

# **SELF STUDY REPORT**

**FOR**

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

**RAM LAL ANAND COLLEGE**

RAM LAL ANAND COLLEGE, BENITO JUAREZ MARG,  
110021  
rlacollege.edu.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Ram Lal Anand College is located on Benito Juarez Road, Dhaula Kuan (south Delhi) at a short walking distance from University of Delhi (South Campus). There are seven neighbouring colleges within a radius of three kilometres which provides a campus community feeling to our teachers and students. Being connected with both inner and outer ring roads, the college is easily approachable from both sides. After commencement of the Metro service (located near the South Campus) in 2018, the college would be connected with various parts of the city. Spread across ten acres in an area which was a part of the Aravalli hills the college boasts of greenery all around the campus. Ram Lal Anand College is a fully University maintained institution administered by a statutory Governing Body as per university ordinance (XX C) and legislated by Executive Council of the University of Delhi.

### **Vision**

1. To facilitate development of youth as nation-builders through higher education.
2. To inculcate critical and innovative thinking among teachers and students.
3. To instil the principles of democratic values, tolerance, empathy, compassion and sensitivity so that students become responsible citizens.
4. To provide affordable and quality education to students across sections of the society.

### **Mission**

1. To train students to develop critical thinking using interdisciplinary approach and other pedagogical methods.
2. To encourage students to follow law of the land through institutional practice.
3. To equip students with adequate knowledge and skills to compete in the present employment setup using latest learning resources.
4. To sensitize the students towards Environment, Gender, Human Rights and Social Justice by adopting several formal and informal modes of communication.
  - To create an atmosphere of camaraderie and composite culture for effective integration of students coming from diverse regional and social backgrounds.

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

## **Institutional Strength**

1. Strategic location of the college close to the University of Delhi, South Campus.
2. Spread over large area covering more than 10 acres having pleasant and green environment.
3. A variety of courses with adequate internal subject choice offered to students.
4. State of the art infrastructure, Wi-Fi enabled campus and rich Library with more than 60,000 books and magazines of national and international repute with latest edition.
5. Well-equipped science and computer laboratories.
6. Well-qualified teaching faculty to meet the demands of present day teaching-learning.
7. Better academic performance in comparison to neighbouring colleges with subject toppers of Delhi University.
8. Exemplary performance in extracurricular activities including sports with students having been awarded at state and national levels.
9. Felicitation of achievers in academic, extra-curricular and sports activities.
10. Initiatives taken to support slow learners and those belonging to diverse socio-economic backgrounds.
11. Active NCC and NSS wings of the college with activities undertaken to promote social welfare and to inculcate a sense of social responsibility.
12. Research oriented faculty with large number of publications in recognised journals.
13. Several gender related activities undertaken to sensitize the youth towards various gender issues.
14. Equal treatment meted out to women stakeholders and initiatives taken to build their overall confidence.
15. Participation of student body in planning and implementation of various activities of the college.
16. A Quick grievance redressal mechanism.

## **Institutional Weakness**

Though easily accessible, lack of public transport facility has led to students preferring well connected institutions.

2. Sports ground facilities are restricted due to two colleges functioning in the morning shift from the same campus initially designed for one college.
3. Limited number of classrooms and space has hindered introduction of new and popular courses.
4. The College auditorium with a seating capacity of 120 is limiting when organizing annual cultural festivals, National and International seminars/symposia and conferences, etc.
5. The college lacks a hostel facility for outstation students discouraging parents to give 1st preference to this college for admitting their wards.
6. A subsidized fee structure and limited grants in aid from a single funding agency also affects the growth plans of the college.
7. The college does not have a dedicated science block. Science departments, though well-equipped, have small laboratories. This hampers research activities and full utilization of the potential of the faculty and the students.
8. The College suffers water crisis during peak summer times despite having rain water harvesting system

in place, affecting greenery on the campus.

9. More than half of the teaching faculty is working in ad-hoc capacity as the permanent position has not been filled in several departments for a decade due to delay at the level of the University. Similar situation exists for non-teaching staff too.

10. Two important courses BSc (Hons) Computer Science and BJMC are running in self-financing mode preventing recruitment of full time teachers as per the required workload.

### **Institutional Opportunity**

1. There is an Opportunity to further enhance the academic standards of the college given the potential of its students and the faculty.
2. Introduction of an organised system of summer/ soft skill training and industry exposure would enhance employability of the students.
3. Career aspirations of the youth can be further met by offering B.A vocational studies programs like Health Care Management, Software Development and Web Designing.
4. The existing Centre for Entrepreneurship and Technology Development can be effectively used to promote start-ups for students with innovative product development ideas.
5. Establishment of a Nodal Centre for Disaster Management for DU colleges would spread awareness and career development.
6. Introduction of more add on/ Certificate courses to increase the employability of students.
7. Students seeking higher studies can be offered post graduate degree programs in Science, Commerce, Arts and Social Sciences
8. Enrolling students to online courses at Government of India Swayam Portal would enhance their learning.
9. Media Production Centre can be expanded to provide Community Radio facility covering University of Delhi, South Campus area.
10. The diversity of courses offered by the college (Maths, Statistics, Microbiology and BJMC, Hindi to name a few) can be utilised for developing a Centre for Science Communication in Hindi to take science to the masses.
11. Continuous support (intellectual and financial) of well settled alumni can be solicited to take college to greater heights.

### **Institutional Challenge**

1. Bringing about infrastructural development and teaching aids with inadequate resources.
2. Completion of courses within the given time frame of the semester system considering the vastness of the syllabus of the undergraduate courses.
3. Catering to the academic needs of Hindi medium students as the available reading material is woefully inadequate.
4. Following an inclusive policy while keeping intact the interest of other students with diverse background and diverse needs and maintain the standards of teaching learning at the same time.
5. Class room and social integration of students coming from North-Eastern part of India.

6. Implementation of growth plans charted out by Staff Council Committees sharing at the same time infrastructure with another college within the same premises.
7. Timely Completion of infrastructural works despite quick decisions and approvals due to delay by Government building agencies like CPWD.
8. Reducing the institutional dependence on carbon remitting energy sources within the prescribed budget.
9. Improving connectivity to the college in the absence of public transport facility.
10. Recruitment of permanent faculty (teaching as well as non-teaching)
11. Creation of additional space (horizontal or vertical) for research facilities and introduction of new courses.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The institution has a robust system of curriculum (framed by Delhi University) delivery and implementation in a planned and coordinated manner involving the faculty and statutory bodies of the college. The respective departments, the Staff Council committees (Academic Affairs, Work Load, Time Table, and Infrastructure Committees) coordinate to meet the pedagogical and infrastructural requirements of the curriculum. Books and online reading materials are made available to the students through institutional and individual efforts. Students are also exposed to practical experiences through educational tours and excursions, field projects/internships, heritage walks and Film screening. Seminars, symposia, workshops organized by all departments and committees help in widening the knowledge horizon of the students.

The expertise of the faculty members allows the institution to provide flexibility to students in terms of subject choices in the current Choice Based Credit System. The college has introduced two new courses in the present academic session. The college has also introduced two certificate/diploma as add-on courses for students to equip them with employment oriented knowledge and skills.

The diverse knowledge base of the faculty has proved to be helpful in enriching the curriculum through offering specific courses on cross cutting issues like gender, environment and professional ethics. Feedback on curriculum is collected from the students, teachers and parents and inputs are sent to the university. This feedback is also taken into consideration by faculty members, who are part of committees of courses formed for designing and revision of syllabus for undergraduate courses at DU.

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### **Teaching-learning and Evaluation**

Students belonging to different social, economic and cultural background are admitted as per Government of India and DU rules. In addition, the college admission committee makes extra efforts to elicit response from students of these categories for admissions in a transparent manner. Advanced and slow learners are identified through internal evaluation mechanisms (tests, presentations etc.) and efforts (individual and institutional) are made to meet their specific academic needs. Remedial classes, group projects and encouragement to participate in curricular and extra-curricular activities help in integrating students of varying abilities. Special care is taken by the teachers to incorporate recent researches in their lectures which are disseminated to the students through traditional (chalk and talk) as well as recent ICT based methodologies. Experiential and participative learning (through field work, innovation projects, visits to industries, heritage walks, film screening etc.) supplement class room teaching. Gender specific courses and activities infuse gender sensitivity.

The learning outcome is assessed through a regular and transparent internal evaluation process which includes class tests, online tests, class presentations and assignments. Mentorship programme at the departmental level enables a closer teacher-student relationship besides addressing academic and other issues of the students. A formal student feedback system (both online and manual) enables the institution to measure the level of student satisfaction with regard to teaching; library, laboratory, canteen and sports facilities; and infrastructure. This has enabled the Internal Quality Assurance Cell (IQAC) of the college to chalk out an action plan for quality improvement of the college.

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

The Research Committee of the college coordinates, facilitates, and supports various research activities in the college. In the last few years 15 innovation projects funded by Delhi University has been granted to the college which apart from enriching the faculty members has also given students the exposure to research methodologies. Recently proposals of 26 innovation project have been submitted to DU. The college infrastructure is technologically equipped to promote research. Teachers are granted Duty/Study leave to attend conferences/seminars and for pursuing research within the framework of rules and regulations laid down by DU. The research work of the college faculty and students is published in several national and international peer reviewed journals.

Faculty members also collaborate and establish linkages with various institutions and industries for arranging field trips, institutional tours and seminars/conferences. The faculty is also encouraged through research committee to generate extramural funding for research from various granting agencies. Innovations are encouraged through providing a platform to students to come up with innovative ideas with award for best among these as an incentive. The opening of a Centre for Entrepreneurship and Technology Development in the college has given an opportunity to students to enrich their entrepreneurial skills.

The various extension programme undertaken by the institution with the help of NCC and NSS units of the college include - Blood Donation Camps, Campaign against Drug addiction, Swachh Bharat Abhiyaan, Clothes donation drives, Voters Awareness Camp, Road Safety and Traffic Management, Women Self-Defense Workshops and Digital Financial Literacy Campaign.

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### **Infrastructure and Learning Resources**

The college has adequate infrastructural resources for smooth teaching-learning, extra-curricular and administrative activities. Class rooms have proper lighting, seating and ventilation. For science and commerce students, laboratories are well equipped with latest equipment and software. The Infrastructure Committee, in consultation with the departments and students, plan and make an annual budget for purchase/ replacement of equipment out of the grants received from UGC.

The computerized library (presently under renovation) of the college has about 60,000 books and Journals to meet the academic needs of the students. In addition, access to more than 2000 e-journals and e-books has been provided by DU through INFILIB.NET.

More than 60% of the class rooms are ICT enabled facilitating the faculty to use recent pedagogical methods. Students have been provided with laptops for their projects/presentations. College has a state of the art auditorium with a seating capacity of 120, equipped with modern audio and visual equipment, an open air theatre, seminar hall, a mini conference room and a recently renovated staff room with ICT enabled lounge and faculty centre. The administrative block (under renovation) too will be ICT enabled. The upcoming elevator facility will enable students and teachers with physical disabilities to get access to class rooms on 1st and 2nd floor. Generators have been installed for uninterrupted power supply. The college also has a medical room facility for first aid and routine check-up.

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## **Student Support and Progression**

The college has various mechanisms (Staff Council Committees) for student support. Fee Concession and Student Aid Fund Committee provides financial assistance to the needy students. Stipend and travel/accommodation assistance is given to the students involved in research innovation projects for presenting their work in conferences and seminars. Internal Complaints Committee, Student Grievance Redressal Committee and Women Welfare Committee address problems faced by the students. A certified doctor and counsellor provide medical aid and psychological counselling respectively to the students. An active placement cell provides career guidance and placement opportunities through competence building workshops, campus interviews and internship fairs. In a recently organized two days “Internship Fair” twenty companies visited the campus and large number of students got the opportunity to get live experience of facing interview and group discussion.

A large numbers of students join higher studies after graduating from this college and few students directly take up employment assignments. The faculty guidance both through informal and formal ways play a crucial role in student progression with respect to both the endeavours.

