

# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SRI AUROBINDO COLLEGE**

**MALVIYA NAGAR, UNIVERSITY OF DELHI  
110017**

**[www.aurobindo.du.ac.in](http://www.aurobindo.du.ac.in)**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Sri Aurobindo College Malviya Nagar, New Delhi-17 was established in the year 1972, a constituent college of University of Delhi, Delhi. It was included in the list of colleges maintained under Section 2(F) and 12(b) of the UGC Act, 1956 under the head Government College. The college truly lives the spirit of Sri Aurobindo: “True knowledge is not attained by thinking It is what you are, it is what you become”.

The college inculcates the ideals of Sri Aurobindo and believes that an active commitment towards excellence is fundamental to the process of education.

The college has witnessed a remarkable growth over the years, especially in the past five years. A significant progress in the University results has been noticed. There has been a continuous addition and updation of essential amenities and facilities that has helped the college become a prestigious institution for academics and co-curricular pursuits. Throughout the year the students are involved in extra curricular activities such as sports, NCC and cultural societies under the able guidance of our faculty.

The college has completed 44 years. The college owes its glory to the sincere dedication of the staff, both teaching and non-teaching, tens of thousands of young pupils who have passed out of its portals and the Goodwill from all our wellwishers and the community at large.

### Vision

To impart holistic education for academic excellence inculcating human values through academic and co-curricular activities.

### Mission

- The college draws inspiration from the teachings of Sri Aurobindo by providing our pupils a student centric environment covering a broad spectrum
- Innovations in teaching and learning
- Embrace changes and diversities and accepting them as learning experiences

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

1. Pursuit of knowledge /excellence
2. Character formation
3. An emphasis on the spirit of selfless service and spiritual vision

In pursuit of excellence, a distinct work culture is maintained. Lectures/labs/tutorials are held as per schedule. Total transparency is maintained in admissions and appointments. The College faculty provides education as per latest practices to the students, which allows them to harness their skills, realise their dreams and ignite

their passion to excel. The college inspires an all-round development of personality in every student through a large number of societies, clubs and cells which organise co-curricular programmes throughout the year complementing the classroom teaching. The college provides excellent library and lab facilities which are upgraded from time to time.

Character formation is the motto of our college. We teach the students to be:

- Responsible, punctual and regular
- To think differently and participate in open discussions
- Have courteous conduct in and out of campus
- Respectful for the environment and keep the surroundings clean
- Develop a healthy student-teacher relationship. The teachers are available beyond the classrooms to guide and provide counsel
- Mentors have been assigned to students for all sorts of guidance

Selfless service and spiritual vision:

- Sense of community service is developed
- Various surveys and seminars are conducted by students involving nearby RWAS for community welfare
- Our various societies of the college develop a deep sense of bonding amongst the students despite their diverse backgrounds and social strata.

### **Institutional Weakness**

As stated earlier, human strengths and weaknesses go hand in hand, we are aware of our weaknesses. We know we have “.... miles to go.... “

- We do not have a sprawling campus, the choice of courses becomes limited
- For sports activities, we have to use the borrowed playgrounds of various colleges
- Though the facilities are sufficient, yet we need additional conference halls, a big auditorium and some more classrooms
- We are aiming for our college office to become paperless
- The college does not provide accommodation to staff and students
- To enhance the growth of an institution and its development, the bench strength of permanent faculty needs to be augmented
- There is limited industry interface

### **Institutional Opportunity**

- The college is providing its students a hands on experience on research at graduation level through various projects funded by the University of Delhi and UGC. We are emphasizing on a culture of research at the undergraduate level
- There is scope for taking up various certificate courses
- The college can take more advantage of various developmental and upgradation facilities provided by

UGC

**Institutional Challenge**

1. Add to the basket of courses offered
2. Strike a balance between technology and human inputs
3. To make the campus more accessible to the differently abled
4. Make the industry interface more vibrant

**1.3 CRITERIA WISE SUMMARY****Curricular Aspects**

The Curriculum domain is the mainstay of any educational institution. The college strictly adheres to the curriculum prescribed by the University of Delhi. The university has the mandate to visualize appropriate curriculum for the particular programmes, revise/update them periodically. The college makes several efforts to enrich the diversity of the curriculum. The college strives to maintain the consistency of quality education by promoting innovations in teaching practices to make the process student friendly. Various dedicated committees are formed by the Staff Council of the college to ensure smooth delivery of the curriculum. A vibrant mix of curricular, co-curricular and extra-curricular activities enables students to get a practical exposure of their chosen subjects. Field trips, educational tours heritage walks and industrial visits organized by various departments contribute to enhance the practical learning experience of the students. Many of our faculty members are part of syllabus revision and course restructuring committee at university level; allowing room for sharing diverse opinions when the revision of syllabus takes place.

The spirit of leadership and social responsibility is inculcated among students through various activities of NSS, NCC, sports and subject societies. The college has a dedicated unit for creating environmental awareness among students called the Eco club. Women Development Cell works to sensitize girl students about their social rights. An approachable and equitable access is provided to all the students without any discrimination on the basis of caste, creed, gender, colour or religion.

**Teaching-learning and Evaluation**

Students are encouraged to raise thought provoking questions and share diverse opinions on the existing topic of interest. Some of these approaches include film screenings, quiz contests, running video clips, arranging expert lectures

etc. Corrective measures are taken wherever necessary and efforts are made to further improvise the process for future. Transparency in admission and evaluation is maintained at every level. University guidelines regarding admission, examination and evaluation are strictly adhered to. Reservation quota is followed as per the guidelines of the Central

Government. Several facilities for differently abled students are made available on campus to provide education and access to all the students and also encourage them to exhibit their creative skills by participating in various activities organised by the college and other institutions. The dynamic mix of young and experienced faculty

members gives way to innovative and tested teaching strategies to be deployed successfully. Both the students and faculty are updated about the time to time revision of the evaluation pattern. Formative assessment of the students is done based on their performance in various components of internal assessment. Marks scored by the students in internal assessments are shared with them before sending a compiled list of the same to the university. All the faculty members participate in the evaluation process at the University designated evaluation centres. Any grievances related to admissions and evaluation are addressed at a priority.

### **Research, Innovations and Extension**

The college encourages its faculty to undertake major and minor research projects, innovation projects sponsored by Delhi University, pursue doctoral and post-doctoral research. The various activities of research undertaken by faculty and students foster a culture of creativity and innovation in the college, helping the college achieve its stated vision and mission.

Study leaves and duty leaves are provided by the college to its faculty pursuing advanced education or participating in National/International seminars, conferences and workshops etc. The students take active participation in organizing seminars and workshops in the college. The college also supports faculty in getting the required funds for research

projects from outside agencies, national or international. Registration fees and the transportation expenses are reimbursed to the participating faculty members. Infrastructure is upgraded and resources are provided to meet the needs of the research enthusiasts.

Our faculty and students have also been benefitted by the Delhi University sanctioned innovation projects. Academically bright students are encouraged to contribute in those projects under the guidance of the faculty.

The well-equipped

laboratories, well stocked library and round the clock internet access adds in creating a research environment in the college. The University of Delhi has also sanctioned laptops to the students to foster the spirit of research even outside

the college boundaries.

### **Infrastructure and Learning Resources**

The infrastructure of college includes a library system that offers up –to- date facilities in the form of e-resources, in addition to a rich collection of books, periodicals, magazines, journals etc. both on specific and general subjects. Reading resources are constantly updated by purchase of subjectwise new books on an annual basis thorough a dedicated

budget. The college gets the overall budget from UGC. This budget is then divided among various departments, through mutual discussions of teacher- in-charges in conjunction with authorities of the college. The campus provides free wi -fi system for use by all the students. The library offers LAN and ICT facilities to students and staff alike. The reading room

of the library is its main draw where the students are provided daily newspapers, magazines and journals.

|Under a |Delhi University scheme many students have also been given free laptops for personal use beyond college hours and space.

### **Student Support and Progression**

Students are the most valuable assets of any educational institution. The college aims to provide progressive career opportunities to all its undergraduate students. The placement cell strives to provide prestigious placement opportunities to all the students. Various societies constituted by the Staff Council work actively throughout the year, in this regard. Faculty members are always available to serve the students and help them in academics, provide additional academic support and also to counsel them on various personal and academic challenges faced by them. A grievance-redressal cell functions to address the grievances/concerns of students, thus providing them with a comfortable and peaceful learning environment. Students can also share their concerns with the coordinators of Student's Union, of which all the students are a part.

An annual medical health check-up by a Visiting Doctor is arranged for all the students. Moreover, Transportation facilities to the nearby hospital are made available at the time of need, while basic First-Aid is maintained by the college. Creative thinking is nurtured in the students by motivating them to express their ideas in the annual magazine of the college called ArvindJyoti. Students are also involved in the editing and designing of the magazine under the supervision of experienced and dedicated faculty coordinators. Academic and extra-curricular achievements of the students and faculty members are recognized and appreciated during the Annual Day Function of the college. Certificates, trophies and prizes are awarded to the deserving candidates.

### **Governance, Leadership and Management**

The college has a clearly stated vision and mission statement. Every possible effort is made to achieve the vision and mission by enhancing the quality of education. Faculty members are constantly encouraged to pursue higher education and attend refresher courses and orientation programmes for their academic growth. The Principal supervises and monitors the implementation of various academic and co-curricular activities. Designing of quality policies and action plans is done collectively by the Governing Body and the Principal taking inputs from all the concerned stakeholders including the valuable feedback and suggestions given by the staff and students. The formulated strategies and action plans are implemented both in letter and spirit. Academic Calendar of the college is prepared keeping the University's calendar as the base and is strictly adhered to, for organizing various co-curricular and extra-curricular activities. The Principal makes frequent rounds of the college campus and personally interacts with the students to take feedback on various institutional processes. A crucial role is played by the Student's Council comprising all the students as its members. A culture of participative management is promoted by the college. The Governing Body, being the highest decision making authority, regularly interacts with the Principal. The office staff also plays an important role in supporting the administrative functioning of the college

### **Institutional Values and Best Practices**

The college is creatively engaged to attain harmony vis-à-vis its present, past and future needs, practices and aspirations.

Gender equality and justice is one such area with which our institution is passionately engaged. The institution is alive to the issue of environmental sensitivity and sustainability. Accordingly crucial steps like water management, bio-waste processing, a growing canopy cover of trees and campus cleanliness are at the forefront of our vision, both as a practice and as a value inculcation drive. Optimization of public resources is our guiding principle. Instilling of humane and ecological values among pupils is our motivation.

