, concepts and analytical abilities	2	1	8	26		3 rd yr
		-	2	22	13	3	2 nd yr
		-	2	30	23	-	1 st yr
3	The syllabus was well structured and adequately rigorous	1	10	17	10		3 rd yr
		1	9	21	8	1	2 nd yr
		2	8	32	14	1	1 st yr
4	Received adequate support as a student throughout the programme	3	2	18	14		3 rd yr
		-	6	23	10		2 nd yr
		-	5	32	17	1	1 st yr

Students are generally happy with the teaching learning process.

Some comments:

The professors are so good, kind and helpful. The readings are explicitly explained and make known to us the magic of what comprises Sociology.

I felt very intellectually filled. And more comfortable in using certain concepts in everyday speech. The department proved to be a healthy and safe space throughout the semester and also increased the love for the subject for me.

FACULTY (in General):

		Strongly Disagree	Disagree	Agree	Strongly Agree	N/A	
1	Stimulated your interest in the subject	2	-	16	17	1	3 rd yr
		-	1	26	11	1	2 nd yr
		-	4	32	17	2	1 st yr
2	Are knowledgeable about course content	-	2	13	21	-	3 rd yr
		-	-	9	29	1	2 nd yr
		1	1	22	31	-	1 st yr
3	Possess good communication skills	1	5	16	14	-	3 rd yr
		-	2	21	16	-	2 nd yr
		1	3	31	20	-	1 st yr
4	Effectively directed and stimulated class discussions	1	1	20	14	-	3 rd yr
		-	7	18	13	1	2 nd yr
		2	3	23	26	1	1 st yr
5	Class time was used effectively	1	3	11	20	1	3 rd yr
		-	3	18	18	-	2 nd yr
		1	1	31	21	1	1 st yr
6	Inspired you to engage with the discipline beyond the curriculum	1	6	8	20	1	3 rd yr
		1	5	16	17	-	2 nd yr
		1	5	27	21	1	1 st yr
7	Treated you with respect	-	2	15	18	1	3 rd yr
		-	1	20	16	2	2 nd yr
		1	0	20	33	1	1 st yr

Some Comments:

Faculty could strategically ensure that each student got a chance to speak in class rather than some people dominating the discussion.

There were times when I felt out of place in this institution. In all those times, some way or the other the faculty told me we all have something which can be honed and no one is lesser than anybody. This was a sentiment that was constantly echoed through feedbacks on write-ups or internal assessments. Throughout the session, my questions regarding the course were answered. My strengths were highlighted and so were my weaknesses. To do this in a class of 56 people requires a lot of effort and dedication and I am grateful for that.

The faculty of sociology department has enhanced me in so many ways. The style of teaching of each faculty is different but equally unique and the way the faculty is always ready to solve our doubts even outside college hours has been very helpful.

The Sociology Faculty is hands down one of the best faculties of LSR with inspiring and highly knowledgeable professors.

I know there are no ways to let a discipline know how grateful I am for its existence. So I guess the next best thing to do would be to thank all the wonderful teachers who guided me in the process of understanding the discipline. This is really not about how a particular prof was good or bad, or if I personally liked their classes or not. This is just a simple thank you note for being there throughout my journey of trying to understand what Sociology is and helping me in the ways you've already done

THE TUTORIAL SYSTEM:

Rate on a scale of 1-5 with 5 being the best		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		3 rd year					2 nd Year					1 st Year				
1	Effectiveness	3	4	13	7	9	2	7	14	11	5	2	7	25	17	4
2	Participatory opportunities	2	2	5	13	14	3	3	10	11	12	1	3	9	27	15
3	Faculty feedback helped you to improve your learning abilities	2	2	7	12	13	3	5	10	10	11	-	6	17	20	12
4	Internal evaluation as a method to enable learning	2	2	7	14	11	2	7	13	8	9	2	2	20	18	13

The overwhelming response is that tutorials should stay. They play an important role in connecting the individual student to the discipline. Students enjoyed tutorial periods where they got to speak and learn more about the subject and connect to various happenings in their lives and the world. Students noted that this unique system helped them improve their skills.

Some Comments:

The tutorial system is really unique and a great way of learning.

The discussion in Tutorials have been so much more than just answering of doubts, but taught us more about the subject altogether.

Feedback was detailed in every class.

DEPARTMENT SPECIFIC ACTIVITIES

Rate on a scale of 1-5 with 5 being the best		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		3 rd year					2 nd Year					1 st Year				
1	Sociology notice board	3	-	9	9	15	2	5	7	9	16	2	5	15	19	14
2	Special lectures	1	2	6	11	16	3	3	5	13	15	2	8	25	16	4
3	Film screenings	1	9	11	8	7	7	3	7	9	13	6	14	17	11	7
4	Annual festival	2	5	3	7	19	10	1	5	11	12	12	11	12	12	8
5	Publications	1	3	4	14	14	2	3	6	18	10	7	8	18	11	11
6	Field Trip	1	1	3	6	25	6	1	6	7	19	16	12	13	5	9
7	The Department as a social space	1	4	3	6	23	3	3	10	6	17	3	3	10	6	17

Some Comments:

The field trip is by far the most enriching experience of student life in the Department. Students also see it as an activity that sets them apart from other Departments of the University of Delhi. Students appreciated the participation on the part of both the faculty and students in department activities.