Several sports, NSS, NCC and other co-curricular activities are organised by the college to promote overall development of students from diverse socio-economic and cultural backgrounds. Special Assessment centres are held in the college to develop soft skills in students so that they can compete better in the employment market. College alumni have been contributing regularly through lectures, judging and guiding events and choreography and direction of small plays apart from contributing in overall corporate life of the college.

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## **Governance, Leadership and Management**

The governance, leadership and management of College are closely bound together. The chain of command is well defined (DU Ordinance XX C) and integrated for smooth execution of decisions. The leadership of RLA, practices decentralization and participative management (through Staff Council Committees and Students Union), ensures that the democratic say and space of every individual member of the institution forms the building blocks of every decision made. This helps in realizing the stated vision and mission. Liaison Officer/Anti-discrimination officer looks after the roster preparation in conformity with Government of India Regulations and also acts as an observer in selection committee meetings for appointment of SC/ST/OBC candidates. The decisions of the Governing Body, Principal and Staff Council Committees are also uploaded on the website to ensure transparency. The recommendations of the Infrastructure and Academic Affairs Committee are duly forwarded by the Principal to the Governing body for approval before implementation of developmental plans.

The faculty is encouraged to join Refresher/Orientation and FDPs to enrich their knowledge and skills. Non-teaching staff is also sent for training to improve administrative efficiency. Performance appraisal of the staff is guided by DU rules and regulations. There is an elaborate structuration of both fund and resource mobilisation and its utilisation with documented proof of every initiative undertaken. A yearly external audit ensures that the college adheres to General Financial Rules with respect to income and expenditure.

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

RLAC put its thrust on being inclusive without compromising on quality of teaching learning process. The college has emphatically addressed environmental, social and gender issues in its endeavour to sensitize the stakeholders on a regular basis. Organic linkages with outside world have also been established. The neighbourhood residents especially the marginalized group, were addressed on health issues like tuberculosis awareness. Shopkeepers of the nearby market were imparted financial literacy by educating them about types and advantages of digital payments. Environmental concerns have been addressed by installing rain water harvesting and segregation of waste. Appointment of 'Gender Champions' is an honest attempt on the part of the college to promote gender equity. There are ample facilities provided to the differently abled students like provisions of ramps, wheel chairs, separate washrooms, tactile pathways and elevator (under construction).

The establishment and functioning of the Equal Opportunity Cell (EOC) of the college can be cited as among the 'Best Practice'. Although UGC mandated, the college has modified it and has widened its scope to include several students of the marginalized sections of the society. Awareness about their rights has been brought about through seminars and formation of 'Phule and Ambedkar Study Circle'. Registrations have been done covering students across departments. The Cell is also a mechanism to identify academic and other issues enabling the institution to draw a customized plan for their development. A comparative informal survey across colleges has brought out uniqueness of this institution with respect to educational and cultural inclusivity.

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## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	Ram Lal Anand College
Address	Ram Lal Anand College, Benito Juarez Marg,
City	New Delhi
State	Delhi
Pin	110021
Website	<a href="http://rlacollege.edu.in">rlacollege.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Rakesh Kumar Gupta	011-24112557	9891369197	011-24112151	rlac.du@gmail.com
Associate Professor	Rakesh Kumar	011-26027866	9810281549	-	drk64@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	01-01-1964

**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	26-08-1964
12B of UGC	26-08-1964

**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
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**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	Ram Lal Anand College, Benito Juarez Marg,	Urban	10.2	4

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Computer Science	36	XII	English	31	31
UG	BA,English	36	XII	English	62	59
UG	BA,Hindi	36	XII	Hindi	62	59
UG	BA (Journalism),Bjmc	36	XII	Hindi	20	19
UG	BSc,Geology	36	XII	English	31	31
UG	BSc,Mathematics	36	XII	English	46	37
UG	BA,History	36	XII	English,Hindi	62	62
UG	BA,Political Science	36	XII	English,Hindi	62	62
UG	BSc,Microbiology	36	XII	English	31	31
UG	BSc,Statistics	36	XII	English	31	28
UG	BA,B A Program	36	XII	English,Hindi	77	77
UG	BCom,B Com Program	36	XII	English,Hindi	77	77
UG	BMS,Bms	36	XII	English	46	43
UG	BCom,B Com Hons	36	XII	English,Hindi	62	51
PG	MA,M A Hindi	24	UG	Hindi	12	12

### 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				18				91			
Recruited	0	0	0	0	7	11	0	18	30	35	0	65
Yet to Recruit	0				0				26			
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				73
Recruited	38	9	0	47
Yet to Recruit				26
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	3	0	0	3
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				10
Recruited	1	1	0	2
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
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	6	10	0	8	6	0	30
M.Phil.	0	0	0	1	1	0	3	3	0	8
PG	0	0	0	0	0	0	1	1	0	2



<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	12	15	0	27
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	0	0	0	3	9	0	12

<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	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

<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>
	12		3		15

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	7	2	0	0	9
	Female	8	4	0	0	12
	Others	0	0	0	0	0
UG	Male	802	522	0	4	1328
	Female	394	220	0	0	614
	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	81	83	56	100
	Female	26	31	23	39
	Others	0	0	0	0
ST	Male	27	18	13	17
	Female	5	7	9	6
	Others	0	0	0	0
OBC	Male	145	139	91	119
	Female	32	39	37	28
	Others	0	0	0	0
General	Male	467	354	255	245
	Female	196	180	185	131
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		979	851	669	685

### 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 : 15**

**Number of self-financed Programmes offered by college**

**Response : 2**

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

**Response : 2**

#### 3.2 Student

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

2016-17	2015-16	2014-15	2013-14	2012-13
2004	2350	2330	2402	1837

**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
302	302	302	302	302

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

2016-17	2015-16	2014-15	2013-14	2012-13
766	979	571	648	578

**Total number of outgoing / final year students**

**Response : 3542**

#### 3.3 Academic

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

2016-17	2015-16	2014-15	2013-14	2012-13
91	90	92	104	116

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

2016-17	2015-16	2014-15	2013-14	2012-13
76	77	77	78	75

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

2016-17	2015-16	2014-15	2013-14	2012-13
109	109	109	97	97

**Total experience of full-time teachers****Response : 1465****Number of teachers recognized as guides during the last five years****Response : 2****Number of full time teachers worked in the institution during the last 5 years****Response : 112****3.4 Institution****Total number of classrooms and seminar halls****Response : 39****Total Expenditure excluding salary year wise during the last five years ( INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
315.26	1066.5	260.32	162.78	213.69

**Number of computers**

**Response : 1200**

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

**Response : 0.826**

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

**Response : 0.1813**

NAAC

## 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:

**Ram Lal Anand College** is a **Delhi University** maintained institution and follows the curriculum developed by the university. It deploys a number of action plans at various levels for effective implementation and delivery of the curriculum which are as under:

- a) The university notification on academic curriculum and other guidelines, once received by the college office, is communicated to the respective department. The departments, after consultations among faculty members carefully allocate papers keeping the interest of the students and expertise of teachers in mind.
- b) Staff council and departmental committees determine the workload, recommend recruitments and prepare the list of necessary infrastructural requirements for effective implementation of the curriculum.
- c) Time Table Committee prepares the time tables taking into account the infrastructural and laboratory needs. Time table (class wise/teacher wise) approved by the committee and the Principal is uploaded on college website well before commencement of the semester for easy accessibility.
- d) Room wise time table is displayed in front of the class rooms for the purpose of clarity.
- e) Each department ensures that the readings (prescribed/suggested) in the respective papers are made available in the college library and curriculum related references are regularly updated. Similarly, laboratory equipment/tools are also upgraded as per the curriculum needs.
- f) The on-line learning resources provided by the university are made accessible to the students through our library and science laboratories.
- g) The college also organizes remedial classes for needy students to enable them to cope with the curriculum.
- h) The Internal Quality Assurance Cell (IQAC) in tandem with Academic Affairs Committee monitors effective implementation of the curriculum throughout the year.
- i) To supplement the curriculum, students are given hands on experience too. The departments arrange educational tours and excursions, field projects, talks and discussions, Seminars, Symposia, workshops, Heritage walks (for sensitization on our cultural heritage, a skill based paper), Film screening (based on social issues reflected in the curriculum) etc.

Few examples are as under:

- Students of the Department of Microbiology went for an Educational tour to CSIR- Institute of Himalayan Bioresource Technology, Palampur (H.P.) and to the National Brain Research Centre, Manesar (Haryana). The department also organized the demonstration of IMPLN Nanophotometer NP-90, a high-tech, advanced and compact instrument for detection and quantification of very small volumes of DNA, RNA and protein samples.
- Students of Department of Geology were taken for a field trip to the Shivaliks (Himalayan Foothills) to study Rock Formation. Students were also taken to important seminars organized by Central Groundwater Board and Ministry of Water Resources, River Development and Ganga Rejuvenation.
- A Mock Parliament was organised by the Department of Political Science to debate on proposals made in the Union Budget 2016.
- Department of History organized Educational trips to Bhimbhetka caves and Sanchi Stupa and Heritage walks to Qutub Minar, Mehrauli Archaeological Park, Humayun's Tomb and Tomb of Nizamuddin Auliya.
- Curriculum specific seminars/talks by eminent speakers in the field were organised by the departments of Statistics, Computer Science, Commerce, BJMC (Hindi Journalism), English, Geology and History.

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

**Response:** 0

#### 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
0	0	0	0	0

File Description	Document
Any additional information	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings	<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:** 37.6

#### 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
32	30	29	27	26

File Description	Document
Details of participation of teachers in various bodies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years</b></p> <p><b>Response: 13.33</b></p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 2</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>
Details of the new courses introduced	<a href="#">View Document</a>

<p><b>1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</b></p> <p><b>Response: 100</b></p>	
<p>1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.</p> <p>Response: 15</p>	
File Description	Document
Name of the programs in which CBCS is implemented	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings.	<a href="#">View Document</a>

<p><b>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</b></p>
---



**Response: 0**

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
0	0	0	0	0

File Description	Document
Any additional information	<a href="#">View Document</a>
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	<a href="#">View Document</a>

### 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:**

**Following courses have been offered to students dealing with issues relevant to Gender, Environment and sustainability, Human Values and Professional Ethics:**

**Department: Commerce**

- **Auditing and Corporate Governance**

The paper provides knowledge of business ethics, corporate governance, class action, whistle blowing, shareholder activism, major corporate governance failure, e-governance, corporate social responsibility and initiative in India for corporate governance.

**Department: English**

- **Contemporary India: Women and Empowerment**

This paper introduces various gender debates. It discusses social constructions of gender in general and specific history of women's movement, law and environment are also elaborated. The paper goes on to bring up the Dalit discourse that complicates the women's issues in India.

- **Women's Writing**

This collection of writings is a window into the women's political and personal struggles over the last two centuries across different cultures of the world. The paper opens a range of discussions from the history of gender subordination to the fight against it.

- **Environmental Sciences**

A general course intended to create awareness about environmental issues, ethics, rights and possible solutions, with the overall aim of achieving sustainable development.

**Department: Bachelor of Journalism and Mass Communication (BJMC)**

- **Madhyam Kanoon aur Aachar Sanhita**

The paper provides important information regarding Indian laws, ethics and constitutional provisions on Media. Different Press Commissions, Reports, Recommendations, Censorship, Laws of Patent and Media reforms are taught to students.

- **Hasiye ka Samaj, Asmita Vimarsh aur Hindi Media**

This paper provides vision of Indian Media on Indian social issues and discourses such as Women, Dalit, Tribals, Minorities, Trans-gender, third gender etc. Paper focuses on the role of media in inculcating ideals of social justice, and furtherance of constitutional provisions.

**Department: Hindi**

- **Asmitamulak Vimarsh aur Hindi Sahitya**

This paper deals with different discourses of identities such as Women, Dalit, Tribal and their origin and development in Hindi Literature. Critical reading of literature written on these issues is also part of the paper.

**Department: History**

- **Environmental Issues in India**

The paper deals with environmental concerns in pre-colonial, colonial and contemporary times. It inculcates sensitivity among students towards present Indian and global environmental challenges.