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## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | Sri Aurobindo College  |
| Address                         | Malviya Nagar, University of Delhi                                 |
| City                            | MALVIYA NAGAR  |
| State                           | Delhi  |
| Pin                             | 110017   |
| Website                         | <a href="http://www.aurobindo.du.ac.in">www.aurobindo.du.ac.in</a> |

| Contacts for Communication |              |                         |            |              |                              |
|----------------------------|--------------|-------------------------|------------|--------------|------------------------------|
| Designation                | Name         | Telephone with STD Code | Mobile     | Fax          | Email                        |
| Principal(in-charge)       | Vipin Kumar  | 011-26692986            | 9810656015 | 011-26691014 | principal@aurobindo.du.ac.in |
| Associate Professor        | Meeta Mathur | 011-26671555            | 9811748646 | 011-         | avm2k6@gmail.com             |

| Status of the Institution |            |
|---------------------------|------------|
| Institution Status        | Government |

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular      |

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details                |            |
|--------------------------------------|------------|
| Date of establishment of the college | 16-08-1972 |



**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

| State | University name     | Document                      |
|-------|---------------------|-------------------------------|
| Delhi | University of Delhi | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       |
|---------------|------------|
| 2f of UGC     | 16-08-1972 |
| 12B of UGC    | 16-08-1972 |

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|--------------------------------|---|--------------------------------|--------------------|---------|
| No contents                    |   |                                |                    |         |

**Details of autonomy**

|  |    |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

**Recognitions**

|   |    |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency?   | No |

**Location and Area of Campus**

| Campus Type      | Address                            | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|------------------|------------------------------------|-----------|----------------------|--------------------------|
| Main campus area | Malviya Nagar, University of Delhi | Urban     | 3.26                 | 8128                     |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |                                 |                           |                            |                              |                            |                                |
|---|---------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b> | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BCom,Commerce                   | 36                        | INTERMEDIATE               | English                      | 62                         | 62                             |
| UG  | BCom,Commerce                   | 36                        | INTERMEDIATE               | English                      | 277                        | 277                            |
| UG  | BA,English                      | 36                        | INTERMEDIATE               | English                      | 46                         | 46                             |
| UG  | BSc,Electronics                 | 36                        | INTERMEDIATE               | English                      | 31                         | 31                             |
| UG  | BA,Hindi                        | 36                        | INTERMEDIATE               | Hindi                        | 46                         | 46                             |
| UG  | BA,History                      | 36                        | INTERMEDIATE               | English,Hindi                | 308                        | 290                            |
| UG  | BSc,Physics                     | 36                        | INTERMEDIATE               | English                      | 92                         | 89                             |
| UG  | BSc,Chemistry                   | 36                        | INTERMEDIATE               | English                      | 46                         | 46                             |
| UG  | BA,Political Science            | 36                        | INTERMEDIATE               | English,Hindi                | 62                         | 62                             |
| PG  | MA,Hindi                        | 24                        | GRADUATION                 | Hindi                        | 12                         | 11                             |

### Position Details of Faculty & Staff in the College

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 0                |        |        |       | 46                         |        |        |       | 130                        |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 18                         | 28     | 0      | 46    | 34                         | 43     | 0      | 77    |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 53                         |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Recruited   | 0                | 0      | 0      | 0     | 0                          | 0      | 0      | 0     | 0                          | 0      | 0      | 0     |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 74           |
| Recruited   | 34          | 7             | 0             | 41           |
| Yet to Recruit  |             |               |               | 33           |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 47           |
| Recruited   | 28          | 1             | 0             | 29           |
| Yet to Recruit  |             |               |               | 18           |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 0            |
| Recruited   | 0           | 0             | 0             | 0            |
| Yet to Recruit  |             |               |               | 0            |

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |               |               |                            |               |               |                            |               |               |              |
|------------------------------|------------------|---------------|---------------|----------------------------|---------------|---------------|----------------------------|---------------|---------------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |               |               | <b>Associate Professor</b> |               |               | <b>Assistant Professor</b> |               |               | <b>Total</b> |
|                              | <b>Male</b>      | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> | <b>Male</b>                | <b>Female</b> | <b>Others</b> |              |
| D.sc/D.Litt.                 | 0                | 0             | 0             | 0                          | 0             | 0             | 0                          | 0             | 0             | 0            |
| Ph.D.                        | 0                | 0             | 0             | 17                         | 25            | 0             | 3                          | 0             | 0             | 45           |
| M.Phil.                      | 0                | 0             | 0             | 0                          | 3             | 0             | 2                          | 0             | 0             | 5            |
| PG                           | 0                | 0             | 0             | 1                          | 0             | 0             | 0                          | 3             | 0             | 4            |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt.                 | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 9                          | 13     | 0      | 22           |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 8                          | 9      | 0      | 17           |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 12                         | 18     | 0      | 30           |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt.                 | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 3      | 0      | 3            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 1      | 0      | 1            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 3                          | 7      | 0      | 10           |

| <b>Details of Visting/Guest Faculties</b>                         |             |  |               |  |              |
|---|-------------|--|---------------|--|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> |  | <b>Female</b> |  | <b>Total</b> |
|   |             |  |               |  |              |
|   | 2           |  | 12            |  | 14           |

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

| Programme |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| UG        | Male   | 367   | 412                           | 0            | 2                   | 781   |
|           | Female | 172   | 167                           | 0            | 1                   | 340   |
|           | Others | 0   | 0                             | 0            | 0                   | 0     |
| PG        | Male   | 5   | 4                             | 0            | 0                   | 9     |
|           | Female | 2   | 0                             | 0            | 0                   | 2     |
|           | Others | 0   | 0                             | 0            | 0                   | 0     |

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

| Programme |        | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--------|--------|--------|--------|--------|
| SC        | Male   | 94     | 129    | 87     | 153    |
|           | Female | 41     | 41     | 54     | 66     |
|           | Others | 0      | 0      | 0      | 0      |
| ST        | Male   | 17     | 18     | 29     | 52     |
|           | Female | 4      | 4      | 8      | 17     |
|           | Others | 0      | 0      | 0      | 0      |
| OBC       | Male   | 274    | 251    | 193    | 218    |
|           | Female | 59     | 54     | 36     | 60     |
|           | Others | 0      | 0      | 0      | 0      |
| General   | Male   | 506    | 604    | 483    | 386    |
|           | Female | 286    | 267    | 146    | 185    |
|           | Others | 0      | 0      | 0      | 0      |
| Others    | Male   | 3      | 4      | 3      | 17     |
|           | Female | 0      | 1      | 0      | 2      |
|           | Others | 0      | 0      | 0      | 0      |
| Total     |        | 1284   | 1373   | 1039   | 1156   |

### 3. Extended Profile

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#### 3.1 Programme

Number of courses offered by the institution across all programs during the last five years

Response : 10

Number of self-financed Programmes offered by college

Response : 0

Number of new programmes introduced in the college during the last five years

Response : 10

#### 3.2 Student

Number of students year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1156    | 1039    | 1373    | 1284    | 1165    |

Number of seats earmarked for reserved category as per GOI/State Govt rule year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 581     | 410     | 500     | 492     | 498     |

Number of outgoing / final year students year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 911     | 820     | 532     | 423     | 434     |

Total number of outgoing / final year students

Response : 911

#### 3.3 Academic

**Number of teachers year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 94      | 102     | 79      | 83      | 80      |

**Number of full time teachers year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 94      | 102     | 79      | 83      | 80      |

**Number of sanctioned posts year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 130     | 130     | 130     | 130     | 130     |

**Total experience of full-time teachers****Response : 1282.3****Number of teachers recognized as guides during the last five years****Response : 25****Number of full time teachers worked in the institution during the last 5 years****Response : 438****3.4 Institution****Total number of classrooms and seminar halls****Response : 46****Total Expenditure excluding salary year wise during the last five years ( INR in Lakhs)**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 48.51   | 81.86   | 89.32   | 61.79   | 99.5    |



**Number of computers**

**Response : 1434**

**Unit cost of education including the salary component(INR in Lakhs)**

**Response : 77700**

**Unit cost of education excluding the salary component(INR in Lakhs)**

**Response : 1460**

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## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

**1.1.1 The institution ensures effective curriculum delivery through a well planned and documented process**

**Response:**

The University of Delhi provides us a curriculum, academic calendar and list of holidays. Each paper/topic/practical is assigned a fixed number of hours to be followed. However the college prepares the time table well in advance of the beginning of each semester. The College has a central time table committee which prepares time table for the entire college. Then the departmental teachers-in-charge distribute the time table to the faculty making necessary changes. A proper lesson plan is prepared and lectures are delivered accordingly. Tutorials are held regularly. The students progress is reviewed time to time and the assignments and class tests are held periodically throughout the semester by the concerned faculty. The college principal takes surprise checks to ensure that the classes are held regularly. Some of the departments have inter college department meetings to ensure uniformity in teaching across various Delhi University colleges.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Link for Additional Information | <a href="#">View Document</a> |

**1.1.2 Number of certificate/diploma program introduced during the last five years**

**Response: 2**

**1.1.2.1 Number of certificate/diploma programs introduced year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2       | 0       | 0       | 0       | 0       |

| File Description                            | Document                      |
|---|-------------------------------|
| Any additional information                  | <a href="#">View Document</a> |
| Details of the certificate/Diploma programs | <a href="#">View Document</a> |

**1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years****Response:** 66.85

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 75      | 61      | 49      | 52      | 56      |

| File Description                                       | Document                      |
|--|-------------------------------|
| Details of participation of teachers in various bodies | <a href="#">View Document</a> |

**1.2 Academic Flexibility****1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years****Response:** 0

1.2.1.1 How many new courses are introduced within the last five years

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Details of the new courses introduced | <a href="#">View Document</a> |

**1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented****Response:** 100

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 10

| File Description                                  | Document                      |
|---|-------------------------------|
| Name of the programs in which CBCS is implemented | <a href="#">View Document</a> |

**1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years**

**Response:** 1.38

1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 80      | 0       | 0       | 0       | 0       |

**File Description**

**Document**

Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs

[View Document](#)

### 1.3 Curriculum Enrichment

**1.3.1 Institution integrates cross- cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum**

**Response:**

The institution strives towards imparting human values, environmental awareness and professional ethics through multiple courses which are integral part of the academic curriculum. The literature courses offered as part of BA (H) English and BA (H) Hindi create a space for understanding the relationship between individual and the society through literary works. The introduction of papers like Gender and Human Rights, Reading in Indian Diversities, Contemporary India: Women and Empowerment under Generic Elective has added to this goal. The AECC (English) paper familiarizes the students with professional ethics and imparts the linguistic skills required in professional domain. Environmental Science is a compulsory paper for all the first year students. It allows the students to know about the environmental challenges faced by humanity at large and preliminary corrective steps that can be taken in this direction. The students of BSc. Life Science are also offered a paper in Green Chemistry and Bio-fertilizers. Experiments based on polymer chemistry are also conducted.