COLLEGE RESOURCES

Rate on a scale of 1-5 with 5 being the best		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
		3 rd year					2 nd Year					1 st Year				
1	Library facilities	1	2	11	7	15	-	3	10	14	12	1	4	16	18	16
2	Computer Facilities	4	10	13	5	4	8	16	9	4	2	7	10	21	13	4
3	Wifi connectivity	14	7	9	3	3	25	7	2	1	4	15	20	13	5	2
4	Cafeteria	-	5	11	7	13	1	4	13	11	10	1	3	15	19	17
5	Medical Room	7	1	12	9	7	2	8	13	8	8	-	4	27	17	7
6	Counselling	9	8	9	5	5	13	6	9	7	4	5	11	20	15	4
7	Administrative Staff	5	8	12	6	5	3	8	18	5	5	2	19	14	13	7
8	Web Site	3	6	12	6	9	6	5	16	6	6	2	9	17	18	9
9	Student Handbook	5	5	11	8	7	6	1	17	9	6	1	5	20	16	13
10	Extra-curricular activities	4	2	6	10	14	-	7	11	10	11	2	8	12	19	14

Internet facilities are a major let down. Students also commented on the lack of computers in the library. The college website, it was also felt needed to be more functional and updated on time. Extra-curricular activities are all about the societies. If you are not a member, then no avenue to participate in any activity.

College ATM should be repaired. It is out of service most of the time.

Cafe is unable to handle the volume of students – needs major expansion of staff and space. Students unable to get lunch during lunch hour.

Many hours are spent distributing exam forms and that too a few days before exams when time is scarce. A better method needs to be put in place.

Admissions too took long time for forms to be processed. It was almost midnight. The system needs to move fast.

Each student pays for sports and so there must be more opportunity for students not in NSO to also play sport.

MISCELLANEOUS

1. If you were to list three chief outcomes of studying Sociology during the last three years what would they be?

Students listed the following as the outcomes of studying sociology:

- 1) More awareness as a citizen
- 2) Empathetic as a person - more sensitive to others' view points
- 3) Has instilled analytic and critical thinking skills, improved reading and writing skills.
- 4) Inculcated a new perspective of looking at life;
- 5) Identified my own privilege and learnt how to use it to help others.
- 6) I can take what I learn in classes to other avenues of my life and allows me to be more introspective and reflective
- 7) Sociology has definitely changed the way I read, even when I'm reading for leisure.
- 8) Acquired unending knowledge about Indian Society and others. Able to treat everything equally inspired by the idea of brotherhood, equality, fraternity, secular and peace.
- 9) I have learnt to initiate a dialogue with people.
- 10) I was pushed into non-fictional reading for academic purposes and it was a euphoric experience. It also made me read fiction in a different way. Sociology made my hobby a more spirited passion #I lost the sense of easy going understanding about everything around. Things stopped being just black and white.

2. Do you intend to pursue higher studies in sociology or a related discipline?

	3 rd year	2 nd year	1 st Year
Yes	25	23	23
No	7	4	8
Don't Know	4	11	24
TOTAL	36	38	55

3. How likely are you to recommend undergraduate program in Sociology at LSR to others?

	3 rd year	2 nd year	1 st Year
Very Likely	30	29	47
May Be	5	10	7
Not Likely	1	-	-
TOTAL	36	39	54

Comments on any other matter not covered in the Exit Feedback Form.

The administration has to perform better. There is a constant lack of coordination between the students and the admin resulting in differences that the latter seems to be completely ignorant. As students we feel let down at such times.

Want to thank our faculty for going out of their way to help us even outside the classroom. This was something that always stood out to me, and I am very grateful to have experienced it.

There should be a question based on the performance of the Department Union

Feedback on Computer Science

The students of Computer Science Department were asked to share their reviews on various aspect of the department. They were asked to rate on a scale of 1 to 5, 5 being the best. Following can be deducted on thorough analysis of their ratings:

- **On an average**, the experience of classroom teaching has been rated an adequate **3.97**.
- Students find the experience in practical classes highly satisfied and rated it **4.12**.
- With a solid rating of **4.63**, students are highly satisfied with the freedom to ask questions and debate in classrooms and practical.
- Students feels that library could be richer in context of computer science related books and rated it **3.07**.
- The hardware adequacy in computer labs has been rated a decent **3.58**.
- Students seems satisfied with the software adequacy in computer labs and has been rated it **3.87**.
- With a rating of **4.31**, students would like to recommend Computer Science as Discipline and GE to the school leaving students as well as to their juniors.

15. Department of Journalism

“Department of Journalism had successfully organized various events, sessions and workshops in the session 2019-20. *Juxtapose*, the annual academic meet was celebrated along with the completion of 25 years of the department. The department has shown improvements in reference to organizing various workshops that were conducted in reference to the topic of our syllabus that were essentially helpful to the students. Teachers organizes movie screening specific to our papers have helped better understanding of the topics. The assignments, presentation and their submission are thoroughly discussed and informed to the students.

The department can enhance on infrastructural issues, which hinders regular lectures. These include Wi-Fi connectivity in Medial Lab and studio and functioning of speaker, projector and laptop. Miscommunication arises within the department, as there is a lack of direct interaction among faculty, union and the student body.

Within regular lectures syllabus is discussed, hard copies of the readings are provided and extra material is also sent through emails or links. General Body meetings and Feedback sessions held with union ensures the effective working of the department.”

Shruti Pagare
3rd Year, 2020, Department of Journalism,
Lady Sri Ram College for Women

“Pedagogy: □The classroom teachings are quite engaging and interactive. We are provided with reading materials and support materials on a regular basis. The best part about the teaching is that it involves not only the traditional blackboard teaching but also with the help of presentations, film screenings and guest lectures on a regular basis. Doubt session is taken at the end of every class apart from the tutorials. The assignments for our internal assessments are assigned in a way so that it can help us in preparation for our main exams.