- **Gender and Education in India**

This paper deals with role of education in empowering women in different historical times including the present times.

**Department: Microbiology**

- **Environmental Microbiology**

This course informs about application of Microbiology in environmental issues such as sustainable

development, Bioremediation etc.

- **Microbial Biotechnology**

This paper deals with scope and application of microbial biotechnology with emphasis on Green Technology such as bioenergy and bioremediation.

- **Bio fertilizers and Bio pesticides**

The Paper provides information regarding introduction of safe biological alternatives to currently used chemical fertilizer and pesticides for sustainable development.

**Department: Political Science**

- **Women, Power & Politics**

This course opens up the question of women's agency, taking it beyond 'Women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality.

**In addition to class room teaching the college integrates the above issues through activities (refer to Criterion 3) involving stakeholders and eminent personalities in these fields.**

File Description	Document
Any Additional Information	<a href="#">View Document</a>

**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>

**1.3.3 Percentage of students undertaking field projects / internships**

**Response: 12.51**

1.3.3.1 Number of students undertaking field projects or internships

Response: 243

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
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. Any 3 of the above</b></p>	
File Description	Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

<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. Feedback collected, analysed and action has been taken</b></p>
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<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL for feedback report	<a href="#">View Document</a>

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrolment and Profile

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

**Response:** 7.85

##### 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
246	199	124	155	124

#### File Description

#### Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

**Response:** 98.22

##### 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
608	591	608	608	571

##### 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
608	608	608	608	608

#### File Description

#### Document

Any additional information

[View Document](#)

Institutional data in prescribed format

[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:** 82.72

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
296	176	259	302	216

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<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 methods employed to evaluate academic performances of the students include class test, online test (department of Computer Science), individual and group presentations, individual and group projects, group discussions etc. Other capabilities noted by teachers include keenness for extra reading, debating, attentiveness etc. Slow learners are identified and special measures are taken to enhance their abilities. Tutorials are taken by the teachers to clear doubts and to discuss various issues related to the theme. These tutorials are taken in groups of 8 to 10 (varies from paper to paper) students so that one to one interaction can encourage these students to come forward keeping their hesitations aside. Optimum environment is to be created so that students come out from their inhibition and take part in each and every activity that eventually broadens their sphere of thinking academically as well as related to extra curricular activities. Diversified groups are created in the class to promote collaborative learning. Most departments conduct remedial classes at the end of the semester for slow learners. The departments of the college run Mentorship program in which group of students is assigned to a mentor (average mentor-mentee ratio is 1:15) to sort out student's academic and stress related issues. Above all the college has an in-house counselor to help students deal with their psychological issues.

Students help plan, organize and participate in various curricular and co-curricular activities, which allows them to showcase their organizational skills and enhances exposure to their respective fields. Many enthusiastic students are part of innovation projects, which introduce them to the arena of research. These projects have offered invaluable hands-on training to advanced learners in the various aspects of research, such as literature surveys, bench-work, fieldwork, data-analysis, presentation of results, etc. Such students are also nominated to participate in symposia/conferences.

Teachers guide students and help channelize their energies in the right direction. On the basis of their aptitude, they are exposed to stimulating programs and internships, which they can pursue during vacations.

RLAC has many student societies that add to the vibrancy of the college environment. These societies organize extra curricular activities to enhance critical thinking of the students and expose them to various socio-political, economic and literary issues relevant for the growth and development of the students and society at large. Every year a college magazine (*Samdrishti*) is published by the college Magazine Committee, which works assiduously throughout the year to bring out the annual addition. A team of around ten students works dedicatedly to put together the college wall magazine (*Srijan*) on socially relevant issues. All these activities help the college to identify students with extraordinary aptitude. Such students are given extra responsibilities to enhance their organizational acumen.

Selected students are sent to represent the college in various inter-college competitions, in the fields of their interest. The college felicitates academic position holders on the Annual Prize Distribution Day. The Best Student Award Committee identifies and rewards the achievement of one outstanding student in Sciences and another in Humanities and Commerce.

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

### 2.2.2 Student - Full time teacher ratio

**Response:** 23.4

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

### 2.2.3 Percentage of differently abled students (Divyangjan) on rolls

**Response:** 0.1

#### 2.2.3.1 Number of differently abled students on rolls

**Response:** 2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any other document submitted by the Institution to a Government agency giving this information	<a href="#">View Document</a>
List of students(differently abled)	<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:

The teaching-learning process at RLA college is student-centric, with an emphasis on integrating theory and actual application. The goal is to impart up-to-date knowledge, acquaint students with latest research and empower students to apply their skills to develop innovative solutions to present day problems.

- Most of our classrooms are equipped with projectors and Wi-fi network to blend the traditional chalk and talk method of teaching with e-learning resources to make our teaching interesting and interactive.
- Students are encouraged to make power point presentations, individually or in collaboration with peers to promote independent learning. Classroom assignments and projects emphasize individual thinking over received knowledge. Emphasis is on nurturing questioning, searching for answers, acquiring information from various sources to enhance their critical thinking.
- Educational visits and fieldtrips to Institutes/Industries/Historical Monuments etc. are conducted to enrich the teaching-learning process.
- Departmental societies organize lectures, quizzes, workshops, seminars and other co-curricular competitions to enable the students to interact more closely with experts, accomplished academicians and research scholars from their own domain thereby broadening their worldview beyond the realm of text-books.
- Faculty members use conventional and innovative evaluation methods to account for diversity in student needs and abilities, especially difficulty experienced by some to express fluently in English.
- Fifteen innovation projects have been sanctioned to the college so far by DU. These interdisciplinary projects bring out different perspectives to the problem identified in the project proposal, thus pushing students to look beyond their own discipline for solutions. Scientific Research is published in peer-reviewed journal.
- The college has signed an **MOU** with **THSTI Faridabad**, an autonomous institute of **DBT**, under the **“Science Setu”** program for organizing seminars, workshops and visits to their state-of-the-art laboratories to help inculcate a scientific temper among students with the need to transfer ideas and innovations from the laboratory bench to the community.
- Societies like *Hasratein, Chitra, Inara, Parada, Sovereign, Sangosthi, Quizteros, Illusion, Dastoor* and Spic Macay engage/hire professionals to guide students whenever needed. These Annual festivals organised by these societies enable students to showcase their burgeoning imagination, creativity, critical thinking and hidden talents. Such festivals give the students an opportunity to hone their skills in the areas of planning and conducting events on a small as well as large scale and to work harmoniously in teams.
- The college has well equipped laboratories in the departments of Computer Science, Geology, Microbiology and Statistics. Students are taught about the importance of waste management, pollution control, minimization of energy and cost, valuable nature of samples, how to take care of fossils, hand specimens, thin sections and models, how to take care of contaminated samples, hazardous substances, and microorganisms. Students are trained to take all mandatory precautions and also learn to process hazardous solid bio waste and chemicals.
- The WWDC organizes events to bring about gender-sensitization. It organizes self-defense classes for girl students in collaboration with Delhi Police. Documentaries and films on gender and other

contemporary issues are screened under the aegis of the WWDC and FILM Club, followed by interactive sessions.

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

**Response:** 74.7

#### 2.3.2.1 Number of teachers using ICT

Response: 62

File Description	Document
Any additional information	<a href="#">View Document</a>
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:** 23.4

#### 2.3.3.1 Number of mentors

Response: 83

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

### 2.3.4 Innovation and creativity in teaching-learning

**Response:**

- Staff Council Committees making optimal use of available resources are in quest to maintain highest possible standards in teaching-learning process and enrich the lives of students through holistic development of their unique individual personalities. They ensure excellence in all areas of growth and development.
- Internal academic schedule like deadlines for submission and uploading of Time tables, submission of monthly attendance by teachers and its uploading onto website, completion and submission of Internal Assessment and the scheduling of remedial classes, is chalked out well in advance before the commencement of the session and are uploaded onto the college website during each semester. Room-wise time-tables are displayed outside all class rooms.
- Comprehensive orientation is done to acquaint students about the various GE paper options

available for them in the upcoming semester. Students are counseled both as a group and as individuals, to enable them to choose subjects beneficial to them.

- The College has a well-stocked Library (currently under renovation) with up-to-date resources. The Library Committee carries out an annual assessment of department-wise requirements of books in accordance with changing syllabi, course content, papers being taught and student strength.
- The Subjects Committee of various departments' co-ordinate the planning and execution of academic and co-curricular activities of the department along with students. Seminars, workshops and lectures are organized involving accomplished academicians, scientists, entrepreneurs, and journalists to expose students to disciplinary frontiers and motivate them to pursue higher studies, research and know job prospects.
- In literature and humanities students are assigned to teachers in small groups for tutorial classes to encourage participative and student-centered learning. These classes help in one to one interaction and group discussions between teachers and students by indulging them in interactive, intense group discussions, case studies and paper presentations. This helps the teachers in giving personalized attention to the students with diverse levels of learning and quenching their thirst for wider knowledge thereby enhancing their ability to think critically, innovatively and independently, to analyse, evaluate, predict and solve problems. In sciences these tutorial are replaced by practicals. An effective teacher plans practical work with specific learning objectives in mind. By using different pedagogical approaches the same practical task can be used to achieve different learning outcomes.
- In different courses Industry visits, Educational excursions, Field trips, Heritage walks, edited film shows, documentaries etc. are organized to supplement classroom teaching.
- Wi-Fi enabled College Campus along with laptops issued to students help them freely access e-resources such as e-pathshala (UGC), databases (NCBI, PDB, EMBL), subscribed journals of DU, and those suggested by faculty members.
- Ever since the introduction of Innovation Projects (mostly interdisciplinary in nature), our college has completed 15 projects. Over 150 students from various disciplines have benefitted from the hands-on research experience offered by these initiatives. Such projects create a sense of optimal utilization of intellectual activity within a useful socio-economic context; improve communication skills and overall personality.
- Yoga and Meditation Committee organizes workshops from time to time to help students learn to release their stress and adopt a healthy life style.

## 2.4 Teacher Profile and Quality

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

**Response:** 73.75

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>
List of the faculty members authenticated by the Head of HEI	<a href="#">View Document</a>

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

**Response:** 62.69

##### 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
52	52	46	44	46

File Description	Document
Any additional information	<a href="#">View Document</a>
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:** 17.65

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:** 5.23

##### 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
11	2	2	4	1

File Description	Document
e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>
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:** 23.11

##### 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
24	26	22	23	25

File Description	Document
Any additional information	<a href="#">View Document</a>
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:**

It is mandatory for all colleges to follow and adopt all the evaluation directions issued by the DU vide its ordinance VIII-E for Internal Assessment. The university has taken various initiatives from time to time to improve the level of education like annual system, semester system, FYUP and now CBCS.

Assessment and evaluation forms an integral part of the entire educational process. It is essential that, during and at the end of a course of study, both the teacher and the taught should evaluate how far they have succeeded in the attainment of the objectives of teaching and learning.

- Application of internal assessment methods varies from teacher to teacher, subject to subject and course to course.
- Faculty members use conventional and innovative evaluation methods in order to account for diversity in students' needs and abilities.

- Throughout the semester, academic performance of the students is evaluated by the teachers through various means like tests, presentations, group discussions, participation in class etc.
- In literature and humanities tutorial classes help in one to one interaction and group discussions between the teachers and students. Teachers assess the students through group discussions, case studies, paper presentations, project work, and written tests.
- In the science stream students' performance in practical classes are used to assess their understanding of the theory. Oral questions are asked and wherever needed more practice is given to reinforce their theoretical knowledge. Class tests are conducted with both subjective and objective questions. Some departments use Google forms to conduct tests.
- Multiple sets of question-papers are set by some to expose students to a larger variety of questions. Answers are discussed after the test to help students understand the topic more deeply and to improve their writing skills.
- Many teachers give small tests and assignments after they finish discussion on each topic. These multiple but small tests/assignments take off the pressure from the students while at the same time students can focus and prepare each topic more elaborately. It gives them more practice and they can improve their knowledge base. In the end it also gives the scope to the teacher to choose the best test/assignment from the lot for marking or they may take the average of all.
- Questions are put up in the class by teachers while teaching to check their own teaching methods and know how much the students are following. Wherever and whenever required modifications are made. This also helps in identifying slow learners and steps are taken to improve their performance.
- Each faculty member is considered as mentee and a group of students from each class is handed over to the concerned faculty.
- Different departments identify slow learners through assessment and hold remedial classes for them. Students with weak communication skills in English are also helped by taking support from the faculty of department of English.
- At the end of semester, internal assessment is done in systematic manner and moderation committee together with Internal Assessment committee works to rectify the discrepancies in internal assessment of students.