**1.3.2 Number of valued added courses imparting transferable and life skills offered during the last five years**

**Response:** 0

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

| File Description  | Document                      |
|---|-------------------------------|
| Details of the value-added courses imparting transferable and life skills | <a href="#">View Document</a> |

| <b>1.3.3 Percentage of students undertaking field projects / internships</b> |                               |
|--|-------------------------------|
| <b>Response:</b> 4.1   |                               |
| 1.3.3.1 Number of students undertaking field projects or internships         |                               |
| Response: 132  |                               |
| File Description   | Document                      |
| Institutional data in prescribed format                                      | <a href="#">View Document</a> |

## 1.4 Feedback System

|  |
|--|
| <p><b>1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise</b></p> <p><b>A. Any 4 of the above</b></p> <p><b>B. Any 3 of the above</b></p> <p><b>C. Any 2 of the above</b></p> <p><b>D. Any 1 of the above</b></p> <p><b>Response:</b> A. Any 4 of the above</p>   |
| <p><b>1.4.2 Feedback processes of the institution may be classified as follows:</b></p> <p><b>A. Feedback collected, analysed and action taken and feedback available on website</b></p> <p><b>B. Feedback collected, analysed and action has been taken</b></p> <p><b>C. Feedback collected and analysed</b></p> <p><b>D. Feedback collected</b></p> <p><b>Response:</b> A. Feedback collected, analysed and action taken and feedback available on website</p> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average percentage of students from other States and Countries during the last five years

**Response:** 42.56

##### 2.1.1.1 Number of students from other states and countries year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 488     | 471     | 509     | 601     | 482     |

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

#### 2.1.2 Average Enrollment percentage (Average of last five years)

**Response:** 100

##### 2.1.2.1 Number of students admitted year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1156    | 1039    | 1373    | 1284    | 1165    |

##### 2.1.2.2 Number of sanctioned seats year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1156    | 1039    | 1373    | 1284    | 1165    |

#### File Description

#### Document

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)

#### 2.1.3 Average percentage of seats filled against seats reserved for various categories as per

**applicable reservation policy during the last five years****Response:** 100

2.1.3.1 Number of actual students admitted from the reserved categories year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 581     | 410     | 500     | 492     | 498     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

**2.2 Catering to Student Diversity****2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners****Response:**

The teachers are trained to design their teaching in a manner that gauges the differing capacities of the students. The varying retentive abilities of the students are assessed by the teachers based on their pass percentage, classroom participation, punctuality, creativity, regularity in submission of assignments, performance in class tests and presentations. On the basis of this evaluation, a helping hand is extended to the slow learners by giving them extra time and counseling them to identify the areas they lag behind in. Advanced learners are encouraged to study in a detailed manner and motivated to read beyond the core syllabi. The college holds regular tutorial classes where the students are divided into groups in accordance with the prescribed student-teacher ratio. Through these classes, even slow learners get an opportunity to clear their doubts and resolve their queries. The college encourages the advanced learners through various academic awards at the end of the academic session. The college library is well-stocked with books and journals for both advanced and slow learners. An important element in the learning process of slow learners is the peer support that they successfully access in the Library reading room made available to all the students. Under the mentorship programme, all segments of students are provided an opportunity to discuss and resolve their academic and non-academic queries with their assigned mentor. Workshops and Seminars are organised to give the students an in-depth knowledge of topics related to their discipline. Various competitions are organised for the students to promote a spirit of participation in the learning process. Every department has a departmental society that polishes the creative and academic potential of all categories of students. Both slow and advanced learners are provided an equal chance to participate in the active functioning and running of these societies. Through their participation in creative and cultural activities, a much-needed impetus is given to even those students who are academically not strong. Methods such as PowerPoint Presentations, movie screenings related to course texts and Fun Quizzes are employed to make learning an enjoyable experience for the slow learners. PSYCHOMETRIC profiling of the students enables the teachers to assess the learning level of the students based on their individual psychological analysis.

**2.2.2 Student - Full time teacher ratio****Response:** 25.56

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**2.2.3 Percentage of differently abled students (Divyangjan) on rolls****Response:** 0.81**2.2.3.1 Number of differently abled students on rolls****Response:** 26

| File Description                        | Document                      |
|---|-------------------------------|
| List of students(differently abled)     | <a href="#">View Document</a> |
| Institutional data in prescribed format | <a href="#">View Document</a> |

**2.3 Teaching- Learning Process****2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences****Response:**

Innovative student centric methods are employed to enhance and enrich the learning process for the students: Group discussions are held at the class level to foster the skills of spontaneous thinking and communicative ability in the students. Guest lectures and interactive sessions with eminent academicians and experts from diverse fields are held from time to time to develop the learning skills of the students. Workshops and training programmes are organised for the students. Organization of seminars and conferences is encouraged by the institution. Industrial visits, educational tours and field trips are arranged to lend a practical component to the learning process. LCD projectors are used in the classroom to supplement the regular lecture mode. Departmental Fests are organised by every department to integrate learning with entertainment. Teachers & students from other colleges are invited during these fests, thereby providing students an opportunity to interact with their peers and gain insight from teachers across the university. Projects and assignments on conventional topics are discouraged to instil creative and critical thinking in the students. Subject experts from different academic and corporate fields are invited to enhance the learning process. Students are encouraged to develop paper presentations and PowerPoint presentations to foster a spirit of original thinking and composition. Students are prompted to attend workshops, seminars, plays and festivals outside the college. Students are also encouraged to use the library independently that enhances their knowledge. The college campus is WiFi enabled so that students



can access the internet anywhere on the campus. The college has recently introduced an e-learning system that comprises online assignments and online MCQs. MIS software is used to collate data in the e-learning module. The 360-degree feedback system provides the students with a platform to review their respective teachers.

### 2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

**Response:** 47.62

#### 2.3.2.1 Number of teachers using ICT

Response: 60

| File Description                          | Document                      |
|---|-------------------------------|
| List of teachers (using ICT for teaching) | <a href="#">View Document</a> |

### 2.3.3 Ratio of students to mentor for academic and stress related issues

**Response:** 34.27

#### 2.3.3.1 Number of mentors

Response: 94

| File Description  | Document                      |
|---|-------------------------------|
| Year wise list of number of students, full time teachers and students to mentor ratio | <a href="#">View Document</a> |

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

Recognizing the importance of moving with the times, the teachers use several multimedia methods to supplement the content. Through the incorporation of digital media elements in teaching, students are able to learn and retain better. Students are given assignments/projects/activities that require them to not only theorize but apply the concepts they have studied. For instance, Commerce students are asked to design their own case studies. Humanities students are encouraged to write their own plays and poetry to understand the literary texts. Social Sciences students are propelled to undertake surveys, while Science students are prompted to find out live projects and movements that they can participate in. Field visits and industry trips are organised from time to time to give the students a real-world feel of the discipline they are engaged in. Students are encouraged to read beyond their core texts and integrate their learning with their surroundings. Students are given the opportunity to practice the skills learned based on real-life situations created for them before the real assessment of their ability to put into practice the skills is conducted. Creation of Facebook pages and google groups ensure that students are intrinsically motivated

in a way that also entertains them. Discussions are held on Facebook pages while google groups facilitate the transfer of academic material to the students. Class WhatsApp groups connect the teacher and student on a personal level, and make dissemination, of course, related videos, books and essays easier and faster. The focus of the teaching process is on encouraging students to find answers through conducting research, designing projects, writing creative assignments that teach them to become self-reliant. The recently introduced e-learning system comprising online assignments and online MCQs has vastly simplified the learning process for both students and teachers. MIS software is used to collate data in the e-learning module.

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

**Response:** 67.38

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5 years | <a href="#">View Document</a> |
| Any additional information                                    | <a href="#">View Document</a> |

### 2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

**Response:** 58.34

#### 2.4.2.1 Number of full time teachers with Ph.D. year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 64      | 56      | 46      | 45      | 45      |

| File Description   | Document                      |
|--|-------------------------------|
| List of number of full time teachers with PhD and number of full time teachers for 5 years | <a href="#">View Document</a> |

### 2.4.3 Teaching experience of full time teachers in number of years

**Response:** 10.18

| File Description  | Document                      |
|---|-------------------------------|
| List of Teachers including their PAN, designation,dept and experience details | <a href="#">View Document</a> |

**2.4.4 Average percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 3.26

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2       | 3       | 4       | 2       | 3       |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 0

2.4.5.1 Number of full time teachers from other states year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| List of full time teachers from other state and state from which qualifying degree was obtained | <a href="#">View Document</a> |

**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

The assessment of students is based on a continuous internal evaluation of 25 marks. Evaluation is not undertaken by the teachers only at the conclusion of the period of learning. Rather, it is woven as an integral part of the teaching learning process. The college allows relative autonomy to the respective departments and teachers to assess their students alongside a process of regular student feedback. The teachers closely monitor the progress of the students over an entire semester on the basis of class activities,

projects, assignments, regularity, punctuality, class response and promptness. Online assignments and MCQs have been incorporated into this system recently that has simplified and quickened the process of internal evaluation. This process of continuous evaluation removes undue fear and pressure on the students. The faculty members ensure that the corrected assignments/projects/tests are returned to the students along with remarks so that students can take stock of their own progress and make improvements as needed. The students are also encouraged to rework or redraft their written work and provided suggestions for improvement. In many cases, students are also given opportunity for retests if they are not satisfied with their performance in a particular internal exam. The diversity of methods of internal assessment over a continuous period of one semester is intended to ensure the acquisition of a level of achievement in the subject area. Attendance is also a significant component of the internal evaluation. A minimum of 66.66% attendance is required as per the University rules, which promotes a degree of discipline in the students.

### 2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

#### Response:

As per the University's guidelines for internal assessment, 25% of the total marks of every paper are marked as internal assessment. The break up is 5% for attendance, 10% for class test and 10% for assignment(s)/ project(s)/ presentation(s). As per the rules of Delhi University, a student is required to have at least 66.66% in attendance to sit for the final examination. Attendance requirements are as per the University rules:

| Attendance (per-paper) | Marks |
|------------------------|-------|
| 85% and above          | 5     |
| 80% to < 85%           | 4     |
| 75% to < 80%           | 3     |
| 70% to < 75%           | 2     |
| 66.66% to < 70%        | 1     |
| Less than 66.66%       | 0     |

The Internal Assessment marks are compiled, computed and displayed officially at the time of the dispersal of classes. The award list of IA marks is circulated among the students by the office to ensure a fair and transparent system. The students sign on the award sheet, which shows their acceptance of the fairness and correctness of the marks. These marks are cross verified through teacher's signatures by the office before being filled up in the university database and thereby communicated to the University for computing the final result. Any corrections or clarifications that the students may seek are resolved as per the facts and available data. The concerned teacher or the Departmental Committee, and if the need arises, the Principal may intervene to resolve such issues. However, if a student fails to sign on the award sheet due to some reason, and still has a grievance, such a grievance would then be investigated in the same way, as they would have been before awards are communicated, in accordance with the defined ways of taking up corrections, between the College and University. However, there have been no such cases in the last few years. In the CBCS mode (implemented from academic year 2015-16), the distribution of marks for practical examinations (for all the papers of all science courses and some papers of Commerce and Mathematics) is such that almost 50% marks are for continuous evaluation by the teacher during the course of teaching months, the other 50% being examined by the external examiner & internal examiner jointly.