Teachers are very supportive and they provide regular insights to the students. They are always ready to help the student body.

Workshops and Seminars

The department has organized many successful workshops and conducted guest lectures on a timely basis. All the workshops and the seminars which were organized were very informative, resourceful and skill enhancing. Some of the workshops which I personally liked very much were the Video Editing workshop, Workshop on Documentary Production, and Fake news workshop to name a few.

Infrastructure

I feel the department somewhere lacks in the infrastructural requirements. We have cameras but we don't have SD cards, the laptops are not in proper working condition and are not up to date. The Union has been writing applications for the same but no follow up has been taken till date.

Wi-Fi should be made available because it becomes really tough when the teacher wants to screen

something but the net is not available.

I also feel that a small printer should be made available in the department as it would be feasible for both the faculty as well as the students.”

Richa Dubey
3rd Year, 2020, Department of Journalism,
Lady Sri Ram College for Women

“The Department of Journalism, Lady Shri Ram College for Women has constantly shown improvements in its pedagogy, student-teacher relations, the practicality of academics as well as activities which include workshops and seminars.

In the past few months, multiple sessions, workshops, seminars and activities have been conducted by the department teachers as well as students. □ The activities include Manju Bharat Ram Seminar conducted in collaboration with the Department of Hindi, Lady Shri Ram College for Women.

Followed by a workshop conducted on Fake News. □ Another enlightening seminar was conducted on Social Media ethics. □ An exceedingly knowledgeable workshop was conducted on Video Editing using the software Final Cut Pro. □ In February last week, the department successfully concluded its annual academic meet, *Juxtapose'20*. The 2-day event witnessed active participation from the students of many colleges of Delhi. It included insightful sessions and workshops from renowned media personalities.”

Dishika Bakliwal
3rd Year, 2020, Department of Journalism,
Lady Sri Ram College for Women

“The Department of Journalism is a small department that aims at developing both theoretical and practical knowledge. The infrastructure availability is good enough for a small number of students, however when the size of the batch increases, the class fails to even fit in the media lab (like the Batch of 2022). Since it is a more practical based course, we do require more cameras and more computers with the necessary software to gain full knowledge. Even though the course is theory based, the assignments are more practical which allow us to develop more skills that will be required in the professional world. What is also required is the up-gradation of the syllabus. The books and reference material we use is very old and more Western based and there is therefore a need to reframe the syllabus and the reference material. The student-teacher interaction is usually limited to the CRs (class-representative). Even though formal communication of messages is usually done effectively, we can engage in informal communication also by organizing regular faculty-student GBMs, so that grievances of both students and teachers can be addressed. Even though we have regular sessions, the number of workshops and field visits should increase as it allows us to see how the industry actually works. These workshops can be open for all the years and can be diverse with professionals from different types of media houses. Overall the department functions efficiently ensuring proper teaching methods and regular sessions helping the students develop understanding of the topics.”

Shravya Goel
2020 Batch, Department of Journalism,
Lady Sri Ram College for Women

“Being in the Department of Journalism, Lady Shri Ram College for Women for almost three years now my experience just kept going better and best with each passing day. Initially, with a lot of excitement I was keen on learning the essentials of Journalism, a subject that appealed to me because of its lively nature, ongoing learning and a never ending scope. Gradually starting from the basics, the way of teaching, explaining, quoting current examples, kept boosting my interest and want for practical work of the topics studied. The learning kept getting bigger with creative additions being made.

Teacher Student Interaction

Just as the saying goes “A great teacher takes a hand, opens a mind and touches a heart” so does my feeling for the student-teacher interaction in the department. I have been taught now by every teacher and undoubtedly the one word for them all is ‘great’. Great in different ways – helping you in understanding every concept such that you know them for a lifetime, teaching you the skills that the industry demands, helping you with the camera, providing time for grasping the right camera grip, shooting from the right angle, editing in the most smooth manner and the best part is always being there with a helping hand! In real sense, now, for the students of Journalism camera is like a shooting gun in the hands of a soldier.

Infrastructure

The department has provided not only great Professors but also the tools required to learn the technicalities. The DSLR cameras, Apple computers, Final Cut Pro software, sound recorders, mics, everything is available right at your disposal, with a form to be filled. The projectors, speakers, TV screen, cubicles, the classroom and the Studio, they all made me be at ease and enjoy every moment of being in our own Media Lab.

Curriculum

The syllabus completion is strategized in a manner which goes hand in hand with practical parts. The assignments, projects and presentations given teach something new each and every time you work on them. New topics, current issues, platform to raise voice, contrasting opinions everything had an equal place in the teaching format. Not just the readings, teaching went truly beyond the classroom! Internal assessment has not been just another assignment but a new horizon of working – sometimes on digital, sometimes on Print, sometimes through researches, making short videos to the documentaries to news pieces, everyone got a chance to work in teams, individually, it has been not just fun but also tough at times.

Workshops, Guest Lectures, Seminars

The teachers have always encouraged us to put forward topics we want some extra knowledge on, something we need to know about the working of industry, and invited reputed people who have huge experience of the industry. Such lectures, Google fact checking workshop, editing workshops, software usage workshops helped us hone a lot more skills.

The teachers always inform us about seminars, significant inter-college events that happen. Such information has given us an opportunity to attend seminars like Chitra Bharati Film Festival, listen to prominent people from various media fields.

All in all my years at LSR, Journo Department have been worth living!”