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

#### **Response:**

As per the university provisions, 75 marks are allocated for the end-of semester Theory Examination and 25 marks are allotted to Internal Assessment (IA) which is further trifurcated: 10 marks for class test + 10 marks for project work/assignment (power-point presentations, online tests and debates etc.) + 5 marks

for attendance (lectures and tutorials). The scheme of IA offers plenty of liberty within this broad framework and is free to reinterpretation by individual teachers and/or departments. Actual methods and pattern used to carry out the internal assessment can be tailor-made keeping in mind the unique objectives of each course and the number of teachers involved in its teaching. Teachers at our college make full use of this inherent freedom to ensure robustness of the IA mechanism.

- Some teachers conduct multiple tests at regular intervals, combine the scores and scale down the final maximum marks to 10.
- Where more than one teacher is involved in teaching of a paper, individual teachers take separate class tests for the students. The scores are combined and scaled down to a maximum of 10 marks.
- A separate class test is scheduled for students who may have missed the tests due to medical reasons.
- Repeat tests are sometimes conducted to offer the students an opportunity to improve their performance.
- Google forms and online tests are used by the Department of Computer Science.
- Assignments offer teachers a chance to assess students in more innovative ways. **Presentations** enable students demonstrate their verbal communication skill, clarity of concepts and public speaking ability. **Debates** allow students organize their thoughts and present their views with a strong rationale. **Field surveys** let students experience actual locations and geography and train them in the skills of sampling, data collection, interviewing of subjects and in general, sensitize them to the environment and community. Paper-wise attendance is uploaded onto the college website on a monthly basis.
- The entire IA calculation is shared with students and discrepancies are rectified before submission to the teacher-in-charge. The IA is displayed prominently on the notice board after moderation at the Departmental level, prior to submission to the University. A reasonable window is provided to the students to enable them to personally verify the IA marks and report any inaccuracies, discrepancies and inadvertent omissions to the IA Committee for necessary action. Students personally verify and put their signatures on a copy of the course-wise list of IA marks submitted to the University. Any errors detected at this stage are taken up by the IA Committee and /or Grievance Committee on a case-by-case basis after thoroughly going through previous records and suitably resolved.
- In addition, the Science courses conduct Practicals for a total of 50 marks. According to the University provisions, 25 marks are allocated to an end-of-semester Practical Examination conducted in the presence of a University appointed External Examiner and 25 marks are reserved for Continuous Internal Evaluation of students on the basis of their attendance in practicals, performance during conduct of weekly practicals and regular preparation of records.

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

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

**Response:**

- Examination process (scheduling of examination, setting up of question papers, conduct of examinations, evaluation of scripts and declaration of result) in Delhi University is controlled in its entirety at the university level. Colleges act as examination centers for its students. Scripts of Ability Enhancement Compulsory Course (AECC) and Skill Enhancement Course (SEC) are evaluated at the college level as per DU guidelines.
- The monthly attendance of students is uploaded as per DU ordinance which facilitates information about student attendance which helps in issuing of admit cards well in advance obviating any attendance related grievances.
- College assures that students get admit cards atleast one week before the commencement of the exams (through proper notification) so that there is no scope of admit card related grievance at the last moment.
- Designated college staff assists students to identify their seating plan. Two office assistants are deputed to redress the student grievances well before the start of examination.
- Student grievances during the conduct of the examinations (non-availability of question papers in time, delay in getting the question papers etc) are handled by the college in cooperation with DU Examination Branch. Such grievances are handled at the level of the Principal (who acts as Superintendent of Examinations) supported by a team of Deputy Superintendents.
- Any examination related grievance (except wrong recording of IA marks) after the publication of results is dealt with at the level of DU examination branch.
- In case of IA related grievances, the college IA moderation Committee goes through the written complaint of the student duly forwarded by the Principal. University awarded marks are compared with the original marks awarded to the student by the teacher concerned. If discrepancy is confirmed then the original IA marks of the students is attached with the application of the complainant and then duly forwarded to the university examination branch for necessary changes.

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

##### **Response:**

- Ram Lal Anand College adheres to the Academic Calendar and Examination Schedule of the University of Delhi with regard to the conduct of CIE.
- All information pertaining to the academic calendar, the scheme of evaluation and allocation of marks are available on the University website and college website. This information is clearly conveyed to students during the college and departmental Orientation Programs. Notices and circulars about the evaluation process are displayed prominently on the college notice board.
- Internal Quality Assurance Cell (IQAC) has been constituted in the college to check, control and maintain quality of education in the institution. It also ensures adherence to the academic calendar of the university related to CIE. It has chalked out an internal academic schedule by spelling out specific deadlines for submission and uploading of Course-wise, Teacher-wise and Room-wise Time tables, submission of monthly attendance by teachers and uploading the same on the website, completion and submission of Internal Assessment and the scheduling of remedial classes on the basis of assessment of students performance.
- Before the beginning of the session the teacher in charges of different departments and conveners of different societies fill up activity forms outlining the academic and activity schedule to be followed by their respective departments and societies. The forms mention the different activities to be done, expected date, the experts or resource persons to be invited, the target group of students,



and what is expected out of the activity. This gives a clear picture of the activities that are expected in the coming session and allows enough time to plan and prepare for them with minimum loss of teaching.

- Student attendance is submitted by teachers to the office by 5th of every month and uploaded by the office by 10th of that month.
- Student assessment test/assignment/presentation marks are shared with the students by the respective teachers and also uploaded on the website.
- The science departments conduct practical exams within the time frame given by the University of Delhi.
- Practical exam coordinator is appointed well in advance (on rotation basis) from one of these departments who with the help of college office make all necessary arrangements for smooth conduct of the exams.
- Results for practical exams are prepared well in time and uploaded on the university site as per schedule by the respective examiners.

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

## 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:

1. The College Website: This is the primary method of communication. The college has a website on which the details of courses offered by all departments of the college are clearly mentioned, with an outline of scope and opportunities for students of each course offered. Further, for each department contact numbers of faculty members who take calls directly from students are also enlisted so that queries from candidates and parents can be satisfactorily addressed. The College Website Committee ensures regular updating and smooth functioning of its Website (Link to website: <http://rlacollege.edu.in/>). Completing the curriculum requires meticulous planning as the College has a vibrant matrix of extracurricular activities. The Academic Calendar of the College provides the broad schedule for the College's curriculum. The IQAC helps integrate all co-curricular, extra-curricular events into this framework, by closely coordinating with Staff Council Committees and chalking out a calendar of all events before commencement of each semester.
2. The College Prospectus: Prior to the commencement of every academic session, the Prospectus Committee finalizes and publishes a prospectus which contains all admission related details such as a department-wise list of courses offered, scope and opportunities of each course, admission schedule, departmental profile, infrastructural facilities available, fee structure and academic calendar along with the number of seats available under each category such as General, SC, ST, OBC, PWD etc. The prospectus too is available on the college website.

The concerned teachers on their own too communicate to the students the programme and course outcomes during departmental orientations and during the course of their lectures.

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:

1. The program outcomes, programme specific outcomes and course outcomes of the students are evaluated at the university level after the semester end examinations. Internally the college evaluates these through the mechanism of Internal Assessment.
2. The rationale of IA is to help the faculty take a measure of attainment of course outcome of students. In the process of regular evaluation students also discover their strengths and weaknesses so that they can improve their performance in the end-semester examination conducted by the university. At the end of semester, IA is done in systematic manner and communicated to students. In case of any discrepancy, the departmental moderation committee and IA committee rectify it at the earliest. The semester-end final examination conducted by the university contributes towards Summative Assessment of the students as per the university schedules published on the university website.
3. The learning outcome of the students within the college is evaluated through class assignments, class tests, presentations, field projects as well as practical (for science students). Few departments also conduct online tests (Department of Computer Science) and few departments (Department of History) send their students (in groups) for field projects to evaluate the course outcomes.
4. Students are given a time line for submission of their projects and assignments. Students having medical issues or other family issues are given additional time to submit these so that the process of internal evaluation of programme and course outcomes takes into account all eventualities that the students of the college has to go through during the course of their three year education in the college.
5. The College IQAC monitors and sets a time line for evaluation of Internal Assessment, which is scrutinized both at the department and college level.
6. During the course of centralized evaluation of POs, PSOs and COs conducted by Delhi University, faculty members of the college show their active participation. This is reflected in their role as paper setters and additional examiners during the process of evaluation of the scripts at the designated paper setting and evaluation centers. The evaluations of SEC papers are done at the college level where teacher evaluate the scripts and submit the marks in time, which is then uploaded on the university examination site.
7. The College Placement Cell also conducts soft skills assessment of the students engaging outside agencies to remove any subjective bias. Certain competencies in soft skills are considered as crucial by the corporate industry before they begin their hiring process. This exercise enables students to evaluate their own strength and development areas, which ultimately helps them compete in the employment market.

### 2.6.3 Average pass percentage of Students

<b>Response:</b> 93.6	
2.6.3.1 Total number of final year students who passed the university examination	
Response: 717	
2.6.3.2 Total number of final year students who appeared for the examination	
Response: 766	
<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>	
<b>Response:</b>	
<b>File Description</b>	<b>Document</b>
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:** 95

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	29	0	39.5	26.5

File Description	Document
List of project and grant details	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 2.41

3.1.2.1 Number of teachers recognised as research guides

Response: 2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
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:** 0.18

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

Response: 20

File Description	Document
Supporting document from Funding Agency	<a href="#">View Document</a>
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:

Internal Quality Assurance Cell (IQAC) of the College in its first meeting held on 12.04.2017 proposed to start a Centre for Entrepreneurship and Technology Development in the College to enrich and sharpen the entrepreneurial skills of students who wish to establish and successfully run their enterprises in future. Thus, they can explore the option to shift from being an employment seeker after graduation to employment provider by opening their own startup. This will be a step towards increasing the employment generation capacity of India. The Centre after approval by the Staff Council and Governing Body was formally inaugurated by on 24th of August 2017.

Besides, this the college is actively engaged in conducting Seminar/Symposia, panel discussions and workshops on current research areas and inviting novel ideas from students and faculty. In the academic session 2016-17, on the theme “Recent Advances in Science and Technology for the specially abled” students were asked to present innovative ideas. The selected innovative ideas were awarded. Such ideas will be further explored for prototype development. The college is also working on innovative ideas for technological developments through research projects. For example an award winning innovative project (2015-16) entitled “**Automatic Green Corridor using Sensors to Save Human Life in Delhi**” have come up with novel ways to make the existing traffic control management system (TCMS) more intelligent using wireless sensor networks (WSN). This system will help in developing an Automatic Green Corridor for emergency vehicle (Ambulance), so that injured/patient can be taken to hospital in time and doctors get sufficient time for treatment to save life. The information collected from wireless sensor network will create a virtual corridor for emergency vehicle by turning red light into green. This will reduce the waiting time for the emergency vehicles to reach the destination in less time. The proposed system is cost effective and can be implemented without much change in the existing system. Under another award winning Innovation project entitled “**Study on how Cognitive activities fair better than drugs in delaying dementia among 60 plus population**” workshops conducted at old age homes in Delhi, have shown that the physical activity and cognitive activities (verbal and mental ability test) helps in delaying dementia. The mentors in these projects are university/ industry experts who can advise the PIs and students through meetings. The faculty and students associated with the research work are also encouraged to publish their data in peer reviewed journals. They also present their work in national and international conferences. Research work done in the innovation projects have been displayed in Antardwani-Annual festival of Delhi University. The college also provides notice board space to display the articles related to current research projects and publishes annual magazines “**Samdrishti**” and “**Sambhav**” which provides a plank for creative ideas, articles, poetry, stories and reporting of events held in college serving as a tool for transfer of knowledge. The recently opened Media Lab will soon be engaged in e-content development.