Appointment of external examiners for practical examination is done in a completely transparent manner at the university level for all the colleges. Distribution of 25 marks (Continuous evaluation) for practical examination: Test / Assessment / project report for 10 marks Lab / practical records for 10 marks Attendance for practicals attended for 5 marks

### **2.5.3 Mechanism to deal with examination related grievances is transparent, time-bound and efficient**

#### **Response:**

The College follows the University norms for Semester-end examination and evaluation as well as for internal assessment/continued evaluation. At the college level, the teachers compile the internal assessment marks from the following three components class-tests presentations / projects and attendance. After compiling the result for all students, the marks are first presented to the students for their verification in the form of signatures and then sent for submission to the university, The teachers are always ready to address any grievances put forth by the students. Internal assessment marks are displayed on the college website before sending them to the University. There have been no major grievances in the past years. The issues that might arise are resolved immediately and to the satisfaction of all. After obtaining the final end-semester results, students who wish to get their answer scripts reevaluated can apply for reevaluation at the university level within a stipulated time period.

### **2.5.4 The institution adheres to the academic calendar for the conduct of CIE**

#### **Response:**

The college strictly follows the University academic calendar. Before the end of semester, every year, the staff council of the college under Ordinance XVIII, constitutes and assigns responsibilities to the teaching staff members under the various academic and extra-curricular activity committees. Each committee plans its activities for the year. Before the commencement of each semester, a meeting of the Principal, time table committee convener and department teachers' in-charge is held to examine the requirements of various departments regarding course allocation and teaching schedule. The evaluation schedule as notified by the university is followed well in time for each semester. The college strictly follows all the components of internal assessment: assignments, class tests, projects, presentations, group discussions, project work and attendance. Written assignments and oral presentations are taken which improve theoretical and written skills of the students. Students are encouraged to discuss and debate the various aspects of a topic in detail during the lectures and tutorials. The college has setup the IQAC Office in 2015 with a senior teacher as the Coordinator to plan and consolidate efforts towards achieving further academic excellence. The URL for academic calendar is given below:

<http://www.du.ac.in/du/index.php?page=academic-calender>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

**Response:**

Every course is governed by certain program outcomes (POs) that represent the knowledge, skills and attitudes that teachers are expected to impart and students expected to inculcate at the completion of the course. They describe what students would be able to do and perform at the end of the course. While POs are not discipline specific, Course outcomes (COs), on the other hand are specific to a particular course and subject. They are the resultant knowledge skills the student acquires at the end of a course. They define the cognitive processes that a course provides and are less broader than POs. If the POs are aimed towards the professional expertise of a student, COs are directed towards a discipline specific in-depth knowledge. The CO attainment levels are measured on the basis of the results of the internal assessment and external examination conducted by the university. The assessment is carefully structured and planned through assignments, tests and multiple choice questions that map with the PO/CO and thus ensure the attainment of CO and PO. CO-PO attainment reflects an emphasis towards development of students with professional skills. It bridges gaps in learning and ensures that instruction is aligned with specific outcomes

| File Description                              | Document                      |
|---|-------------------------------|
| COs for all courses (exemplars from Glossary) | <a href="#">View Document</a> |

### 2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

**Response:**

Yes, Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution. Attainment is done through an organised system of classroom teaching that ensures that course outcomes and program outcomes are fulfilled through planned lectures. These classroom lectures are supplemented by co-curricular activities like debates, departmental fests, guest lectures and departmental industrial visits. Attainment of program outcomes, program specific outcomes and course outcomes is done through an elaborate system of internal assessment that consists of tests, quizzes, assignments, Projects, etc. Direct and Indirect assessments were conducted and every question is mapped to different CO and PO. Attainment is calculated by using weighted average calculation.

### 2.6.3 Average pass percentage of Students

**Response:** 71.9

2.6.3.1 Total number of final year students who passed the university examination

Response: 3354

2.6.3.2 Total number of final year students who appeared for the examination

Response: 4665

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

| File Description                            | Document                      |
|---|-------------------------------|
| Database of all currently enrolled students | <a href="#">View Document</a> |
| Any additional information                  | <a href="#">View Document</a> |

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

**3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years**

**Response:** 52.08

3.1.1.1 Total Grants for research projects sponsored by the government/non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year wise during the last five years(INR in Lakhs)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0       | 12.08   | 11      | 29      | 0       |

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| List of project and grant details | <a href="#">View Document</a> |

**3.1.2 Percentage of teachers recognised as research guides at present**

**Response:** 19.84

3.1.2.1 Number of teachers recognised as research guides

Response: 25

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

**3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years**

**Response:** 0.03

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 12

| File Description                              | Document                      |
|---|-------------------------------|
| List of research projects and funding details | <a href="#">View Document</a> |



## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

#### Response:

The institution has created both biotic and abiotic environment for innovations and inculcating scientific temper among the students, which was very well appreciated in terms of award of “Appreciation BEST INNOVATIVE IDEA and for BEST DISPLAY OF BUSINESS” by University of Delhi in 2014-15 (Aprajita et al.\*). College has successfully finished seven interdisciplinary projects, involving at least 70 undergraduate students of the college, DU and IIT professors, to have developed several industrial products and collaborations including, biodiesel (Aprajita et al\*), bioethanol from water hyacinth(Aprajita et al.), biogas (Sangeeta et al\*) to soil-less culture of plants(hydroponics)(Meeta et al\*). For many years, the bio-gas plant developed by the students and teachers fulfilled the gas requirement of the college staff-room. Design and Development of Dual band, Triple band, Quad band, Penta band and Hexa band Bandstops filters for Wireless Local Area Network (WLAN) a Major Research Project and an undergraduate project by electronics Department was well appreciated in scientific fraternity (Praduman et al.\*). Digital database built by students-teachers team, available online at (present hits ~ 15000), was very well appreciated internationally. Principal Investigator to present the findings at their conference (ICOM8, North Arizona University, USA). Our green banking (Namita Rajput et al\*), and green economics solutions (Sangeeta et al\*) were widely appreciated in commerce world. Our innovation project Synchronising Education and Employment was done keeping in mind the visually challenged in the society entitled “synchronizing education and employment with special references to visually challenged”.

### 3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

**Response:** 0

#### 3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

#### Document

List of workshops/seminars during the last 5 years

[View Document](#)

### 3.3 Research Publications and Awards

**3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research**

**Response:** Yes

**3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards**

**Response:** Yes

**File Description**

**Document**

List of Awardees and Award details

[View Document](#)

**3.3.3 Number of Ph.D.s awarded per teacher during the last five years**

**Response:** 0

3.3.3.1 How many Ph.Ds awarded within last five years

**File Description**

**Document**

Any additional information

[View Document](#)

**3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years**

**Response:** 0.63

3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 4       | 100     | 100     | 50      | 20      |

**File Description**

**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

**3.3.5 Number of books and chapters in edited volumes/books published and papers in national/international conference proceedings per teacher during the last five years**

**Response:**

3.3.5.1 Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings year wise during the last five years

### 3.4 Extension Activities

#### 3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

**Response:**

The College has involved the community in its extension activities through student activities, societies, seminars, functions, and projects where different organizations have been involved. These have an intense impact in terms of sensitizing the students to ongoing social issues and help in their holistic growth. The Principal, NSS Officer, NCC Officer, Student Welfare Officer, Office Bearers of Student Association, Alumni Association, Ecoclub, IQAC etc., of the institution promote students involvement in social activities and coordinate their participation. The active participation of the students in NSS, NCC, clubs and societies formulated for this purpose/activities is the key to our successful attempts. The College has set up many units namely: NSS, NCC, Eco club, Women Development Cell, etc. that undertake various community engagement activities such as AIDS awareness, gender issues, environment issues, livelihood improvement etc. Our NCC cadet, has been selected as lieutenant through CDS direct entry. The Women Development Cell conducts many gender sensitizing programs and elects one 'gender champion' from the students each year and have awareness drives throughout the year. Please represent data in a tabular format with date

| EVENTS                 | DATE           |
|------------------------|----------------|
| Health Checkup Program | Feb'2017       |
| Swatch Bharat Abhiyan  | 9th Aug'2017   |
| NSS day                | 5th sept'2017  |
| Yoga Camp              | 21st June'2017 |
| Traffic Management     | 6th Sept'2017  |

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

#### 3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

**Response: 3**

3.4.2.1 Total number of awards and recognition received for extension activities from Government /recognised bodies year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0       | 3       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of awards for extension activities in last 5 years | <a href="#">View Document</a> |

### 3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

**Response:** 11

3.4.3.1 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3       | 5       | 2       | 1       | 0       |

#### File Description

Number of extension and outreach programs conducted with industry, community etc for the last five years

#### Document

[View Document](#)

### 3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

**Response:** 0.19

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3       | 5       | 2       | 1       | 0       |

#### File Description

Average percentage of students participating in extension activities with Govt. or NGO etc.

#### Document

[View Document](#)

## 3.5 Collaboration

3.5.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc during the last five years

**Response: 17**

3.5.1.1 Number of linkages for faculty exchange, student exchange, internship, field trip, on-the-job training, research, etc year-wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 5       | 6       | 3       | 3       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Number of Collaborative activities for research, faculty etc. | <a href="#">View Document</a> |

**3.5.2 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response: 1**

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1       | 0       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| e-copies of the MoUs with institution/ industry/ corporate house | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.**

**Response:**

The institution facilitates smart learning through smart classrooms. Presently, there are 44 classrooms which are equipped with wifi facilities. There are 20 rooms with LCD facilities which includes both classrooms as well as laboratories. The institution constantly keeps updating this number. There is one state of the art seminar hall with a capacity of over 250 persons and is equipped with latest ICT facilities. Further, there are four computer labs having 164 computers with internet facility and latest computing equipments. The college has 1270 laptops and they are loaned to the students as and when needed.

**4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor) gymnasium, yoga centre etc. and cultural activities**

**Response:**

The institution motivates the students to participate in various sports activities. The students have brought laurels to the college in various categories like cricket, volleyball, badminton, discus throw, shotput, etc. The college provides the students with the latest practice equipments needed for respective sport category. It also bears the expenses in case, students need a bigger practice ground. There are a total of nine cultural societies in college which strive towards promoting participation in cultural activities like dance, dramatics, music, fashion, debating, etc. The Hall-2 is fully dedicated as the practice room for cultural activities. The college grounds are also available for practice.