Shraddha Acharya
2020 Batch, Department of Journalism,
Lady Sri Ram College for Women

The learning process is made innovative by incorporating screening of relevant videos and films related to the subject. Power point presentations are also used from time to time. Topic-wise readings are provided for each subject which makes learning much easier. An attempt is made to ensure practical learning by giving assignments like creating social media campaigns, public service advertisements, issue specific videos, news bulletins, radio programmes, etc.

The interaction between students and teachers is good. A friendly atmosphere is created allowing students to put up questions and queries freely. Student feedback is taken well into account- be it for organizing workshops, conducting internals, styles of teaching or classes in general.

The curriculum is well balanced, covering a vast range of subjects so that the students can learn which field they are inclined towards: print, broadcast, new media, research and communication, film studies, advertising and public relations, etc. However, I feel that the balance between theoretical and

practical aspects of certain subjects, for example, Documentary Production could be changed. The practical part in such subjects must have higher weightage than the theoretical part. The workshops and guest lectures' conducted have proved to be quite insightful and have added to our learning. They give us perspective of those working in the field and helped us engage in one on one interaction with industry experts. The suggestions of students are well taken into account for conducting the same. Some field visits along with such sessions would be greatly beneficial as they would allow us to experience the working of media, first hand."

Aastha Poddar
2020 Batch, Department of Journalism,
Lady Sri Ram College for Women

Annexure II
Academic calendar 2019-20 (Selected Highlights)

June 2019	<ul style="list-style-type: none"> Self-enhancement Workshops for Non-Teaching Staff, 13,14 & 17 June 2019
July 2019	<ul style="list-style-type: none"> On-going Students Admissions as per rules and regulations of the University of Delhi College orientation for first year students, 21 July 2019 Department orientations for first year students, 22nd July, 2019 General Elective Demonstration classes by all departments for first year students (24th, 25th, 26th of July)
August 2019	<ul style="list-style-type: none"> The fifth Manohar Shyam Joshi lecture with speaker Dr. Purshottam Agarwal, a distinguished academician, researcher and public intellectual who advocates democratic values in the Indian political and cultural sphere, 8th August, 2019 Celebration of Sanskrit Week, 13th to 19th August 2019 Workshop on "Dragonfly conservatory" on 14th August, 2019 Lecture by Prof. M.N Hoda, organised by the Department of Mathematics, 21st August, 2019 Discussion on "Why we Need Libraries" with Purnima Rao organised by the department of English, 22nd August, 2019. Psychology Department LSR launched a Research Club to promote research efforts in the student community, 22nd August, 2019. Workshop for the faculty of the college on the 'Role of ICT in Teaching and Research' to provide faculty members a comprehensive understanding of the introductory and advanced technology tools that can be effectively used for teaching, research and data analysis, 31st August, 2019
September 2019	<ul style="list-style-type: none"> Concert by Rudra Veena exponent, Ustaad Bahauddin Dagar, 12th September 2019 organised through SPIC MACAY. Visit by 15 students from the Faculty of Arts, Macquarie University as part of the Australian government's New Colombo Plan scholarship led by Dr. Julian Droogan, Senior Lecturer, Department of Security Studies and Criminology, 9th September to 13th September, 2019. The Department of Mathematics 'certified 18 hours workshop on Machine Learning in R in collaboration with an external agency Compute Minions for the student body, inclusive of all departments (11th September-1st October, 2019). 17th annual run at LSR, as part of its Climate Change Week, with over 800 students participating, 20th September 2019. Mental Health Awareness Week by the Psychology department from 23rd to 27th September, 2019. This year's theme was "Pathshala Pathos: Struggles of Gen Z" Annual International Academic Meet of Commerce Department on theme was 'Escalade', 26th and 27th of September, 2019
October 2019	<ul style="list-style-type: none"> Celebration of World Wildlife Week through a Nature Walk on October 1, 2019. Plastic Free Diwali Mela, 19th October, 2019 Discussion on topic "The future of Aviation Industry in India " by Entrepreneurship Cell, 22nd October, 2019

	<ul style="list-style-type: none"> • A breast cancer awareness session organised by VAPP and WUS, in collaboration with Pinkishe Organisation. • Sustainable Menstruation workshop , 24th October, 2019 • Talk by Ms. AasthaVirk Singh, Senior Advisor, Education USA, United States India Education Foundation, 24 October 2019 • Skill Enhancement Session by Entrepreneurship Cell on “Analysis of problems for ideating a business.” 31st October , 2019
November 2019	<ul style="list-style-type: none"> • End of semester examinations
December 2019	<ul style="list-style-type: none"> • End of semester examinations • Visit by Dr. Gita Gopinath, Chief Economist of the International Monetary Fund, 20th of December, 2019.
January 2020	<ul style="list-style-type: none"> • Department of Economics; Annual International Students’ Symposium – Econvista 2020 on theme “India in the globalised world: Which way now?”, 17th and 18th January 2020. • Visit by Ms. Akta Sawhney from Cargill Global Scholars Programme, 9th January 2020 • Talk by Mr. Danny Pan, Associate Manager, Academic Partnerships, the Summer Institute at OrielCollege, Oxford and the Cambridge Summer Institute, 21st January, 2020 to inform students about summer courses at the universities of Oxford and Cambridge • The Department of Mathematics’ Annual Inter – College Academic Meet- “Enigma”, on the Theme: Being Environmentally Rational, 24th and 25th January 2020.
February 2020	<ul style="list-style-type: none"> • Seed ball making initiative (6th February, 2020) • Eco-friendly candle making and body scrub making (19th February, 2020). • Paper Recycling: to make students and faculty aware of how to recycle paper products (14th February, 2020) • The Journalism Department’s Annual Academic Meet—Juxtapose, on the theme—”Do We Dare: Will Media Change the Universe?” on 21st and 22nd of February, 2020. • Fashion: to make students aware of the ecological repercussions of the fashion industry (20th February, 2020) • 'Environment Week' celebrated from February 21st to 28th, 2020. • Project Utthaan, an undertaking of Enactus Lady Shri Ram College for Women, conducted an environmental campaign named 'Tree Tag' in February 2020 • The philosophy department’s annual fest on theme, the Good Place, 27th and 28th of February, 2020.
March 2020	The Department of B. A. Programme’s annual fest Samagam on the theme “Swara: Unfurling Narratives”, February 28 th and 2nd March.
April 2020	<ul style="list-style-type: none"> • Entrepreneurship Cell’s first-ever online E-Week, April 7, 2020 • Online activity on Empowering youth in Covid 19 by Pravah, 7th April, 2020 • Meditation session by Navyam (online), 10th April 2020 • Talk on ‘How to maintain your mental health’ (online), 12th April, 2020 • Talk on ‘Child Sexual Abuse by NGO Arpan (online), 14th April, 2020