**3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years****Response:** 3**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
3	0	0	0	0

File Description	Document
Report of the event	<a href="#">View Document</a>
List of workshops/seminars during the last 5 years	<a href="#">View Document</a>

**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

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

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

File Description	Document
e- copies of the letters of awards	<a href="#">View Document</a>
List of Awardees and Award details	<a href="#">View Document</a>

**3.3.3 Number of Ph.D.s awarded per teacher during the last five years****Response:** 0.5**3.3.3.1 How many Ph.Ds awarded within last five years**

Response: 1

File Description	Document
Any additional information	<a href="#">View Document</a>
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	<a href="#">View Document</a>

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

Response: 0.59

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
67	49	49	33	28

File Description	Document
List of research papers by title, author, department, name and year of publication	<a href="#">View Document</a>

### 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: 0.15

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

2016-17	2015-16	2014-15	2013-14	2012-13
23	7	13	9	5

File Description	Document
List books and chapters in edited volumes / books published	<a href="#">View Document</a>

## 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:

RLA College is committed to inculcate moral values, a sense of responsibility among the students and their holistic growth. To achieve this goal our institution has a dedicated NSS unit, NCC unit and staff council committees such as Women's Welfare Committee, Eco-Club, Cleanliness committee, North East society and Equal Opportunity cell. At the beginning of each academic year, extension & outreach programmes for the year are decided. **National Service Scheme (NSS)** devoted to service of Nation with the motto "Not me but You" is a vital channel in the college in creating networks with needy communities. Activities organized under NSS effectively turn the students towards the society to which they belong. **National Cadet Corps (NCC)** is a branch of Indian army that nurtures character, discipline, and the ideals of patriotic and selfless service among the young students. Major Extension and Outreach Programmes regularly conducted in and outside college include Blood Donation Camps, Campaign against Drug addiction, Swachhta Abhiyan, Clothes donation drives, Voters Awareness Camp, Road Safety and traffic Management and Awareness regarding prevention of diseases. Under "**Swachh Bharat Abhiyaan**" initiated by the government, our faculty members and student are regularly involved, keeping the college and outside areas clean. Students enthusiastically participated in "**Beti Bachao Beti Padhao**" campaign rallies and marches and also met people living in neighbourhood slum areas to spread awareness about the declining child ratio in India. Another extensive outreach program "**Digital Financial Literacy Campaign**" was launched last year where a team of SBI employees led by branch manager was invited to introduce and train everyone for cashless economy/ Digital Financial Literacy. The trained faculty members and students went to vegetable/fruit vendors, and small shopkeepers at a nearby Moti Bagh market and interacted with them regarding benefits of digital literacy and cashless means of payment. The interaction with these vendors brought out positive results. Each student also took the responsibility of teaching benefits of cashless economy and digital modes of payment to ten families in the neighbourhood. The positive results of this drive have also been seen in our college, 95% payments are made through NEFT/RTGS by office, fees are collected online, paytm is used for payments in Canteen and Photocopy shops. To promote democratic values we celebrate National Voters' Day on 25th January every year for effective electoral participation. Our students also visited old age homes in Delhi and the volunteers organized 21 days workshop on "**Dementia**" at Sandhya Old Age Home, Netaji Nagar, Arya Mahila Ashram, Rajinder Nagar, Aradhna Old Age Home, Connaught Place and Guru Nanak Sukhshala, Rajinder Nagar, Delhi. On **World Water Day** (22nd March 2017) students participated in sensitization program, at India Gate, where they learned and spread awareness about ways to conserve water. India is a country with largest number of TB patients and India's fight against TB is getting worse because of the lack of awareness among the people. Hence, our student have made efforts through **awareness campaigns** about this deadly disease at nearby slums.

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

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



**Response: 31**

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
12	12	3	4	0

**File Description****Document**

e-copy of the award letters

[View Document](#)

Number of awards for extension activities in last 5 years

[View Document](#)**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: 74**

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
30	10	14	3	17

**File Description****Document**

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

[View Document](#)

Reports of the event organized

[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: 18**

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
1155	142	197	79	268

File Description	Document
Report of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt. or NGO etc.	<a href="#">View Document</a>

### 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:** 421

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
224	70	28	39	60

File Description	Document
Copies of collaboration	<a href="#">View Document</a>
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:** 4

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
3	0	1	0	0

<b>File Description</b>	<b>Document</b>
e-copies of the MoUs with institution/ industry/ corporate house	<a href="#">View Document</a>
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	<a href="#">View Document</a>

NAAC

## 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:**

Given below is the list of facilities available for teaching-learning as per the specified requirements of university statutory bodies:

S. NO.	Specialized facility & equipment for Teaching, Learning & Research	Total Number	
1	Class rooms	37	
2	Class room/Laboratory with Projection System	19	
3	Class room with LCD and interactive board	1	
	Class room with LCD with 3D Projection	1	
4	Rooms/Laboratories with LAN	All Computer Labora	
5	Computer laboratories with systems	4 Laboratories/124 sy	
6	Wi-Fi/ LAN	Entire campus	
7	Seminar Room ICT enabled	1	
8	Committee Room ICT enabled	1	
9	Amphitheatre with Projection System	1	
10	Laboratories	6	
11	Museum Gallery	Geology-1	
12	Tutorial spaces	Held in the classroom	
13	Resource room for differently-abled students	1 in Library	
<b>Department of Microbiology</b>			
14	Laminar Flow	04	
15	BOD Incubators	03	
16	Centrifuge	02	
17	Autoclaves	03	
18	Refrigerators	05	
19	Microfuge	02	
20	Ovens	02	
21	Gel Electrophoresis System	04	
22	Gel Documentation System	01	
23	Shaker Incubator 05-60°C	01	
24	Ice Flaking Machine	01	
25	Spectrophotometer	02	
26	UV-Vis Spectrophotometer	01	
27	Microscope with Digital Camera	01	
28	Microscopes (Binocular/Monocular)	30	

29	Air Sampler for microbiological analysis of air	01	
30	Digital Balance	03	
31	Computer for Bioinformatics Practicals	05	
32	Water Distillation Unit	01	
33	ELISA /Plate Reader	01	
<b>Department of Geology</b>			
34	Binocular Petrologic Microscope	05	
35	Monocular Petrological Microscope	16	
36	Ore Microscope	10	
37	Binocular zoom Microscope	04	
38	Simple biological Microscope	01	
39	Trinocular Microscope with Digital Camera and Projection System	01	
40	Advance GPS	10	
41	Brunton Compass	100	
42	Clinometers	20	
43	Geological Hammers	70	
44	Plane Table Survey equipment sets	20	
45	Table Stereoscopes, Binocular Stereoscope, Imageries and Aerial Photo-Pair	3,30,15	
46	Thin-section cutting and polishing machines with accessories	01,01	
47	Resistivity Meter	01	
48	Spectroquant SQ Multi Calorimeter	01	
49	Spectroquant Thermo Reactor TR320 (For COD Digestion)	01	
50	DO Meter	02	
51	pH Meter	10	
52	TDS Meter	03	
53	Electronic Balance	03	
54	Physics Equipment related to Heat, Light, Sound, Electricity, Magnetism and Mechanics experiments		
55	Computer (Core i5, 8GB RAM, SSD)	04	
<b>Department of Computer Science</b>			
56	Computer machines (Intel Core-i3-i5/AMD Phenom) with 4/8/GB RAM WITH SSD Drive and 500GB HDD	40	
57	Software WINDOWS and LINUX environment, C ,Oracle, VBA etc.		
<b>Department of Statistics</b>			
58	Computer machines (Intel Core-i5-6500/AMD Phenom) with 4/8/GB RAM WITH SSD Drive	20+18=38	
59	Software's-SPSS, R, C-Programming, Microsoft office, Windows 10 pro licensed	10	
60	Printer-Laser-jet, Canon-image class LBPB-230 dn, MFD Samsung M 2876	2+1+1=5	
61	10 KVA online UPS	1	

62	Calculators-Check and correct, Scientific	15+70=85	
<b>Department of Mathematics and BA program</b>			
63	Computer machine (AMD Phenom with 2GB RAM and 500GB HDD LAN) with 2 Laser Jet Printer, Windows and MS office	36	
<b>Department of BJMC</b>			
64	Computer machine (Intel Core-i3-/AMD Phenom) with 4/8/GB RAM WITH 500GB Drive, Windows and Office	6	
65	Camera SONY PXW-X70 with Bag	01	
66	Tripod Manfrotto 0.55 with X-Pro 3 way pro head	01	
67	Monopod Manfrotto X-Pro 3 Sec	01	
68	Head Manfrotto hydrolic 500 MAH	01	
69	Yamaha Mixer 10 Port	01	
70	Rode Mic Shotgun video go	01	
71	Rode Mic smart Rav plus maple with rode wire Sc3	02	
72	Slider/Trolley with Handle 120cm	01	
73	Panasonic Video Camera NV-GS180	01	
74	Tripod Simpex	01	
75	Philips radio,Headphone	01	
76	Halogen lights with stand with diffusion cap	02	
77	Red Led lights with Barndoor with stand	02	

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

##### Response:

**Sports and Games:** Sports has been an integral part of the institution since its inception. The Department of Physical education formally came into being in the year 1966. The sports facility is under the supervision of Director of Physical Education. There is a dedicated department of Physical Education which has a set of rooms for lecture, administrative and storage purposes. There is a playground (50m x 80m, 25m x25m) and an indoor hall (12m x 8m) for sports and games with PVC flooring for students and staff.

Facilities for following sports are available in the college:

Outdoor: Football, Volleyball, Cricket, Ball badminton

Indoor : Judo, Chess and Table Tennis

**Yoga and Meditation:** Yoga and meditation committee is a Staff Council Committee which regularly

organizes Workshops on yoga and meditation. The students participate in state level yoga competitions. Central Lawn of the main building (500 sqm) as well as the front lawn facing main building (500 sqm) is generally used for the purpose of Yoga activities which are conducted in morning hours. Around 50 Yoga Mats are available in the college for students and staff.

**Cultural activities:** Extracurricular/ Co-curricular Activities (dance, drama, debate, quiz, painting, music, photography, Film screening based on social issues etc. have been closely interwoven with the curriculum. College has a multi-purpose Amphitheater with projection screen and wall mounted LCD Projector, renovated recently with a seating capacity of 120. In addition, front lawns of college are utilized for events involving large gatherings. The college also has an open air theater just above the Amphitheater which is soon likely to be covered to make it a multi-purpose hall. The college also has an IT enabled Seminar room with a seating capacity of 70 for small events like debates, poster making competitions, inter-college festivals, staff council and committee meeting etc. There is a Committee room in the administrative block with round table at the center with a seating capacity of 25 for special committee meetings like GB and its committee meetings etc.

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

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

**Response:** 61.54

##### 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 24

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	<a href="#">View Document</a>

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

**Response:** 90.23

##### 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
177.73	1010.82	260.32	162.78	213.69

<b>File Description</b>	<b>Document</b>
Details of budget allocation, excluding salary during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Audited utilization statements	<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:

The library of the college is under renovation with two complete floors and two mezzanines. The library is going to be well lit, fully air-conditioned with individual reading spaces for students, teachers and differently abled. It will have a designated IT zone with 6 desktops and four laptops for accessing e-resources and a small lounge area for web browsing. Total count of books, journals and magazines exceed **60,000** with **1474** average numbers of books added each year for the last five years. Total carpet area of the library is **7200 sq. feet**, out of which **3200 sq. feet** has been earmarked as reading space for students, teaching staff (480 sq. feet) and for differently abled (480 sq. feet).

Library is partially automated using ILMS Troodon version 3.00. All the books are bar coded with ILMS. Currently the automization is limited to issue and return of books. As and when the new renovated library becomes functional, college will be in a position to provide OPAC facility to both students and faculty.