**4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc**

**Response:** 45.65

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 21

**File Description**

**Document**

Number of classrooms and seminar halls with ICT enabled facilities

[View Document](#)

**4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.**

**Response:** 40.72

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year wise during the last five years (INR in Lakhs)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 30      | 20      | 30      | 30      | 35      |

| File Description  | Document                      |
|---|-------------------------------|
| Details of budget allocation, excluding salary during the last five years | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

### 4.2.1 Library is automated using Integrated Library Management System (ILMS)

**Response:**

Keeping in view the significance of library in an institution, the college has a dedicated space allotted for it. The record/catalogue of books is completely computerized and it utilizes NET LIB software to streamline the data. This software stores difficult-to-obtain, low circulation reports and papers. The record is kept digitally to streamline the book bank; It also serves the purpose of avoiding hassle in figuring out the number of book issued as well as books which haven't been issued. To ensure that students can access the books in a hassle free manner, they can check the availability of books using library search engine. The library houses more than fifty thousand books which are distributed and divided into various sections depending upon the subject they belong to. There are wide variety of books covering various disciplines such as Environmental Science, Electronic Science, Mathematics, Physics, Chemistry, Hindi, English etc. Each year a number of new books are added to the existing book bank. The library has separate funds to replenish with new books each year, the fund is allocated to each department depending upon the number of students. We have an infrastructural glitch on the reading room of the library as it can not accommodate more than 50 students at a time. Our students make the maximum use of the facility and access e-books also which are provided to us through the Delhi University central arts and science library. Our college library is fully automated. The records of borrowed and deposited books are maintained. The college library is also equipped with more than a thousand laptops for students and faculty. The laptops can be borrowed by the students and they have to return them before the commencement of the semester examination. The initiative of giving the laptop to the students was taken in the academic year 2013-14, when Four Year Undergraduate Programme (FYUP) was introduced in the University of Delhi, though it was called back in the next year. The college has a library committee comprising of officials from the library. The college bursar, all the respective teacher in charge of the various students. The library is well equipped with internet facility and it is student friendly. The library has a separate section of journals and reference books specially for the teachers. The text book section is mainly used by the students. Normally the students have to return the books in a stipulated time, but many times the teachers go out of their way to get books for economically weaker and needy students. The faculty members may recommend the books

from the authorized dealers and the library committee approves the recommendations. The number of books also increases every year, to facilitate the growing demand of students. We have a designated library staff, dedicated completely for the library maintenance. The library has separate funds to replenish with the books each year. The fund is allocated to each department according to the number of students. We have an infrastructural glitch as the reading room of the library can not accommodate more than 50 students at a time. Our students make the maximum use of the facility and access the e-books also which are provided to us through the Delhi University Central Library. The library has complete power backup and the reading room provides a quiet environment for the students. It is fully air cooled and the students make optimum use of the facility.

#### **4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment**

##### **Response:**

The college library has diverse collection of rare books apart from the books of the academic curriculum. This includes books of classical literature of Greek, Latin, Sanskrit and English languages. These include works by authors like Homer, Sophocles, Euripedes, Kalidasa, Banabhatta , Ovid, Shakespeare, etc. One prominent addition in this category is A Rasa Reader by Sheldon Pollock. Further, there are numerous additions in the category of Economics, Polity, History, Environment and Administration. For instance, the library recently added SEBI Manual, New Oxford Companion to Economics in India, Environmental Encyclopedia to its already rich collection of books. As a special collection, there are rare books on the life and teachings of Sri Aurobindo.

#### **4.2.3 Does the institution have the following:**

- 1.e-journals**
- 2.e-ShodhSindhu**
- 3.Shodhganga Membership**
- 4.e-books**
- 5.Databases**

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response:** A. Any 4 of the above



| File Description  | Document                      |
|---|-------------------------------|
| Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc. | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

#### 4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

**Response:** 6.85

4.2.4.1 Annual expenditure for purchase of books and journals year wise during the last five years (INR in Lakhs)

| 2016-17 | 2015-16 | 2014-15    | 2013-14 | 2012-13 |
|---------|---------|------------|---------|---------|
| 8.32683 | 8.77957 | 7.93879116 | 5.05116 | 4.16896 |

| File Description  | Document                      |
|---|-------------------------------|
| Details of annual expenditure for purchase of books and journals during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

#### 4.2.5 Availability of remote access to e-resources of the library

**Response:** No

| File Description                                       | Document                      |
|--|-------------------------------|
| Details of remote access to e-resources of the library | <a href="#">View Document</a> |

#### 4.2.6 Percentage per day usage of library by teachers and students

**Response:** 13.15

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 440

| File Description                                  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

#### 4.3.1 Institution frequently updates its IT facilities including Wi-Fi

**Response:**

The college ensures that that it uses latest version of softwares on its computers. To ensure that our students are kept abreast of latest technologies, our computers are regularly updated and latest antivirus are installed to keep the systems run at maximum capacity. The college has hired professional services for the annual maintenance of computers installed in the college. To ensure better connectivity and strong internet access, the college has set up 16 wireless access points to cover our entire college for Wi-Fi services.

#### 4.3.2 Student - Computer ratio

**Response:** 2.25

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Student - Computer ratio   | <a href="#">View Document</a> |
| Any additional information | <a href="#">View Document</a> |

#### 4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

**Response:** >=50 MBPS

| File Description   | Document                      |
|--|-------------------------------|
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |

#### 4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

**Response:** No

| File Description  | Document                      |
|---|-------------------------------|
| Any additional information  | <a href="#">View Document</a> |
| Facilities for e-content development such as Media Centre, Recording facility,LCS | <a href="#">View Document</a> |

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

**Response:** 100

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in Lakhs)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 48.51   | 81.86   | 89.32   | 61.79   | 99.5    |

| File Description   | Document                      |
|--|-------------------------------|
| Details about assigned budget and expenditure on physical facilities and academic facilities | <a href="#">View Document</a> |

##### 4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

**Response:**

The college regularly undertakes repairs of its infrastructure such as classrooms, labs and teaching equipment like computers, projectors etc. The lab staff has been trained to ensure the maintenance of lab infrastructure. The library staff keeps updating the record of all the academic material. Besides this annual audit of the library and labs is carried out and during this process outdated material is auctioned off to dispose the scrap. The college has leased sports ground from PGDAV as well as Gargi College. Services from the Saket Sports Complex are also availed for the students. The college bears the cost of all the sporting equipments for its students. The sporting kit for Cricket, Football, Basketball etc. is provided by the college. All the computers of the college are under Annual Maintenance Contract. They are repaired and upgraded as and when required. The institution uses the buyback facility for UPS batteries which is cost effective and environment friendly.

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

**Response:** 6.49

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 136     | 82      | 44      | 38      | 77      |

#### File Description

Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years

#### Document

[View Document](#)

#### 5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

**Response:** 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

Any additional information

#### Document

[View Document](#)

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

[View Document](#)

#### 5.1.3 Number of capability enhancement and development schemes –

##### 1. For competitive examinations

2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

**Response:** D. Any 4 of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of capability enhancement and development schemes | <a href="#">View Document</a> |
| Any additional information                                | <a href="#">View Document</a> |

#### 5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

**Response:** 26.39

5.1.4.1 Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 410     | 374     | 410     | 195     | 180     |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |

#### 5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

**Response: 0****5.1.5.1 Number of students attending VET year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

| File Description                          | Document                      |
|---|-------------------------------|
| Any additional information                | <a href="#">View Document</a> |
| Details of the students benefitted by VET | <a href="#">View Document</a> |

**5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases****Response: Yes**

| File Description   | Document                      |
|--|-------------------------------|
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View Document</a> |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |

**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response: 17.23****5.2.1.1 Number of outgoing students placed year wise during the last five years**

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 124     | 154     | 118     | 80      | 55      |

| File Description  | Document                      |
|---|-------------------------------|
| Details of student placement during the last five years | <a href="#">View Document</a> |

**5.2.2 Percentage of student progression to higher education (previous graduating batch)****Response:** 17.78

5.2.2.1 Number of outgoing students progressing to higher education

Response: 162

**File Description****Document**

Details of student progression to higher education

[View Document](#)**5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: NET/SLET/GATE/ GMAT/CAT, GRE/ TOFEL/ Civil Services/State government examinations)****Response:** 56.61

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL/Civil Services/State government examinations) year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 133     | 131     | 133     | 131     | 109     |

5.2.3.2 Number of students who have appeared for the exams year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 230     | 250     | 220     | 205     | 225     |

**File Description****Document**

Any additional information

[View Document](#)

Number of students qualifying in state/ national/ international level examinations during the last five years

[View Document](#)**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) during the last five years.**

**Response: 10**

5.3.1.1 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) year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 3       | 1       | 2       | 4       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years | <a href="#">View Document</a> |

**5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution**

**Response:**

The college duly elects a Student Council comprising a President, Vice-President, Secretary and two Central Councillors. The elections are held annually in a democratic manner. The Council ensures that student interests are adequately represented and their grievances voiced and addressed in the college administrative bodies. The Student Council organizes the Freshers' Welcome and Annual Cultural Festival-Mehak every year. It actively raises issues related to academic as well as non-academic aspects of student life.

**5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year**

**Response: 50.2**

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 55      | 48      | 46      | 52      | 50      |



| File Description   | Document                      |
|--|-------------------------------|
| Number of sports and cultural activities / competitions organised per year | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

### 5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

#### Response:

The college has recently set up the Alumni Association to foster cordial relationships between the college and its ex students. The college organizes an Annual Alumni Meet where the students share their experiences with the current students and faculty members. The meet serves as a platform which not only strengthens personal interaction but also provides current students an opportunity to learn about professional avenues. The college has set up an Alumni Fund for the smooth functioning of the Alumni Association.

### 5.4.2 Alumni contribution during the last five years <1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: 1 Lakh - 3 Lakhs

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Alumni association audited statements | <a href="#">View Document</a> |

### 5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 2

#### 5.4.3.1 Number of Alumni Association /Chapters meetings held year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 0       | 0       | 0       |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Number of Alumni Association / Chapters meetings conducted during the last five years. | <a href="#">View Document</a> |



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution

**Response:**

Sri Aurobindo College was established in 1972, the birth centenary of the philosopher, patriot-poet Sri Aurobindo. The College's mission is to inculcate his ideals to provide exemplary educational service to improve the lives of individuals in a changing and complex global society. Beliefs: A literate and educated citizen is vital to a democratic society. A dynamic education system fosters an equitable, productive economy in a global environment. Technology should be used to improve the quality of teaching and learning, research and scholarship, and outreach to the state, nation, and the world. Interdisciplinary programs should be used to enhance human learning, growth, and development. Vision: To deliver quality education, grounded in sensitivity to individual dignity, professional integrity, and a positive and nurturing environment. Enhance the commitment of faculty, staff, and students to the centrality of diversity, social justice, and democratic citizenship. Help to prepare graduates recognized for the quality of their scholarship, service, outreach, and leadership. Sustain a caring, supportive climate throughout the College. Enhance the effective and efficient management of the College. Values: Academic excellence and integrity Outstanding teaching and service Individual and collective excellence Diversity, equity, and social justice Collegiality and collaboration The Internal Quality Assurance Cell ( IQAC ) of the college was founded in 2014, but remained at an nascent stage till October 2015. The objective of IQAC was to monitor the quality of education being imparted in the Institution. As per the IQAC guidelines, some teachers of the college are it's members. Governance of the College is in accordance with the Statutes and Regulations of Delhi University Teachers participate in the decision making of the College through the Staff Council, membership of the Governing Body and a number of Committees. The teachers are mandatorily the members of the statutory body, College Staff Council, where they participate in the decision making process actively. All the academic concerns and issues are discussed on this platform, in a transparent manner, so that the faculty members have complete vision and participation of working in college. Staff Council meetings are held regularly and minutes are attached herewith. The various committees of the college are involved in smooth functioning of academic, curricular, extra – curricular activities. The teachers are free, here, to take decisions in fulfilling several requirements of college and students pertaining to admissions, cultural and sports activities. The college has a Student Advisory, NCC, Infrastructure and Building, Library, Grievance Cell and Sexual Harassment and many more such Commiittees to facilitate the entire functioning of college, smoothly. Today the world is moving at a very fast pace, ever-changing and progressing. The academic world at SAC is not left behind in this race. It has conscientiously worked to form a futuristic vision to take academics as well as other extra-curricular activities to great heights. To attain this objective, all department have been awarded full autonomy to run their affairs, as long as their decisions don't clash with DU's Rules and Regulations.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 6.1.2 The institution practices decentralization and participative management