May 2020	<ul style="list-style-type: none"> • Webinar on 'From Stressors to strengths: Family Dynamics amid a Pandemic' organized by the department of Psychology, with Dr. Mudita Rastogi, marriage and family therapist from Illinois, May 14th, 2020. • The Philosophy Department Journal 'Noesis' was released in the digital format, 21st of May 2020. • Webinar on Behind the screen warriors: Indian scientists and the COVID 19 pandemic for the students and faculty of the college with Dr. T V Venkateshwaran, Senior Scientist, Vigyan Prasar, National Institute for Science Communication of Department of Science and Technology, Govt. Of India on May 23rd, 2020 • Webinar hosted by the Department of Commerce titled '<i>Socio-Economic Impact of COVID-19 on India's Low-Income Working Class</i>' with Professor Ms Madhu Vij (Faculty of Management Studies, Delhi) and Researcher Ms Ratna Sudarshan (an illustrious alumnus of LSR, DSE and the Cambridge University, London) on May 29th, 2020.
June 2020	<ul style="list-style-type: none"> • The Annual Research Journal of the Department of Economics - Ecolloquial, was released, 10th of June, 2020. • Celebration of international Yoga Day, 21st 2020
July 2020	<ul style="list-style-type: none"> • Online short-term certificate course by the department of Psychology (14th -31st July, 2020) • Online session for teachers on the Use of Google meet for Pedagogical purposes, 6th July 2020 • Webinar on "Financial Mathematics: Pedagogy and career perspectives" by the department of Mathematics: from Monday, 27th July to Friday, 31th July 2020

Annexure 3

No. of faculty served as experts, chairpersons or resource persons:

Total 33 Faculty members of LSR College served as experts, chairpersons or resource persons in Academic session 2019-2020

Dr Kakali Barua

- 3rd June, 2019. Invited as resource person to conduct the viva-voce of Indian Administrative Officers 2017 batch. LBSNAA, Mussoorie

Dr. Kalyani

- Invited as Speaker in a Panel Discussion on Women in Science organized by Aditi Mahavidyalaya , University of Delhi.
- Resorce Person /Speaker in a National webinar organised by OUP(Oxford University Press) for teachers and teacher educators in June 2020 on Topic-CoVid 19 Pandemic as a socio scientific Issue and Role of Teachers.
- Resource Person in a webinar organised by Lady Irwin College , University of Delhi, on Topic -Role of Science Teachers in Covid 19 Pandemic as a socio Scientific Issue
- Resource Person in a 3-day Workshop on Studying and Strengthening Science Laboratory in B.Ed. Programme held at JMI from 29-31st January 2020

Smriti Sharma

- Chaired a session Research Interest Group: Thematic Session on Teachers and teacher Education' in the Tenth International CESI Conference on the theme 'Exclusion, Inclusion and Equity in Education' organised by Zakir Husian Centre for Educational Studies, Jawaharlal Nehru University, New Delhi on 11th December 2019.

Dr. Jonaki Ghosh

- Was an invited speaker in the International conference - Asian Technology Conference in Mathematics (ATCM) held at Leshan, China from 15 - 19 December 2019.
- Was an invited speaker at the National conference on Technology and Innovations in Mathematics Education (TIME) held from 26- 29 December 2019 at IISER, Pune, have been serving on the Executive council of the Mathematics Teachers' Association of India (MTA(I)).

Dr. Tripti Bassi

- Served as a member of the committee constituted by CBSE for Early Childhood Care & Education (Subject Code-842) being offered as a Skill subject 2019-20 onwards. This module is relevant to Skill 4 of the National Skills Qualification Framework (NSQF) and aligned to the job role of the 'Early Childhood Educator' of the National Qualification Register (NQR).

Ms Shruti Chopra

- Resource Person in a 3-day Workshop on Studying and Strengthening Science Laboratory in B.Ed. Programme held at JMI from 29-31st January 2020
- Resource Person in Focus group Discussion on Exploring Teacher Educators' Usage of Laboratory in Science Teacher Preparation held at JMI in December 2019

Dr Maya Joshi

- Dr Maya Joshi (Resource Person). Conducted three sessions (two talks on Pedagogy and Curriculum Development and moderated one debate) at the Faculty Development Programme of the Hemvati Nandan Bahuguna University, Srinagar, Tehri Garhwal from June 10-11, 2019.
- Dr Maya Joshi (Expert). “Symposium on Scholarship for studying Buddhism” organised by the International Buddhist Confederation in New Delhi, July 20-21, 2019.