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

#### Response:

The college does not possess rare books, manuscripts and special reports. However, the college library does have a copy of Ph.D/M. Phil theses of some of its faculty members which may be used by the students as additional knowledge source for present or higher studies. In addition to this, the library is also in possession of copy of reports of Innovation projects awarded by the University of Delhi to the faculty of Ram Lal Anand College. The final report of these projects were submitted by the faculty members to the University of Delhi and a copy has been retained by the college library. The college also plans to keep a copy of the articles of its faculty published in reputed journals.

### 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>

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

**Response:** 8.42

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
12.77	7.66	7.31	8.90	5.45

File Description	Document
Audited statements of accounts	<a href="#">View Document</a>
Details of annual expenditure for purchase of books and journals during the last five years	<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:** 31.6

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

Response: 640

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

### 4.3 IT Infrastructure

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

**Response:**

The College has an effective policy to create and enhance the infrastructure to facilitate effective teaching and learning which consists of ensuring maximum and optimum utilization of the space and infrastructure so that the end user gets the best out of the available. Our institution frequently upgrades IT facilities to keep pace with the academic growth and technological advancements as per the following details:

SYSTEM/ACCESSORY (SPECIFICATION) & Year of Installation	CONFIGURATION	
Laptop 2013 DU supplied	HP AMD Phenon with 8 GB Ram 500GB HDD	1
Laptop 2014 DU supplied faculty	HP Business Book intel i5 8 GB Ram	1
Laptop 2015 DU supplied	HP AMD 8GB ram 500 GB HDD	1
ACER SERVER-INTEL XEON FAMILY (DU SUPPLIED)	INTEL XEON CPU <a href="#">E5620@2.4</a> GHZ DUAL 1. GB RAM, 900 GB (300X3) HDD 10K SAS RAID CARD AND RISER CARD	0

<p><b>Year : 2010</b> <b>installed 2011</b></p>	<p><b>ACER 18.5" MONITOR WITH KEYBOARD AND MOUSE (VERITON 29 U RACK)</b></p>	
<p><b>WI-FI setup (Ruckus Based)</b> <b>(DU SUPPLIED)</b></p>	<p><b>WIRELESS ZONE DIRECTOR ZD-1000</b> <b>INDOOR AP ZF-7962WITH MOUNT</b> <b>HCL EDGE SWITCH (24 TMS-2GCS) (1UNIT)</b></p>	<p>0</p>
<p><b>Year :2011</b></p>	<p><b>3COM BASELINE SWITCH 24 PORT</b> <b>LAYER 2(1UNIT)</b> <b>DLINK MANAGED SWITCH 24 PORTS( 4UNITS)</b> <b>DIGILINK 24 PORT PATCH PANEL( 1 UNIT)</b> <b>ALL UNITS ARE WITH RACK</b></p>	<p>0</p>
<p><b>WI-FI setup (Aruba Based)</b></p>	<p><b>ACCESS POINT IAP 315 B/G/N/AC</b> <b>400MBPS @2.4 GHz and 1350@5 GHz)</b></p>	<p>0</p>
<p><b>Year : 2016</b></p>	<p><b>HP1920-24G-PoE Switch 24 Ports</b> <b>L3 Managed JG925A</b></p>	<p>0</p>
<p><b>ACER VERITON M200</b> <b>(DU SUPPLIED)</b></p>	<p><b>AMD PHENOM IIX4 810 @2.6 GHZ</b> <b>RAM 2.00 GB UPGRADED TO 4 GB</b></p>	<p>8</p>
<p><b>Year : 2010</b></p>	<p><b>240 GB SSD, ACER 18.5" MONITOR</b> <b>WITH KEYBOARD AND MOUSE</b></p>	
<p><b>CORE i5 BASED DESKTOP</b> <b>ASSEMBLED</b></p>	<p><b>CORE i5 6500 6TH GEN SKYLAKE MOTHERBOARD- B 150-4</b> <b>RAM- 8 GB DDR4 2133 HDD- SSD 240 GB (V3 KINGSTON)</b> <b>CABINET- I-BALL 342 WITH 350/400 W SMPS MONITOR-18.5</b> <b>TFT/LCD (LG) KEYBOARD WITH MOUSE-LOGITECH MK200</b></p>	<p>150-4</p>
<p><b>Year : 2016</b></p>		

DELL DESKTOP I3 Year : 2013	CORE I3 RAM- 4 GB DDR3 HDD- 500 MONITOR-18.5 (DELL ) DELL KEYBOARD WITH MOUSE	1
CANON PRINTER DUPLEX NETWORK Year : 2016	PRINTER- IMAGE CLASS LBP6230DN LASERJET	0
Year 2010=2016 SAMSUNG MFP	HP 1020/1022N/6L MFP- SAMSUNG SL-M2876ND	0
Year : 2016 NETWORKING	ALL THE MACHINE ARE ON LAN WITH INTERNET PROVIDED BY DU	
UPS 2KVA 10KVA (DU SUPPLIED) Year ; 2010	ONLINE NUMERIC WITH 08 12V 18 AH BATTERIES ONLINE NUMERIC WITH 16 12V 42 AH BATTERIES	0
UPS 10KVA Year : 2016	ONLINE MICROTEK WITH 15 12V 42 AH BATTERIES	0
UPS 1KVA	APC/MICROTEK	0

UPS 650 VA	MICROTEK	8
Year 2010-2016		
Projectors	PANAONIC	0
	SONY	0
Year :2013-2017	HITACHI	0
visualizer/Interactive board	Iris	0
Year :2016		

#### 4.3.2 Student - Computer ratio

Response: 1.62

File Description	Document
Student - Computer ratio	<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:** Yes

File Description	Document
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:** 70.31

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
262.03	180.98	198.27	159.22	165.61

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts.	<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 has deputed qualified officials who work in consultation with Building and infrastructure committee to look after the maintenance and upkeep of equipment and infrastructure. College has an electrician who looks after routine maintenance work of all electrical installations. Similarly plumbing and gardening work are taken care by a specialized personnel under the supervision of Gardening Committee and Eco-Club. The Infrastructure committee looks after the purchase and maintenance of all IT related equipment and infrastructure. College has full time Care-taker delegated to look after basic infrastructure and furniture of the college. The classrooms and laboratories are maintained by the multi-tasking staff and the laboratory staff. There are specified personnel for maintenance of sports ground and library.

College has maintained a complaint register with the Care-taker and an easily accessible Complaint Box. Building and infrastructure committee meets every month to go through these

complaints/suggestions/feedbacks. Any minor repairs that need to be carried out are reported and the expenses for these are sanctioned by the Principal as per norms. In case of major repairs, the committee puts forward a request for sanction to the Principal. Quotations are called for after the sanction is granted by the Principal as per Delhi University GFR. For other major renovation or additional construction works, Building and Infrastructure Committee forwards the proposal to the Building Committee of the Governing Body for necessary action.

In addition, different departments of the college put forth their requirements after discussion in a departmental meeting through teacher incharge to the Infrastructure Committee for infrastructure related work as well as other requirements. These requirements are analyzed before the start of each Academic Session and are met wherever feasible as per rules.

Testing and calibration of equipment's/instruments is done by the competent person/ organizations on AMC basis. Microbiology and Geology Departments after thorough assessment of the requirements invite professionals in the field to take up the maintenance and repair jobs.

College has a 500 LPH industrial RO plant for purification of drinking water. TDS of the drinking water is regularly tested and monitored by the support staff to ensure the permissible limit. Besides, three 50 LPH RO Systems have been installed at different locations in the college. Regular maintenance of the RO plant is done through AMC.

Voltage stabilizers and online UPS have been installed to safeguard the major electrical devices. The college has 160KV silent Electricity Generators with AMF Panel to ensure uninterrupted power supply. A staff member along with Care-taker and electrician monitors the functioning of this silent green DG set. Maintenance of the set is done by the concerned company through AMC. All the desktops with Printer and LAN are maintained through AMC with full time employee/engineer of company during the working hour. CCTV, Intercom and DG set are also taken care via AMC. Services of a Professional IT company have been used for maintainance and regular upgradation of College Website.

College in due course of time will appoint a permanent staff to monitor RO plants, DG set and upcoming elevator in the college.

## 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:** 0.18

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
15	3	0	0	0

#### File Description

#### Document

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

[View Document](#)

upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

**Response:** 10.43

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
166	272	102	440	176

#### File Description

#### Document

Any additional information

[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:** B. Any 6 of the above

<b>File Description</b>	<b>Document</b>
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

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

**Response:** 32.57

5.1.4.1 Number of students benefitted 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
766	979	571	648	578

<b>File Description</b>	<b>Document</b>
Number of students benefitted 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 benefitted by Vocational Education and Training (VET) during the last five years****Response:** 1.51

## 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
151	0	0	0	0

**File Description****Document**

Details of the students benefitted by VET

[View Document](#)**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**

Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee

[View Document](#)

Details of student grievances including sexual harassment and ragging cases

[View Document](#)

Any additional information

[View Document](#)**5.2 Student Progression****5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 4.75

## 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
11	7	0	39	90

File Description	Document
Details of student placement during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Self attested list of students placed	<a href="#">View Document</a>

### 5.2.2 Percentage of student progression to higher education (previous graduating batch)

**Response:** 17.62

5.2.2.1 Number of outgoing students progressing to higher education

Response: 135

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

### 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:** 100

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
13	5	2	4	3

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
13	5	2	4	3

File Description	Document
Upload supporting data for the same	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 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:** 47

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
9	19	9	9	1

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>
e-copies of award letters and certificates	<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 strong academic foundation of Ram Lal Anand College is reinforced by the view, that valuable skills, attributes and talents are nurtured through student participation in various academic as well as co-curricular and extra-curricular activities.

Students' Union is the premier student body of the college and under the guidance of Students' Union Advisory Committee works towards harmonious relationship between the teachers, administration and students. The Student's Union consists of President, Vice President, Secretary, Joint Secretary and two central councilors (who act as link between RLAC Student Union and its parent body Delhi University Student Union). It is duly constituted through elections in the month of September along with DUSU elections. An extended student body comprises of student representatives from Departmental and Extra-

curricular societies. Voicing the student's problem, members of the students union look for amicable solutions and work for the betterment of the college. The Students Union in cooperation with Art and Culture society of the college also organises Annual Festival and other extra-curricular activities of the college.

Every department has its own departmental society which looks after co-curricular activities in addition to those of the curriculum. Student office bearers are elected who organise the departmental events. These societies work in coordination with the convener of the society. They conduct regular seminar/workshops to enrich the knowledge and new perspectives/career options in their subject. They also conduct departmental inter college festival where they get to interact with students of other colleges of DU. Eminent speakers from other universities and institutions are also invited during these events.

The college has a number of vibrant cultural societies under the umbrella of Staff Council. To promote effective participation and engagement of students in these activities, the college has a policy of inviting students to be part of the committees so that students can be groomed under the faculty guidance. The various societies of the College are Pathway: Career Counseling and Placement Cell, Debate and Quiz Society, Illusion: Dance Society, Hasratein: Dramatics Society, Inara: The Fine Arts Society, Dastoor: Music Society, Sovereign: The Fashion Society, Creative Writing Society, SPIC MACAY, Gandhi Study Circle,; Parda: Film Club, Chitra: The Photography Society and Eco Club. These societies give platform to the students to nurture their skills/passion and prepare themselves for different competitions. The College also has a devoted NSS wing, NCC wing, Women's Welfare and Development Cell and Equal Opportunity Cell to promote successful engagement of students in community life and support students' growth and development into well-rounded citizens of the future.

The creative writing society of the college provides training and a platform for the students to write and publish. The student editors supported by the concerned teachers also publish several magazines details of which are as follows:

- **Samdrishti** - The Annual College Magazine - with sections in English and Hindi
- **Srijan**- Wall Magazine where Students are encouraged to write newsletters, departmental activities, depicted beautifully on walls of the college.
- **Sambhav & RLA Samachar**- students also bring out their own periodical magazine/newsletter which covers departmental/co-curricular activities.