#### Response:

The College is committed to a participative management with decentralization involving all stakeholders. Teaching and non-teaching staff are fully engaged, assume responsibility and take charge voluntarily. Every year the Staff Council convenes to constitute Committees for all significant activities and initiatives. Each Committee is led by a member of the Faculty and comprises of 4-5 members. The mandate of these Committees is to independently oversee the smooth functioning of the particular aspect for which they have been constituted. For instance the Time-Table Committee assimilates various departmental timetables to preempt conflicts and ensure optimal utilization of common resources. Preparation for this NAAC assessment is an illustration on how this participative approach has been deployed in a recent critical College activity. As soon the new NAAC requirements were made known the College established a Core Committee of 10 senior faculty and a NAAC support group of 30 junior faculty. The Convener divided the tasks and all members are fully participating and driving completion of their responsibilities independently. Given the extensive and time bound data requirements, members have extended themselves without compulsion. This has also ensured quality preparation benefiting from the integrated inputs of senior faculty with energy and enthusiasm of younger staff. The college cultural group has carved an identity for itself in the University cultural arena. Initially the college had one Faculty coordinator for managing cultural activities with support of a few members, which constituted the Cultural Committee. Over the last four years the structure of this committee has evolved and based on the concept of decentralizations and participative management a new model was adopted. The college cultural committee recognized and registered eight societies i.e MOKSH (Theatre), CRUNK(Western Dance), BANDWAGONS (Fashion), TALEEM (Indian Music), ALLEGRO (Western Music), SAGE (Literary), 3Ps (Painting, Poster & Photography) and SALVATION (General Awareness). These societies, under the able guidance of individual dedicated faculty coordinators help students perform and participate in various inter and intra college events. The decentralization of control with one convener to eight independent coordinators has reflected in enhanced performance of students. A brief on cultural committee minutes of the past year is attached herewith which endorses this format which is in use since the year 2014.

## 6.2 Strategy Development and Deployment

### 6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

#### Response:

The college has always focussed on the 360 degree holistic overall development of its students which is significant for the eventual development of the college at the local as well as national level. The college Cultural Societies, NSS, Student Union and NCC are platforms formed at the college level to train students in leadership and social awareness skills. In order to achieve the central objective of quality education, the faculties of the college plan their sessions in advance and new additional faculty are inducted as per the requirement and deficit per semester well before the beginning of the session. Even though the college has serious infrastructure inadequacy yet the effort is not to let classes suffer. Further in the subsequent years the Laboratories were made ICT with network access and Projectors. To make the environment student centric various initiatives have been implemented. The timetables are prepared well in advance for all courses much before the beginning of each semester. The faculty continuously participates in various faculty

development programs and research oriented projects to keep themselves updated. A lot of effort has gone into procuring the land from DDA for building our own campus. The college is trying to have the boundary wall built and thereafter the college building. The students are now provided with an E-campus facilities wherein they are not only restricted to MCQs and online assignments but also have access to resources like PPTs and e-notes. The students and the faculty are provided with a 360 degree feedback mechanism. This helps achieve the double objective of maintaining a student centric environment and helps in evolving the faculty. The faculty are also mentoring the students and becoming facilitators. Constant efforts are an ongoing process with the DDA so as to hasten the pace of having our very own premises. After the ICT labs now the focus is on the ICT/smart classrooms. We are also exploring introduction of new courses as well as distance learning education. Quite a few short term and certificate courses are in the pipeline in the coming academic years after the success of few in the last two years.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### **6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism**

#### **Response:**

The College is a constituent college of Delhi University and operates under the statutes, regulations and legal framework of the University. The governance of the College is overseen by a Governing Body (GB) which is the executive authority for the general supervision and control of the affairs of the College. The constitution of the Governing Body is as under: A Chairman who presides over the meetings of the Governing Body. The Principal, who is also the member-secretary of the GB. Two University representatives. The Bursar, who shall be a member of the teaching staff, and shall be appointed by the GB on the recommendation of the Principal. Four representatives of the teaching staff, comprising two each from the Day and Evening College. Six members nominated by the Government of the Union Territory of Delhi Six members nominated by the Delhi University. The Principal of the Evening College. The GB appoints a Treasurer from amongst its members to oversee the financial affairs of the College. All members of the GB are appointed for a period of one year other than the Principal. In addition two members of the non-teaching staff, one each from the Day and Evening College, are Special Invitees to the meetings of the GB. The GB meets at least once every quarter. The GB holds, controls and administers the property and funds of the College, and in addition to other duties vested in it, has many powers to be exercised in accordance with the rules and procedures laid down by the University. The Functions of the GB are attached herewith. The Principal is the Chief Executive and Academic Officer of the College. He is responsible for the administration and organization of teaching and extra-curricular activities in the college. The administrative setup of the College under the Principal is attached herewith. The College has a Staff Council comprising all members of the Teaching Staff, the Librarian and the Director P.Ed. The Principal is the ex-officio Chairman of the Staff Council. The Council elects its Secretary, who holds office for a term of one year. The Staff Council can take decisions with respect to the Preparation of time-table and Allocation of extra-curricular work amongst teaching staff, not involving payment of remuneration.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

| <p><b>6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination</b></p> <p><b>A. All 5 of the above</b></p> <p><b>B. Any 4 of the above</b></p> <p><b>C. Any 3 of the above</b></p> <p><b>D. Any 2 of the above</b></p> <p><b>Response: B. Any 4 of the above</b></p> |                               |
|---|-------------------------------|
| File Description  | Document                      |
| Screen shots of user interfaces   | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation Planning and Development,Administration etc   | <a href="#">View Document</a> |

|  |  |
|--|--|
| <p><b>6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions</b></p> <p><b>Response:</b></p> <p>We always struggled to get our classes rolling immediately after the break when the new semester sets in. A couple of years back the Staff Council decided to have the timetables ready before the college reopened. The Teachers in Charge were requested to hold departmental meetings end of the semester to decide on courses to be taught in the forthcoming semester. The time tables were thus prepared in advance and submitted to the time table committee for allocation of rooms. These were then distributed over mail to all faculty before the college reopened. This has been the practice now for almost 3 years and has resulted in classes starting on time. Very critical move for semester mode as the time is very limited. The college cultural group has carved an identity for itself in the University cultural arena under the able guidance of earmarked faculty coordinators. Meetings of the cultural committees have been held at regular intervals, to ensure easy and smooth functioning of the various above mentioned societies. A glimpse of these meetings has been attached herewith. Additionally, it was decided that IQAC will promote transparent governance using online MIS. Accordingly, a contract was signed with Epaathsala to install cloud based MIS from September 2017. A copy of the contract is attached herewith.</p> |  |
|--|--|

### 6.3 Faculty Empowerment Strategies

**6.3.1 The institution has effective welfare measures for teaching and non-teaching staff****Response:**

The terms of employment of all staff, teaching as well as non-teaching, are as per the regulations of the University, which include coverage under the Central Government Health Scheme, reimbursement of medical expenses, leave travel concession, travelling allowance, family pension, house building advance, children's educational assistance. Faculty are also eligible for generous leave including study, sabbatical and child care leave to fulfill personal responsibilities and/or to pursue academic and research interests. In addition the College has established a Thrift & Credit Society to make credit on easy terms available to members to meet unforeseen exigencies. There are also voluntary associations for teaching and non-teaching staff, which help provide social and engagement platforms, outside of the formal work relationships. These help build interdepartmental camaraderie.

**6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years****Response:** 1.14

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 7       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years****Response:** 1.4

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 4       | 1       | 2       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Any additional information  | <a href="#">View Document</a> |
| Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff | <a href="#">View Document</a> |

### 6.3.4 Average percentage of teachers attending professional development programmes viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programme during the last five years

**Response:** 9.62

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 27      | 14      | 05      | 04      | 01      |

| File Description   | Document                      |
|--|-------------------------------|
| Details of teachers attending professional development programs during the last five years | <a href="#">View Document</a> |
| IQAC report summary  | <a href="#">View Document</a> |

### 6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

**Response:**

The assessment of lab staff is based on their ability to hold practicals on day-to-day basis and to look after the state of the art instrument in different labs. Their analytical ability is also assessed on the basis of how they prepare solutions/reagents with accuracy. The non-teaching staff is tasked with the duty of ensuring physical maintenance of the labs.

The APAR for non-academic employees is done annually to ascertain how they interact with students, their peer group, their discipline and sincerity. Further, they are graded on how they achieve their targets and their performance throughout the year. They are marked according to their attitude towards their work, sense of responsibility, communication skills and abilities to adhere to time schedule, inter-personal relations, strategic planning, decision-making ability, and also on how they take the initiative to deal with new rules.



They are evaluated on the basis of leaves taken, maintaining official records, files and papers in an orderly manner and retrieval of papers with honesty and integrity. Capability-building trainings are conducted from time to time in the University of Delhi. The staff members are encouraged to attend the same according to their job profile. The laboratory staff attends workshops to boost their knowhow about upkeep of their apparatus like spectro photometre, PH metre, and double distillation unit etc. The library staff attends workshops on how to access the e-library and Shodhganga etc. They are also trained to handle latest softwares developed in order to boost e-learning.

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

Internal Audit: A panel of three Chartered Accountants from the Institute of Chartered Accountants recommended by the College and approved by the Governing Body, is sent to the University for final approval. Thereafter the college selects one out of them to carry out the annual audit of College accounts. External Audit: This is conducted by the Delhi Government and AGCR. Any objection raised is duly communicated to the concerned employee or the department. The reply and/or the recovery with proof is then submitted to the audit team. No significant issues or qualifications were raised in the course of these audits over the past 5 years.