Dr Shernaz Cama

- Dr Shernaz Cama (Key-note speaker). On *Celebration of Iran: Land of Culture, Beauty & Charm* organized by the Embassy of the IR of Iran with Iran Culture House, Noor International, PHD House, Delhi on 14th November 2019.
- Dr Shernaz Cama (Guest Speaker). Webinar on *The Parsi Zoroastrians of India*: Mumbai, Kolkata, New Delhi organized by the Rotary Club of Delhi, Aug 3, 2020.
- Dr Shernaz Cama (Guest Speaker). International Webinar on “*Interfaith Dialogue on The Right To Dignified Disposal of Dead Bodies in the times of COVID-19-International Perspective*” by Centre for Advanced Study in International Humanitarian Law (CASH), RGNUL, Rajiv Gandhi National University for Law, Patiala in collaboration with Temple of Understanding India Foundation, August 6, 2020.
- Dr Shernaz Cama (Speaker). *On Sustainable Development Goals* with UN & Niti Ayog for UN High Level Political Forums and Civil Society Organization, Parsi Community at VNR, Voluntary National Review – India, January 22, 2020.
- Dr Shernaz Cama (Speaker). A Webinar on *Courage and Compassion: Field Marshal Sam Manekshaw - A True Leader*. Dr. Cama was in conversation with Jessica Gupta and Jehan Manekshaw UNESCO Parzor and Jiyo Parsi *Friday Forum* on July 24, 2020.
- Dr Shernaz Cama (Discussant). On a Panel on *The Shahnameh's Response to Contemporary Challenges* with members from Iran, University of Lucknow, University of Delhi and JNU, February 21, 2020.
- Dr Shernaz Cama (Chair). Chaired Prof Syed Akhtar Husain's lecture on *Mirza Ghalib: The Simorgh of Indo Persian Literature* organized at the Centre of Persian and Central Asian Studies School of Language, Literature and Culture Studies, JN, March 3, 2020.
- Dr Shernaz Cama (Organizer, Chair). *Derakht-e-Doosti* : Indo Iran Cultural and Educational Programme 2020 in collaboration with the Embassy of Iran and India International Centre, 2020.
- Dr Shernaz Cama (Chair and Moderator). Panel Discussion on *A Wholesome Work – Life Balance* at Jiyo Parsi Panel Discussion and Press Conference at Mumbai, July 6, 2019.

Ms. Wafa Hamid

- Ms. Wafa Hamid (Resource Person). Soka University- St. Stephen's College Academic Partnership Programme, St. Stephen's College, February 23 - March 16, 2020.
- Ms. Wafa Hamid (Resource Person and Chair). International Conference on ‘Languaging and Translation: Within and Beyond’ organised by IIT Patna, CIL Mysuru, and Yonphula Centenary College Royal University of Bhutan, Patna, February 21st-23rd, 2020.

Dr Arunima Ray

- Dr Arunima Ray (Invited Speaker). Presented a paper on “Thinking the Body, Figuring (the) Woman: Gender, Caste and Identity in Literary Representations” at the plenary session of the seminar titled *Literature and the Abominable* held at St. Stephen's College, University of Delhi, New Delhi, February 13- 14, 2020.

Ms. Karuna Rajeev

- Ms. Karuna Rajeev (Resource Person) Biannual Workshop Programme, Oceanvale Autumn 2019, on “Representing Disability in India: Texts and Contexts” organised by Kirorimal College, University of Delhi, New Delhi, September 25-28, 2019.

Dr. Priti Prakash Prajapati

- Resource Person, Keynote Speaker, 1st Technical Session on “*Adolescent and Young Girls and Women with Disabilities: Issues and Challenges*” in *National Seminar on Role of Young and Adolescent Girls with Disabilities in National Integration of India*, organised by Human Rights and Disability Studies Programmes, School of International Studies, JNU, New Delhi on 25TH July, 2019.

Dr. Sarika Kalra

- Juhimela 2020 (bhartiyalekhikasammelanahmadabad) at YWCA auditorium, Ashok Road, New Delhi, 7th march 2020

Dr. Monika Singh

- Chaired a session in the International Conference on Mathematical Analysis and its Applications, organized by the Department of Mathematics, South Asian University, New Delhi, India during December 14-16, 2019.

Dr. Jyoti Darbari

- Delivered an Invited Talk on “Application of Multi-attribute Decision Making for Performance Evaluation in Supply Chain” at Indo- French Seminar on Optimization, Variational Analysis and Applications, February 02-04, 2020 held at Banaras Hindu University, Varanasi, India
- Chaired a technical session in 19th INBUSH ERA World Summit 2019, International Conference on Recent Trends in Engineering, Technology and Business Management, Feb 20-22, 2019, Amity University, Noida.
- Chaired a technical session in International Conference on “Emerging Innovation in Statistics and Operations Research (EISOR-2018)” organized by Department of Statistics, M.D. University, Rohtak (Haryana) in conjunction with 38th Annual Convention of Indian Society for Probability and Statistics (ISPS) & 4th Convention of Indian Association for Reliability and Statistics (IARS) during December 27-30, 2019.

Mahesh S Panicker

- Resource person and delivered a Special Web Lecture on “Conceptualizing Disability” at the Department of Politics and Governance, Central University of Kashmir (CUK) on 29th June, 2020.