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

**Response:** 16.4

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
32	12	13	15	10

File Description	Document
Report of the event	<a href="#">View Document</a>
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 alumni of Ram Lal Anand College are well placed across academics, research, industry, banking sector, Defence, science & technology etc. in both government as well as public/private sector.

RLA college has a tradition of inviting their alumni during their departmental festivals wherein our current students get the chance to update themselves in their respective fields. As good number of them is engaged in research activities also and the college invites its esteemed alumni to deliver talks on current topics of interest/research. Some of our alumni have also visited the college for placement as HR representative of the invited company. Besides helping in the recruitment drive the alumni have also relived their experience in college.

Our alumni have also done well in music, choreography and related fields. They are invited to train, guide and nurture our present students. The college also solicits support of its alumni, to judge/guide the events during auditions of various societies as well in the competitions held during College Annual Festivals. Such type of interaction between the current students, teachers and the alumni while on the one hand help students chart out their career based on alumni experience the college also benefit from the inputs from its alumni in planning out its activities.

Two previous attempts (2007 and 2010) to formalise the Alumni Association of the college reached a dead end due to lack of coordination among the alumni. The process has been reinitiated from the present year with two meetings wherein the then present alumni's were registered for membership. Office bearers of the Alumni Association (President, Vice President, Secretary, Joint Secretary and Treasurer) have also been nominated. The college is also making efforts on its own by registering the old students visiting the college. The Alumni Committee of the college is preparing a blueprint to regularise alumni activities and their contribution in the college. An effort is also being made to associate RLAC Alumni with the placement cell of the college so that students of this college have a chance of getting absorbed in the companies of successful alumni entrepreneurs. We look forward to have more such synergies in future.

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

### 5.4.2 Alumni contribution during the last five years

&lt;1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

**Response:** <1 Lakh

File Description	Document
Alumni association audited statements	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.4.3 Number of Alumni Association / Chapters meetings held during the last five years****Response:** 1**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	0	0	0	0

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

Ram Lal Anand College envisions facilitating development of youth as nation-builders through quality higher education. The institution aims to instill democratic values, tolerance, inclusivity, compassion and sensitivity, so that students become responsible citizens of the country and the world. The College works with the motto: “**Shraddhawan Labhte Gyanam**” (those who work with dedication and faith, obtain knowledge). This encompasses all the pillars of RLA who strive to learn. Dedication to the cause of education is of foremost significance to the college. The idea doesn't halt at merely imparting education for students' to achieve their full human potential, rather the institution strives to generate leaders and educationists who in turn could improve the lives of individuals in this changing, complex global society.

The college's mission is to adapt and grow with changing times and ideas of the new world. Apart from polishing the best, Ram Lal Anand College also caters to the growth of average students seeking admission in the University of Delhi. Hence, it befalls on the college to absorb students who have not reached the top of the ladder, and yet are at an arm's length to become achievers. By elevating the section of Indian society, which is in need of self-realization, inspiration, motivation and direction, we help evolve the spine of the country.

All policies and plans for University maintained colleges are drafted by a team of experts at a centralized level. While the Governing Body of the college is mandated to ensure implementation, to direct and manage every aspect of these policies and plans, the Principal is the chief executive head at the college level. In turn, the faculty members are delegated responsibilities through Staff Council committees.

The Staff Council is a statutory body of the college and oversees all academic and other activities. Conveners and members of societies return to both the Council and the Principal with their experiences, learning and challenges, hence informing the college of implementation details and improvement possibilities. All levels of leadership make their respective action plans with regular meetings, which involve students at one end and the Principal at another. This participative platform allows students to champion their own inhibitions, and step towards achieving excellence in their pursuits.

Within this structure, the scope of designing local quality policy and plans falls on the Staff Council committees that work with the vision of the college. The committees are all centered on making the college conducive to student's activities. Whether it is infrastructural development to meet the new pedagogical needs or offering recurrent opportunities of learning and exposure to the new batches, the college committees are committed to the students. IQAC maintains quality bench mark of the various academic and administrative activities of the college. For instance, an inter-disciplinary lecture—one per month—on areas like Disaster Management, Entrepreneurship, Constitution Morality etc is one of the many perspective plans. The quality policy therefore is based on the interflow of the following steps: decentralization, student-faculty interaction outside of curriculum and continuum of teaching and learning process.



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

### 6.1.2 The institution practices decentralization and participative management

#### Response:

The college believes in grooming leadership at all levels. The leadership matrix and architecture from top to down comprises of Governing Body, Principal, Staff Council Committees and Student Representatives.

Teachers and Librarian, as per Statutes and Ordinances of the university, constitute the Staff Council. The Principal is the ex-officio Chairman of Staff Council. All the important committees of the college like Admission, Infrastructure, Student Union Advisory, Workload and Academic Affairs, Equal Opportunity Cell, Art and Culture and many others come under the ambit of the Staff Council. The duly elected Secretary of the Staff Council and its Chairman (Principal) supervises the functioning of these Committees.

Departmental societies and student representatives form the core of the succession. This gives each element involved in the governance, opportunities to utilize their expertise and re-search in their assigned domain. The efforts and measures of our institution have been channelized and systematized towards academic excellence after the inception of IQAC in the college. All the Committees are required to give a detailed report of the events organized by them including feedback of students to the Secretary Staff Council and Coordinator IQAC.

The faculty members take lead in organizing various academic and co-curricular activities in the college wherein students get a chance to explore their capabilities vis-a-vis organizational skills besides getting an insight into new developments in the area of their interest.

Before the start of every session, the Convener, Workload and Academic Affairs Committee (WAAC) writes to the Teachers Incharge to submit workload of their respective Departments for the upcoming semester. Teachers Incharge of each Department, convenes a meeting of all faculty members to discuss the workload of forthcoming semesters and calculates the workload. The calculated workload along with the minutes of the meeting is submitted to the Principal's office who forwards it to the convener of WAAC. The Convener, WAAC calls a meeting of Teachers Incharge and discusses it further and sends it to the Principal. This workload is placed in the Governing Body Meeting by the Principal for necessary approval and after approval and chairman's signature it is implemented.

#### Case Study: Recruitment of Teaching Faculty in the department of Microbiology

Convener WAAC wrote to the respective Teacher Incharge to submit workload of the department on February, 1, 2017. A meeting of the Department of Microbiology was held on February, 3, 2017 to discuss the workload of the Department. Recommendations of the Department were sent to the Principal's office which was forwarded to the Workload and Academic Affairs Committee (WAAC) on February 6, 2017. The WAAC, after due scrutiny accepted the recommendations of the Department workload in its meeting held on 21/4/17 and forwarded it to the Principal. The Principal then placed the workload in the Governing Body meeting held on May, 6, 2017 which after scrutiny, approved the requirement of the Department of Microbiology along with that of the other departments. Based on this approval fulltime

teachers were appointed in the said department.

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

## 6.2 Strategy Development and Deployment

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

#### Response:

The college aspires to grow in every possible direction. Continuous and frequent changes in the University Education System (Annual System, Semester System, FYUP and CBCS) and introduction of new courses like BMS and Mathematics has created an urgent need to expand the sitting capacity of Library, number of reading rooms for faculty members and students, books and Journals. Also it was quintessential to increase the number of racks for more books and journals. To keep pace with the modern digitized world, it was indispensable to make library equipped with state of art technologies so that students and faculty can have excess to all e-resources.

The college has a three storied building with class rooms operative on all the floors. The Staff room of the college is on the first floor. Recently an access audit was conducted by CPWD, Government of India in collaboration with Sanjeevani Creation with a view to ascertain the details of accessible features for differently abled in the existing facilities and to suggest improvements. They recommended construction of elevator for physically disabled staff and students in addition to other suggestions.

The college has been resolutely working on its infrastructural growth. In view of the above two requirements, College Infrastructure committee suggested the possibility of expansion of Library and installation of Elevator.

The recommendations of the Infrastructure Committee formulated in its meeting held on 15/09/2015 in this regard were presented in Governing Body for approval. Approvals were granted by Governing Body in its meeting on 11/02/2016. Based on proposed plan, a tender was floated for the construction of these structures. However, Building Committee of Governing Body in its meeting held on 22/03/16 decided that the advertisement which had already been issued for calling the tenders for expansion and extension of library and installation of lift in the college be withdrawn due to time constraint and the work be assigned to CPWD on deposit basis with full advance, after consultation with Executive Engineer (CPWD who was a special invitee.

After final approval by Governing Body, order was granted on 31/03/2016 by Principal to CPWD along with administrative and financial sanction as per the estimates submitted by CPWD for installation of elevator and extension of library. The design of the said projects submitted by CPWD was approved by the college Infrastructure Committee. The expansion and extension of library and installation of elevator in the college are going on in full drive and till its completion a make-shift library has been erected in the central

lawn of the college. The pace of construction is being regularly monitored by the Infrastructure Committee. The elevator and the library are likely to be operational within few months.

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:

**Governing Body:** Since Ram Lal Anand College is a Delhi University Maintained Institution, its Governing Body (GB) is constituted by the university and the Chairman, GB is nominee of the Vice Chancellor. Members of the GB are nominated by the University for a term of two years. Two members of teaching and one from non-teaching staff of the college become a part of the GB in rotation. However, the term of representatives of the teaching and non-teaching staff is limited to one year. The GB takes all executive decisions related to the institution through its Sub-committees.

**Administrative Setup:** The College administrative setup is headed by the Principal. The Principal is assisted by the Administrative Officer (AO), Section Officer (Administration), Bursar and the Section Officer (Accounts) besides a host of support staff.

**Staff Council:** The Staff Council is a statutory body which implements decisions of the GB related to academic, extra-curricular and infrastructural activities through its various committees. The secretary, Staff Council is elected from among the teaching faculty and holds office for one year. The Principal of the college functions as the Chairman in Council.

**Internal Quality Assurance Cell (IQAC):** IQAC is a UGC mandated body to ensure quality improvement in the field of academics, planning and administration of the institution. It lays down quality benchmark in above matters. The Staff Council committees, in addition to the council, also report to IQAC with regard to their respective activities.

**Service Rules:** The service rules of the Principal, teaching and non-teaching staff is determined by those as lay down by UGC and adopted by the University of Delhi from time to time. For proper implementation of service rules particularly with regard to Leave, the GB has appointed its own Leave Committee consisting of its members.

**Procedures:** All procedures related to admissions, recruitment, Leave, promotion, purchase of equipment and other objects and construction for augmenting infrastructure of the college are followed as per UGC, University of Delhi and the GB guidelines.

**Recruitment:** Recruitment in teaching positions is done as per roster after calculating the total requirement of teachers in each academic session which is passed by the Staff Council and then by the GB. Process of recruitment (advertisement, scrutiny of forms and calling for interview and convening Selection

Committee meetings) follows the guidelines of UGC and University of Delhi. Recruitment of non-teaching staff is done based on roster following the Delhi University rules in this regard.

**Promotional Policies:** Promotion of the teaching and non-teaching staff is effected based on Delhi University rules in this regard.

**Grievance Redressal Mechanism:** The college has a Grievance redressal committee to address the grievances of all stakeholders. In addition, the college has an Internal Complaints Committee to deal with all cases of sexual harassment.

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

### 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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

**Response:** A. All 5 of the above

File Description	Document
ERP Document	<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>

### 6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

**Response:**

For holistic growth of college it is important to progress both horizontally and vertically. It was being felt for a long time, that some new courses should be introduced to further the academic growth of the college. There is an increasing demand of Mathematics course from the students considering employment opportunities it generates. Mathematics offers job opportunity in Actuarial Science, Mathematical Modeling, Cryptography, Banking and Accountancy and many more areas. The college already has Department of Economics to cater to the needs of B.A. Programme students but a need for full-fledged

B.A. (Hons) Economics course has always been there in the college, Economics too being a subject with high demand in the employment market.