### 6.4.2 Funds / Grants received from non-government bodies, individuals, Philanthropists during the last five years (not covered in Criterion III)

#### Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, philanthropists year wise during the last five years (INR in Lakhs)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

#### File Description

#### Document

Details of Funds / Grants received from non-government bodies during the last five years

[View Document](#)

### 6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

#### Response:

The total budget for the year is planned and submitted to the following University Grants Commission Delhi Government Delhi University The breakup of total funds is attached herewith. The various Student Activities are as under: Cultural Activities: The College organizes an annual Talent Hunt competition in early September to tap fresh talent in the college. MEHAK a two day Annual Cultural Festival is an eagerly awaited two-day event. We have enthusiastic participation from different institutions across the country. Departmental Activities like Workshops, Seminars, Lectures etc Maintenance of Computer and Science Labs. Student Union Expenses NCC NSS Through the College's efforts the following funds are mobilized Grants for Innovation Projects from the Delhi University. Grant from Indian Council for Social Science Research. Grants from UGC for Seminars and Conferences.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

#### Response:

6.5.1 a) Institutional Policy- IQAC has been constituted to work on issues like\_ Standardization of education&Infrastructure of college. Organizing workshops& seminars at college level and also at National level. Increasing the ranking of college in Delhi University. Making college Anti- Tobacco. Taking basic environment friendly initiatives to make college 'Zero-emission zone' for example establishment of a biogas plant in the college premise. To maintain the functionality of Rain water harvesting system in the college premises. The Chairman of the IQAC along with the members of the Governing Body approve the decisions of IQAC on a positive note and provide motivation & support for easy and quick implementation of the decisions taken till date. To mention some of the external members, Mr. B.RajaRajan, (Jt. Registrar of Colleges) and Mr. Manoj Sharma (Alumni) have been active participants of the IQAC of the college. Despite having a complete say in the decision making process of IQAC, noteworthy decision on student feedback was strongly suggested by Mr. Manoj Sharma, Alumni of the college. The constituent members of IQAC include non-teaching staff of the college (Mrs. Menu), Alumni of the college (Mr. Manoj) and some external members such as Mr. B. Raja Rajan, along with the faculty members of the college. Hence, communicating and engaging staff from different constituents of the institutions has never been an issue as such. Students provide the IQAC with regular feedback on the classes, faculty and functioning of the college. Alumni, as represented by Mr. Manoj have an active and direct say in the IQAC, whether through decision making process or via feedback provision. Introducing the concept of blood donation to students has been a strategy planned by IQAC. As per the suggestions given by IQAC, NSS team of the college gets blood donation Vans in the college premises. Here students learn the sterile way to donate blood and get a hang of the social perspective of blood donation. Heritage walks were arranged under the guidance of IQAC where in this initiative was taken up by Spic Macay Team of the college. In the year 2015, students visited Humayun's Tomb as part of Heritage Walk and the trend was continued thereon. To improve the quality of research in Science Wing of the college, new instruments have been procured for the Laboratories, for example Digital Storage Oscilloscope, FM Transmitter Receiver System and Micro Processors, were purchased for the Electronics Lab. IQAC supervised Ganga Shodh E-Library of the

University of Delhi, is available to all the students of the college. This helps in review of Literature Survey. Research related tasks for students is simplified due to this effort. Applying for NAAC Accreditation has been taking up the IQAC and the Committee is following up the on-going Accreditation work. IQAC gives suggestions to the Building and Infrastructure Committee of the College and issues like renovation of old and new building is taken up. Smart classrooms are planned by the college authorities on the recommendation of IQAC.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

#### Response:

Orientation and refresher programmes held in University of Delhi, as well as other university like JNU, Jamia Milia are attended by teachers and are mandatory for promotion. Non-teaching staff is encouraged to attend different skill enhancing programmes held in university. College promotes teachers to hold seminars on national level and workshops in college. Teachers from college are encouraged to attend the same. Teachers as well as non-teaching staff become abreast with latest happenings and technologies in their respective fields which gets eventually transmitted to the students. 360 degree feedback was taken up. Feedback given by students was analysed and suggestions were recommended to various authorities for the changes needed. Gender sensitive feedback given by girls was looked into on priority basis. The college also introduced the system of Online test series and MCQs, recently, for easy and quick learning process for students and assessing their performance without any major time lags. Additionally, faculty members take workshops and classes for students through Presentations in Computer Labs so that the Digital media can be involved into learning process and at the same time, the creating an environmental friendly classroom by minimizing use of papers. The college arranges for regular skill enhancement and training workshops for their all round development. A noteworthy example is that of a Soft Skill Workshop, that was recently conducted in the college Seminar Room, by Dr. Shikha Malhotra, a renowned Soft Skilled Consultant. Moreover, to sensitize the students towards Gender issues, a workshop on Gender Sensitization was held by Ms. Swati Maliwal, Chairman, DCW, for two consecutive years, 2016 and 2017. It was widely appreciated by both students and faculty since she did highlight the crucial aspect of how the society has over time, overlooked on many cases that are clear examples of violations of basic Human Rights, both for male and female counterparts of the society. This is a crucial aspect in the Learning process for the students who need to understand that theoretical knowledge is totally incomplete unless linked with ongoing practical issues faced by the members of the society.

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

### 6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

**Response: 2**

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 6       | 4       | 0       | 0       | 0       |

| File Description   | Document                      |
|--|-------------------------------|
| Number of quality initiatives by IQAC per year for promoting quality culture | <a href="#">View Document</a> |

**6.5.4 Quality assurance initiatives of the institution include:**

1. Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements
2. Academic Administrative Audit (AAA) and initiation of follow up action
3. Participation in NIRF
4. ISO Certification
5. NBA or any other quality audit

**A. Any 4 of the above**

**B. Any 3 of the above**

**C. Any 2 of the above**

**D. Any 1 of the above**

**Response: C. Any 2 of the above**

| File Description  | Document                      |
|---|-------------------------------|
| e-copies of the accreditations and certifications           | <a href="#">View Document</a> |
| Details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |

**6.5.5 Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)**

**Response:**

IQAC was formed in the college on 16th October 2014 and was in infancy till early 2015. The committee holds its meetings four times in a year and apart from the members at times teacher in-charges are invited to attend the meeting and give their inputs. Following points have been worked upon by the committee: Applying for NAAC accreditation. Reducing the gap between administration and students. Effects have been put to make college an anti-tobacco zone. Spread awareness about blood donation. Procuring instruments to make smart classrooms. Feedback mechanism from students to be initiated. Registering college and students for antiragging which is free and compulsory for the college.

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

**7.1.1 Number of gender equity promotion programs organized by the institution during the last five years**

**Response:** 6

7.1.1.1 Number of gender equity promotion programs organized by the institution year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 2       | 1       | 1       | 1       | 1       |

**File Description**

**Document**

List of gender equity promotion programs organized by the institution

[View Document](#)

**7.1.2**

**1. Institution shows gender sensitivity in providing facilities such as:**

- 1. Safety and Security**
- 2. Counselling**
- 3. Common Room**

**Response:**

Sri Aurobindo College besides imparting quality education to students, also takes care of challenges faced by youth today. The institution aims towards raising awareness of students toward gender sensitivity. It has worked at multiple levels to make the campus gender sensitive. The college has posted male and female security guards at the entry gate to fully curb the entry of outsiders. It also ensures the presence of female attendants outside female toilets. For strict security measures, CCTV cameras are installed in the college to take account of any ragging or eve-teasing on the premises. The CCTV cameras are also used for surveillance in those areas of the college where monitoring is needed such as corridors, canteen, entry gate and other public places. The college has a pro-active Internal Complaints Committee (ICC) which acts as complaints

and redressal body, that takes into account any complaints made by students regarding sexual harassment. The constitution of the committee is in accordance with the ordinance XV(D), wherein 50% of its members are women. The college notice board displays the names and telephone numbers of the chairperson, secretary, staff members, non-teaching members and student members of ICC. ICC believes in promoting equality and

gender justice. It takes preventive measures to ensure safe environment for all the students and staff members. Special attention is paid to ensure the safety of female students. From time to time, ICC and

Gender Sensitive Forum together plan and carry out workshops and talks on gender sensitization by eminent speakers. The method of registering of complaints with ICC is fairly accessible. The complaint about sexual harassment made by the victim is kept confidential. Appropriate arrangement is made to provide emotional support to the victim in the form of counselling. The college has a girls' common room, where the girl students can spend their time with their peer group, share their thoughts and enjoy leisure time. Sanitary Napkin Vending Machine has been installed in the College for the benefit of girl students. The college has conducted gender audit for all girl students in 2017. The report is reviewed by the IQAC and the recommendations are shared with the Principal.

### 7.1.3 Alternate Energy initiatives such as:

#### 1. Percentage of annual power requirement of the Institution met by the renewable energy sources

**Response:** 17.4

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

Response: 68558

7.1.3.2 Total annual power requirement (in KWH)

Response: 394000

| File Description  | Document                      |
|---|-------------------------------|
| Details of power requirement of the Institution met by renewable energy sources | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 7.1.4 Percentage of annual lighting power requirements met through LED bulbs

**Response:** 20.1

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 42

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 209

| File Description   | Document                      |
|--|-------------------------------|
| Details of lighting power requirements met through LED bulbs | <a href="#">View Document</a> |

**7.1.5 Waste Management steps including:**

- **Solid waste management**
- **Liquid waste management**
- **E-waste management**

**Response:**

The college has outsourced the waste disposal to the cleaning agency SULABH, which segregates the waste into dry and wet waste. The dry waste consists of the non-biodegradable waste like metal cans, glass and plastic bottles, laboratory glass apparatus. The wet waste or biodegradable waste consists of left-over food stuff, vegetable peels from the canteen and used tea leaves from the staffroom pantry. The waste is collected

in two different disposable bins kept at different locations in the college. The blue bin is used for dry waste and the green bin is used for wet waste. The wet or biodegradable waste is used in the Bio Gas Plant installed in the college. The biogas generated is used in the staffroom kitchenette. The dry leaves from the trees are not burnt but collected in a pit for making compost. The compost is used as manure for the potted and ornamental

plants. IQAC has taken the initiative to make the campus paperless. The students are asked to submit softcopies of their assignments through e-mail and not hardcopies. The students have started taking their internal assessment in the form of online MCQs. The information and the minutes of meetings are circulated through e-mail. 360° feedback is taken online. E-waste or electronic waste consists of electrical and electronic devices that have been discarded and destined for salvage or recycling. Electronic scrap components such as CPUs have harmful components like Lead, Cadmium and Beryllium. Informal processing of e-waste can lead to adverse human health effects and environmental pollution. The college has a separate room where the e-waste is stored.

**7.1.6 Rain water harvesting structures and utilization in the campus****Response:**

The college has a full-fledged Rain Water Harvesting system. It collects the rain water from the roof top in an underground pit, a reservoir with percolation. The water collected can be used in-

- laboratories
- toilets, and
- for watering the grounds and plants
- for canteen purposes

In the next phase, our college is planning to construct the second reservoir for purification of rain water which can be pumped in the overhead tanks so that it can be utilized for different purposes that are mentioned above.



**7.1.7 Green Practices**

- **Students, staff using**
  - a) **Bicycles**
  - b) **Public Transport**
  - c) **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

**Response:**

The college promotes green practices in and around the college premises so as to aid the larger goal of sustainable development. It takes special initiatives to instil environmental awareness amongst students. The college has dedicated space for the bicycle stand adjacent to the car parking area. The use of bicycles is not just environment friendly but also helps in healthy living. We are grateful as there is a metro station in the close proximity of our college. Our constant endeavour is to encourage the staff and students to use public transport, especially the metro and CNG buses. User oriented awareness programmes are held once every semester. These efforts are made to ensure minimal carbon footprint. This also checks emission of oxides of sulphur and nitrogen. In this manner the college delivers its duty in curbing environmental pollution. For reducing carbon footprint, the college has replaced the old air conditioners with five star rated air conditioners. Last year, the Chemistry lab installed inverter air conditioners which consume very less electricity. It is ensured that all fans, lights, monitors and other electrical appliances are switched off after everybody leaves the college. The IQAC has taken initiatives to ensure a plastic free zone. For this, the college limits the use of non- biodegradable materials in the premises. For instance, the college canteen either uses utensils made of stainless steel or paper plates which are eco-friendly and biodegradable. The college promotes paperless documentation for all official purposes. The information to various departments, faculty members and students is being sent through e-mail and college website from the past three years. The practice is evolving and is getting better over the years. A team of college students created a Bio-Gas plant under the able supervision of faculty members and worked towards making the use of Bio-CNG economically feasible. The students got to know the advantages of using green fuel which would create lesser pollution and subsequently lessen greenhouse effect. The college has worked towards green landscaping by planting varieties of trees and plants and has developed a green herbal garden in which medicinal plants and herbs whose botanical and common names are mentioned.