Dr. Priti Dhawan

- Expert for session of FDP at Ramanujan College (15 September -30th September 2020)
- Expert on session of "Suicide Prevention" at Mental Health Awareness Week, at Aryabhatta College (30th September 2019)
- Expert for session at ITDA, Dehradun, Govt. of Uttarakhand initiative (30th July 2019)
- Expert for session addressing parents chaupal on 'Logged in or Locked out?', Bluebells Schools, New Delhi (21st September 2019)
- Expert for session on ' Emotional Well-being', Lady Shriram College (20th February, 2020)
- Expert for session addressing teachers on 'Professionalism and Navigating emotions', Springdales school, Dhaula Kuan, New Delhi (10th January 2020)
- Resource person for online certificate course on 'COVID- The Psychology of Behaviour', Dept. of Psychology, LSR
- Resource person for a workshop of Ongoing Counselling training program for KPMG's CSR initiative for girls of Om Foundation school, Noida and Vidya School, Gurgaon (10th September 2019, 2nd November 2019, 30th November 2019, 4th January 2020)
- Resource person for a workshop of Training Prog for officers, Govt. of India, Gurgaon (28th November 2019, 11th January, 16th January, 18th January 2020, 14th February, 27th July 2020)

Dr. Kanika K. Ahuja

- Expert for webinar on “Parenting tweens in the new normal”, session for parents of Class VI students, Bluebells International School (20 August 2020)
- Expert for webinar on “Future beckons: Developing skills in the new normal”, Orientation session for students of PGDM/PGDM, JIMS, Kalkaji, (18 August, 2020)
- Expert for webinar on “Parenting Teens During a Pandemic: Navigating troubled waters”, orientation for parents of class X, Bluebells International School (18 July 2020)
- Expert for webinar on “Building resilience in the post-Covid normal”, managers of Exide Life (7 July 2020)
- Expert for webinar on “Coping effectively in the new post-Covid normal”, parents of class IX-XII, DPS Greater Noida (2 July 2020)
- Expert for webinar on “Pandemic Pandemonium: Covid- 19 stressors, coping and psychosocial consequences”, organised by Samyak Drishti Foundation (18 June 2020)
- Expert for webinar on “Charting pathways towards excellence”, one day national webinar on “Measures of Quality Enhancement and Sustenance in Higher Educational Institutions”, organized by IQAC, Visakha Government Degree & P.G. College for Women, Visakhapatnam (3 June 2020)
- Expert for webinar on “Resilience, Relationships and Resurgence: Effect of COVID-19”, panellist in an interdisciplinary panel discussion organized by Covid-19 Helpline India (23 May 2020)
- Expert for webinar on “How to manage anxiety and isolation using Artificial Intelligence”, Confederation of Indian Industry, 10 May 2020.
- Expert for webinar on “Parenting during Covid”, Bluebells School International (25 April 2020)
- Expert for webinar on “COVID-19: A psychological experience” on Face Book Live for ELSA
- Resource person for a workshop on body image “*Mirror Mirror On The Wall...I am Sexy Damn You All*”, for students at "Psy gala" the Annual Festival, organized by Department of Psychology, Aryabhata College, University of Delhi (5 February, 2020)
- Resource person for a series of soft skills workshops for Training of Cabinet Secretariat Officers and their spouses on Self Awareness, Team Building, Stress Management, Time & Anger Management, Motivation, Emotional Quotient, Empathy, Cross Cultural Communication (28 November 2019; 11 January 2020; 15 January 2020; 18 January 2020; 27 January 2020; 13 February 2020; 26 February 2020; 28 July 2020)
- Resource person for online certificate course on 'COVID- The Psychology of Behaviour', Dept. of Psychology, LSR.

Dr. Parul Bansal

- Visiting Faculty at Vedica Scholars' Program for Women, a professional certificate program in management practice (New Delhi) during February 2020. Curated and taught five sessions of two hours each for a course titled 'Psychological Insights into Lifeworlds'.
- Resource Person for a session on ‘Youth and Identity’ for Youth-n-Democracy Fellowship organized by Participatory Research in Asia (PRIA)-Youth on 3rd November, 2019, Delhi.
- Expert Panelist at “मज़मा-ए-आज़ाद 2.0” on ‘Youth Identity and Education’ on the occasion of International Youth Day organized by Participatory Research in Asia (PRIA)-Youth on 9th August, 2019, Delhi.
- Resource person for online certificate course on 'COVID- The Psychology of Behaviour', Dept. of Psychology, LSR.

Dr. Megha Dhillon

- Expert for a webinar with SHARP NGO on “how to cope with mental health issues during lockdown and the role of creative activities in maintaining the same”, 23rd July, 2020.
- Expert for an online session with on Samyak Drishti Foundation on “What the Pandemic has taught us about Mental Health”, 22nd June 2020.
- Expert for a webinar with Covid 19 Helpline, India on ‘Health and Wellness-Effect of Covid-19’, 16th May 2020.
- Expert for an online Session with Uddeshya Delhi on "Pandemics, Social Distancing and Mental Health", 11th April 2020
- Expert for a talk on ‘Resilience’ for the Because You Matter Campaign, Lady Shri Ram College for Women, 5th March 2020
- Resource person for online certificate course on 'COVID- The Psychology of Behaviour', Dept. of Psychology, LSR.