**7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years****Response:** 1.65

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year wise during the last five years(INR in Lakhs)

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 4       | 0       | 0       | 0       | 0       |

| File Description  | Document                      |
|---|-------------------------------|
| Details of expenditure on green initiatives and waste management during the last five years | <a href="#">View Document</a> |
| Green audit report  | <a href="#">View Document</a> |

### 7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. Physical facilities
2. Provision for lift
3. Ramp / Rails
4. Braille Software/facilities
5. Rest Rooms
6. Scribes for examination
7. Special skill development for differently abled students
8. Any other similar facility (Specify)

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

**Response:** C. At least 4 of the above

| File Description                                       | Document                      |
|--|-------------------------------|
| Resources available in the institution for Divyangjan  | <a href="#">View Document</a> |
| link to photos and videos of facilities for Divyangjan | <a href="#">View Document</a> |

### 7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

**Response:** 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 0       | 0       | 0       | 0       | 0       |

|   |                               |
|---|-------------------------------|
| <b>File Description</b>   | <b>Document</b>               |
| Number of Specific initiatives to address locational advantages and disadvantages | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

**Response: 5**

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year wise during the last five years

| 2016-17 | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|---------|---------|---------|---------|---------|
| 1       | 1       | 1       | 1       | 1       |

|  |                               |
|--|-------------------------------|
| <b>File Description</b>  | <b>Document</b>               |
| Details of initiatives taken to engage with local community during the last five years | <a href="#">View Document</a> |

### 7.1.12

**Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff**

**Response: Yes**

|  |                               |
|--|-------------------------------|
| <b>File Description</b>  | <b>Document</b>               |
| URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics | <a href="#">View Document</a> |

### 7.1.13 Display of core values in the institution and on its website

**Response: Yes**

|  |                               |
|--|-------------------------------|
| <b>File Description</b>                          | <b>Document</b>               |
| Provide URL of website that displays core values | <a href="#">View Document</a> |

**7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations**

**Response:** Yes

| File Description  | Document                      |
|---|-------------------------------|
| Details of activities organized to increase consciousness about national identities and symbols | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**7.1.15 The institution offers a course on Human Values and professional ethics**

**Response:** Yes

| File Description   | Document                      |
|--|-------------------------------|
| Any additional information   | <a href="#">View Document</a> |
| Provide link to Courses on Human Values and professional ethics on Institutional website | <a href="#">View Document</a> |

**7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions**

**Response:** Yes

| File Description  | Document                      |
|---|-------------------------------|
| Provide URL of supporting documents to prove institution functions as per professional code | <a href="#">View Document</a> |

**7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years**

**Response:** 7

| File Description   | Document                      |
|--|-------------------------------|
| List of activities conducted for promotion of universal values | <a href="#">View Document</a> |

**7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities**

**Response:**

The college imparts the feeling of patriotism in students and staff members by celebrating the national festivals like Independence Day and Republic Day every year. Recently, a week-long celebration of the 70th Independence Day was conducted in the college premises. It involved the unfurling of the National Flag, an event by NSS, and distribution of sweets among students and staff members on 14th August 2017. This was accompanied by a musical performance by TALEEM, the music society of the college. The celebration was preceded by pledge taking ceremony on 9th August 2016 that called for building a New India which would be clean, free of Poverty, Corruption, Terrorism, Communalism and Casteism. Further, it was followed by National Service Scheme's "Cleanliness Drive" for a week under the Swachh Bharat Abhiyan. The college also organizes the events to commemorate the birth and death anniversaries of famous personalities like Sri Aurobindo, Mahatma Gandhi, Shaheed Bhagat Singh, Dr Sarvepalli Radhakrishnan and others so as to familiarize the students with the contribution that these respective personalities have made in the process of nation building and paving the way for its present and future developments. The events include lecture by eminent speakers from diverse fields and conducting intra-college competitions like Essay writing, Slogan writing, Poster Making, Cleanliness Drive, etc.

**7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions****Response:**

The college maintains complete transparency in its financial, academic, administrative and auxiliary functions. The college performs yearly audit. The distribution of funds to different departments is done as per the budget allocation. The college maintains the statement of account and balance sheet by Chartered Accountant. The college receives student fee only through electronic payment mode. Payments to all creditors are also done by NEFT/RTGS. The college conducts external and internal academic audit to maintain transparency for academic transactions. Academic processes including session plan, PPTs, Timetable, Session Audit etc are managed through an online Learning Management Solution. To ensure administrative transparency the college functions as per the guidelines formulated by the university of Delhi and college administrative body. The appointments are made as per the roster. The college follows the centralized admission policy laid out by the university. Biometric attendance is taken for the administrative staff. Yearly administrative audit is conducted. In the academic year 2016-2017 the college received the 41 RTIs' which were resolved in 30 days time.

**7.2 Best Practices****7.2.1 Describe at least two institutional best practices (as per NAAC Format)****Response:**

Title: BIO-GAS PLANT Objectives: The prime objective of this best practice is to gradually increase the usage of non-conventional energy resources in the college premises. To promote this, a team of college students created a biogas plant under the able supervision of faculty members. Context: The design of the

framework for using Bio-CNG was facilitated through sustained research and application of various techniques like stratified random sampling methods, regression, factor analysis and cluster analysis. Some of the challenges faced during its implementation are: Promoting use of separate dustbins for disposing biodegradable and nonbiodegradable waste. Segregating canteen waste, garden waste, and other waste materials to get biodegradable waste that could be used as raw material for producing biogas. The Practice: The college installed biogas plant of one cubic-meter capacity and plant capacity of 0.2 cubic-meter was fabricated as the first step towards making college a zero emission zone. The slurry generated is used as organic manure in college lawns and garden. Evidence of Success: The biogas generated saves at least one LPG Cylinder in a month thereby reducing pollution levels. Initially it was difficult to convince the students about biogas plant viability. However, after initial success, there were larger participation from the students. Problems Encountered and Resources Required: Making practice sustainable and economically viable. Increasing productivity and usage of plant in the college premises in near future. Starting using Bio-CNG fuel for canteen also along with its current use for staffroom kitchenette. This would require innovation and effective resource management.

II. HEALTH CHECKUP PROGRAMME AND BLOOD DONATION CAMP Objectives: This practice aims to promote health and hygiene among students and staff members along with promoting community engagement and developing a sense of social responsibility in students through blood donation camps. Context: This practice allows the students to be aware of the importance of healthy lifestyle and motivate them to participate in community service through blood donation camps The Practice: The institution regularly organises such programmes on yearly basis with a two day free health checkup and blood donation camp organized recently in February 2017. More than 700 individuals, including students, teaching faculty and non-teaching staff participated. The students were provided with lab facilities and weight management tips from a practicing dietician whose services were engaged by the college. The weight management team advised the ways of diet management, the benefits of including yoga and regular exercise in daily routine. A dental checkup camp was also held in the college which screened and counselled students for maintaining optimum dental hygiene. College has a well-equipped medical room to take care of day to day medical related needs of students and staff. Evidence of Success- Problems Encountered and Resources Required: Creating sterile environment for proper blood transfusion. Convincing students that blood donation does not lead to anemia Handling reluctance of students and staff members for regular medical checkup. Ensuring dedicated manpower and regular supply of financial resources to organize such camps frequently. Effective mechanism to ensure that blood reaches needy people on time.

### 7.3 Institutional Distinctiveness

#### 7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

##### Response:

SAC, named after Sri Aurobindo, was founded in the year of his birth century, 1972. In this perspective, the college aims to deliver quality education, grounded in sensitivity towards individual dignity, professional integrity, and a positive and nurturing environment via enhancing the commitment of faculty, administrative staff and the students to the centrality of diversity, social justice, and democratic citizenship. This has resulted in students outperforming themselves and depicting exemplary results at the university level. Additionally, the faculty has also been actively participating in various national and international seminars and conferences, faculty development programs along with conducting extensive research (refer

faculty profile). In this direction, the college has also conducted several national level seminars and development programs. Furthermore, the administrative staff has also been motivated to participate in various training programs to increase their efficiency levels, which has been observed in their ability to perform daily tasks (refer criteria 6.3.3).

NAAC

## 5. CONCLUSION

### Additional Information :

This is regarding the details of programmes offered by the college (data for current academic year) in academic information in profile for SSR.

The text box for number of students admitted accepts input if only the actual students are equal or less than the sanctioned strength.

However, as per University of Delhi norms we have to accept admission for students who approach the college within a stipulated time with the corresponding cut-off declared by the college.

Hence our actual number of students admitted is greater than sanctioned strength for some courses as noted below. It may also be noted that the registration for such students is provided by the University of Delhi.

| Name of the course | Sanction | Admitted |
|--------------------|----------|----------|
| B.com (H)          | 62       | 91       |
| B.com              | 277      | 347      |
| B.A(Hindi)         | 46       | 57       |
| B.A (Pol.sci)      | 62       | 95       |
| B.A (H) English    | 46       | 50       |
| B.sc Electronics   | 31       | 42       |
| B.sc Life Science  | 46       | 60       |

### Concluding Remarks :

Sri Aurobindo College is a good example of the fruits of togetherness. There is a healthy balance of well-qualified, experienced and young faculty imparting dynamism to teacher-taught relations. The warm public acceptance of the institution is evident from the trend of fresh admissions during the last 3-4 years from all over the country, as well as overseas. The placement cell of the college which started functioning four years ago attracts well known brands like E&Y, Talocity, Genpact during the placement drive and good pupils are regularly getting high network professional assignments. The recent creation of the SAC Alumni Association has further added to the new-found culture of ploughing back goodwill for increased visibility of the college in public domain. Our cultural teams like Sage, Crunk, Moksh are dominant forces in cultural programmes – endemically in University of Delhi and at prominent institutions far and wide like IITs, IIMs, BITS, Symbiosis etc. The college has produced sports persons in games like hockey and shooting who have been part of the national teams. The faculty of the college is adding to the stature of the college by regularly conducting international and national level conferences and seminars at the college premises. These academic events are being regularly attended by scientists of repute, leaders of industry and eminent thinkers. Our teachers regularly get projects from institutions like UGC, CSIR etc. Their work at these projects is duly augmented by our state-of-the-art labs of Physics, Chemistry, Botany, Electronics, Computers and our rich Library.