Dr. Anisha Juneja

- Chairperson in a Paper Presentation session of National Annual Conference of Indian Association of Clinical Psychologists, Chandigarh (21st-23rd Feb, 2020)
- Expert for a session on mental health for India Foundation (23rd June 2020)
- Resource person for online certificate course on 'COVID- The Psychology of Behaviour', Department of Psychology, LSR.

Ms. Priyanka Padhy

- Resource person for a webinar on ‘Resilience in Restive Times’ conducted by the ‘You’re wonderful project’ on 16th May, 2020.
- Resource Person for an online panel discussion on ‘Parent perspectives on dealing with type 1 diabetes in children’ conducted by Saksham diabetes support group on 12th July, 2020.
- Resource Person for an online panel discussion on ‘Socioeconomic challenges of living with type 1 diabetes’ conducted by Saksham diabetes support group on 19th July, 2020.
- Resource person for online session on the ‘Effectiveness of the Rights of Persons with Disabilities Act, 2016 for Thalassemia Patients, conducted by Thalassemia Patient Advocacy Group, Thalassemics India, on 24th July, 2020.
- Invited as the guest of honour for annual day event of the primary schoolboy Bluebells International School, New Delhi, on 8th March, 2020.
- Resource person for online certificate course on 'COVID- The Psychology of Behaviour', Department of Psychology, LSR.

Vandana S. Bhan

- Special Guest at one session (Vedic Sahitya mein Vishwabandhutva ki Bhavna) of the National Conference on Social Harmony in Vedic Literature, Maharshi Sandipani Rashtriya Ved Vidya Pratishthan, Ujjain and Department of Sanskrit, Ramjas College, University of Delhi, 7-9 November 2019.
- Judge, Shlokavritti Competition, organised by Department of Sanskrit, Janki Devi Memorial College, University of Delhi, during Fest "Symphony" on 8 January 2020.
- Judge, Sanskrit Song Competition, organised by Department of Sanskrit, Gargi College during Fest Reverie, 4 February 2020.

Pankaja Ghai:

- Invited as Judge for Sanskrit Shlok Recitation Competition in National Integration Camp Cum Social Science exhibition “*Ek Bharat Shreshtha Bharat*” organized by Kendriya Vidyalaya Sangathan on 2nd Nov. 2019
- Invited as guest of Honour in Valedictory programme, Inter-School language Festival-21st Dec. 2020

- Invited as resource person to deliver the lecture in National Online Discussion on 'Kenopanishad' organized by Shri Shankar Shikshayatan Vedic Shodha Kendra on 30th June, 2020

Ajit Kumar

- Chaired as judge- Vaidic Gurukuliy Shastriya Pratispardha organised by Gurukul Paundha Deharadun on 8-10 November 2019

Kamini Kumari

- Resource person for the Online Refresher/Short Term Course, 26.08.2020, UGC-HRDC, Doctor Harisingh Gour Vishwavidyalaya, Sagar, MP
- Resource person for the Online Refresher/Short Term Course, 27.08.2020, UGC-HRDC, Doctor Harisingh Gour Vishwavidyalaya, Sagar, MP
- Resource person for the Online Refresher/Short Term Course, 28.08.2020, UGC-HRDC, Doctor Harisingh Gour Vishwavidyalaya, Sagar, MP
- Resource person for the Online Refresher/Short Term Course, 29.08.2020, UGC-HRDC, Doctor Harisingh Gour Vishwavidyalaya, Sagar, MP

Dr. Gopa Sabharwal

- Chaired the session on Reliving Gandhi. International Conference titled, Gandhi in the Private and Public Sphere: Image, Text and Performance, DU Department of English, 5 March, 2020

Dr Anjali Bhatia

- Invited Lecture Via Zoom 'Encounter with a Pandemic: A Sociological Perspective' 25 June 2020, Samyak Drishti Foundation

Dr. Saswati Bhattacharya

- Convener and Chair for the Session Urban Space as produced and regulated by the "Religious Publics" International Conference Regional Conference 21 at Delhi on In and Beyond the City, September 18-21, 2019

Dr. V. Ravi

- Resource person in 4 week Faculty Induction programme at Ramanujan College on 18/6/2019
- Guest Speaker in CEP on Modelling, Simulation and Systems Analysis Techniques conducted at Institute for Systems Studies & Analyses from 14th to 18th October, 2019

Dr. Kailash Kumar

- As keynote speaker in workshop entitled "Career Guidance and Data Analysis with Statistical Software" held on 28th September, 2019 at Vardhman College, Bijnor.
- Chaired a session in UGC sponsored National conference on "Emerging Trends in Statistics and Data Sciences" held on 6th – 7th September 2019 in Ramanujan College, New Delhi.

Dr. Kiran Kumar Paidipati

- Delivered an invited talk on the topic entitled "Stochastic Models- A Special Case to Type-2 Diabetes Mellitus" in the One Week Faculty Development Programme on Mathematical and Statistical Modelling organized by the Department of Humanities and Basic Sciences (Mathematics and Statistics), Godavari Institute of Engineering and Technology, Andhra Pradesh, during 26th May to 30th May 2020.
- Delivered a Guest Lecture entitled "Statistics and Social Sciences" in the Department of Political Science, University of Delhi on 3rd March, 2020

Dr. Arvind Kumar

- Chaired a session in 6th International Conference on CSR & Sustainable Development organised by SERD, India, Sharda University & India CSR October 10-11, 2019
- Delivered a lecture on CSR at International Conference on Interdisciplinary Research for Sustainable Development : Innovations & Opportunities (ICIRSD 2020) organized by Vardhman College, Bijnor MJP Rohilkhand University, Bareilly (UP) 14 Feb 2020