With this view point, a proposal for introducing B.Sc. (Hons.) Mathematics and B.A. (Hons.) Economics was made and discussed in a meeting of the workload and academic affairs committee held on 21/05/2015. After due consideration of the requirements like faculty, infrastructures etc. for starting and running a new course, the staff council ratified the recommendations of the workload committee. It was then sent to the Principal to be forwarded to Governing body for approval. The Governing body in its meeting held on 20/10/2015 recommended these courses for approval by the University.

Inspection committee for Mathematics duly appointed by Delhi University visited the college 04/03/2016. The committee surveyed the infrastructure of the college such as class rooms, library and computer laboratory, interviewed the faculty and the Principal to justify the proposal of new honours course in Mathematics. A report of the committee was submitted to the University. On the recommendation of the Standing Committee (AC), the Executive Council of the University of Delhi in its meeting held on 28/02/17 / 07/03/2017 approved two new courses - B.Sc. (Hons.) Mathematics and Bachelor of Management Studies (BMS), which were finally vetted by Governing Body in its meeting, held on 06/05/2017. The response of the university with regard to introduction of BA Economics (Hons) is still awaited.

From the academic session 2017-18, B.Sc. (Hons.) Mathematics and BMS were introduced with a sanctioned strength of fortysix seats each. During the admission process (2017-18) entire sanctioned seats were filled in B.Sc. (Hons) Mathematics course. The admissions to BMS were done through Delhi University Entrance Examination and the college was able to fill the sanctioned seats for BMS as well. For teaching the first year students of these courses two teachers (against sanctioned 5) in Mathematics and one teacher in BMS (against sanctioned 5) have been appointed. A well maintained computer laboratory with thirtyfive computers has been provided to both Mathematics and BMS departments.

The institution ensures that every detailed requirement (curricular and infrastructural) of the two newly introduced courses is fulfilled in order to have a futuristic growth of these departments and to make them one of the best in the University.

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

### 6.3 Faculty Empowerment Strategies

#### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

##### Response:

Being University Maintained Institution, the college has provision for following welfare measures for teaching and non-teaching staff:

1. **Medical leave:** There is provision of 10 days medical leave with full pay or 20 days is allowed with

half pay.

2. **Medical Reimbursement:** The bills are reimbursed as per CGHS rates.
3. **Child Care Leave** to Women Employees: It is granted for a period of maximum 2 years/730 days.
4. **Casual leave:** Eight days of casual leave is permissible per year for all employees.
5. **Earned leave:** Twelve days of earned leave per year for teaching staff and 30 days for non-teaching staff is permissible.
6. **Children Tution Fee:** Employees are granted an amount of Rs 18000/- per year per school going child as reimbursement of tution fees.
7. **Group Insurance Scheme:** employees are covered under this insurance scheme by paying a premium of Rs 800/-month.
8. **Loan** for purchase of Scooter/Car/Computer is granted as per Government fixed interest rate.
9. **Festival Advance (for Non-Teaching Staff):** A maximum of Rs 4500/- is allowed as festival advance.
10. **Leave Travel Concession/Home Travel Concession:** as per central Government rules.
11. **Leave encashment** for LTC purposes.
12. **Provident Fund Advance:** An advance can be granted upto 12 months of pay or 3/4 of the amount at credit, whichever is less.
13. **Reservation for Admission under Ward Quota:** there are 3 seats reserved each for wards of teaching and non-teaching employees.
14. **Fee Concession for Ward Quota:** The wards of the college employees are charged only university fee component out of the total fees.
15. **Conveyance charges** incurred for official work are reimbursed as per entitlement.
16. **Registration Fees** is reimbursed to Teaching staff and Non-teaching staff attending Conference/Seminar/Symposia/Traning Programs.
17. **Study Leave** for pursuing higher education is granted to Teachers with salary excluding conveyance allowance.
18. **Academic/Duty leave** is granted to teacher for conducting examinations, attend Conference/Seminar/Symposia and official meetings.

### 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:** 5.76

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
9	10	0	1	2

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>

### 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: 0**

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
0	0	0	0	0

File Description	Document
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: 13.35**

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
22	6	4	10	9

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

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

**Response:**

The College as a University Maintained Institution follows the guidelines of University of Delhi with regard to Performance Appraisal System for teaching and non-teaching staff. A Self-Performance Appraisal form is to be filled in by the teaching staff and submitted in the college office for initiating the process of promotion. There are following 4 prescribed stages for promotion from Assistant Professor to Associate Professor:

- **Stage 1 (AGP Rs 6000) to Stage 2 (AGP Rs 7000)**
  - Four years of service with PhD/
  - Five years of service with M.Phil./PG Degree in Professional Course/
  - Six years of service who are without Ph. D /M. Phil/PG Degree in Professional Course.
- **Stage 2 to Stage 3 (AGP Rs 8000)**
  - Completion of five years of service in Stage 2
- **Stage 3 to Stage 4(AGP Rs 9000)**
  - Completion of three years of service in Stage 3.
- A performance appraisal report is prepared at each stage which includes performance and participation in Academics, Administration, Skill development and other aspects of professional life. A selection/screening committee is constituted by the University for the same and API score is calculated.

Non-Teaching Staff members are assessed through the Annual Performance Appraisal Report (APAR) forms which contains brief description of duties undertaken by the employee, timely accomplishment of planned work etc. APAR are written by a superior Reporting officer with grade pay Rs 1800 and above. Finally it is reviewed by the next higher authority. Also the employees are supposed to submit a brief self appraisal relating to the period of report. The employees are also required to clear departmental test as may be prescribed by the recruitment rule.

During the last five years two members from the teaching faculty and six members of the non-teaching staff have been promoted based on above guidelines.

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

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

The University of Delhi has an internal audit Department. The College, being University Maintained Institution, there is provision for internal audit to be done by the Audit Committee of the University every



year. However, internal audit of the college has not been done by the University Audit Committee since 2012.

The external audit is done by the office of the Director General of Audit Central Revenues on behalf of Comptroller and auditor General (CAG) of India. Whenever any audit objection arises, it is noted for compliance and the head of the institution is informed. Head of the institution then undertakes the required corrective measures. The details of external audit is as follows:

External Audit for Financial Years	Dates
2012- 2013	November,4- 9, 2013
2013- 2014	October, 24- 30, 2014
2014- 2015	December, 2- 8, 2015
2015- 2016	October, 27- 2, 2016
2016- 2017	November, 3- 9,2017

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

**Response:** 5.56

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

2016-17	2015-16	2014-15	2013-14	2012-13
0.505	0.96	1.67	1.10	1.32

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:**

The college receives funds from UGC (Grants-in Aid), Maintenance Grant Fund (MGF) from Delhi University and Student Fees. The college also receives financial aid from UGC five-year plan funds, most recent being the XIIth Plan as general development assistance. In addition to this our college was sanctioned funds under OBC Expansion Plan in the year 2008. The college also receives sponsored money from non-government bodies for academic and extra-curricular activities. Since the college is also a center for School of Open Learning (SOL), University of Delhi it receives maintenance grant from SOL.

The Grants-in Aid from UGC is utilized to meet the expenses towards salary and pension of college staff. The MGF is used mainly for physical maintenance of the college. The amount of money collected from students as annual fee is used to meet the expenditure towards upkeep of laboratories, stationary requirement, expenditure towards co-curricular activities and others.

The college ensures proper utilization of resources through combined efforts of Building Committee of Governing Body, Treasurer, Principal, Bursar, and several Staff Council Committees like Infrastructure Committee, Library Committee, Fee Concession and Student Aid Fund, Departmental Committees etc. The departments submit their requirements to the Infrastructure Committee which assesses and submits the major infrastructure requirements to the office of the Principal who in turn presents the same before the Governing Body for approval.

The Library Committee consists of teacher in charge of all the departments and the Librarian. The Convener, Library Committee looks after the matters related to purchase of books, journals, periodicals etc. Library fund is divided among the periodicals, journals, books, news papers and magazines. The part of fund devoted for books is further divided among different departments as per their requirement.

A policy with a view to provide financial support to the needy students has been made by the Fee Concession and Student Aid Fund Committee. The criterion for the same is based on the economic condition and academic performance of the student. There is a provision to revise the policy in order to give optimum benefit to the students.

The Staff Council Committees have to submit estimated budget of the planned event to the principal for approval. The funds are released against the original bills after scrutinizing them thoroughly by SO (Accounts) and the Bursar. The college observes checks and makes scrutiny at all levels. SO-Account is an important pillar in this entire process. Right from implementing what gets monitored at the level of Committees, to keeping records of every financial transaction is managed by SO-Accounts with the help of dedicated supporting staff of Accounts department. Also, internal as well as external auditing ensures smoothness and transparency in the financial matters.

In order to envisage the optimal utilization of resources, being a University maintained institution, our college utilizes its resources for conducting SOL classes on Sunday and SOL examination after the session ends. Moreover, some rooms have been allotted for IGNOU classes which are being conducted by Aryabhata College located in the same premises.

## 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:

The Internal Quality Assurance Cell (IQAC) was established in this college on March 9, 2017 and since then it has become a driving force for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality. All the quality assurance mechanisms across academic, planning and administration, which was earlier independently governed and implemented at different levels, is now

supervised by the IQAC. The IQAC has initiated the process of the development of quality benchmarks for academic and administrative activities of the college. Several initiatives such as introduction of an institutional academic calendar, feedback system (covering several aspects of the institution), add on courses, promotion to research etc have been taken by the IQAC. Out of these two specific examples have been elaborated below.

For long it was felt that the college needs to introduce few add-on courses to enhance the employability of the students and in the process enhance its own image. The IQAC proposed introduction of two add-on courses to begin with- "Analytics Using R" (to be introduced by the Department of Statistics) and "Heritage and Tourism Management" (to be introduced by the Department of History). It was felt that, both these courses would provide tremendous employment opportunities in the field of industrial data analysis and a very fast growing Tourism Industry respectively. A quick approval was sought from the Governing Body and subsequently successfully implemented. While the certificate course on "Analytics Using R" has already been successfully completed the course on "History and Tourism Management" will commence from 15/1/2017 for which registration has been sought from the students.

In the area of research promotion, the IQAC initiative has resulted in the college applying for the STAR COLLEGE status with the Department of Biotechnology (DBT) under Ministry of Science and Technology. Based on a good presentation given by the college faculty we are hopeful to get the status of Star College soon. This will give us funds to do small research projects, organise training programs/workshop/seminar for students, faculty and non-teaching staff. Another significant initiative in research promotion on the part of IQAC is the submission (with the assistance of Research Committee of the college) of as many as 26 Innovation Projects with the Research Council, University of Delhi. In addition two major projects have been submitted to Department of Biotechnology, DBT and Department of Science and Technology (DST). The project submitted to DBT (in May 2017) is entitled- "Betel Nut Chewing induced genotoxic changes- Evaluation and Awareness study in young population of North Eastern States of India". Another major project submitted to DST is entitled "Develop a Predictive Model to measure the Progression of Dementia in elderly and its Management through Cognitive interventions".

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:**

**Following are the examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC:**

- 1. Result Analysis of III year based on examination April/May 2017:** The pass percentage in most of the courses is more than 90%. and Geology department has 100 % pass record. The students of B.A. (Hons.) Hindi Patrakarita Evam Jansanchar and B.Sc (Hons) Geology of our college have

secured 1st position in the University.

Course	Total No. of Students	% of Division /No of Students	I% of Division /No of Students &	II% of III Division /No of Students	% of Students Failed /No of Students	Pass of College
B.A. (H) Hindi Patrakarita Evam Jansanchar	20	75(15)	15(3)	Nil	10(2)	90
B.Com.(H)	58	77.59(45)	17.24(10)	3.45(2)	1.72(1)	98.27
B.Com.(P)	64	68.75(44)	20.31(13)	6.25(4)	4.69(3)	95.31
B.A. (H) English	68	48.5(33)	35.29(24)	10.29(7)	5.88(4)	94.11
B.Sc (H) Computer Science	63	93.65(59)	1,58(1)	Nil	4.76(3)	95.24
B.Sc (H) Geology	35	94.28(33)	5.71(2)	Nil	Nil	100
B.A. (H) Hindi	89	42.69(38)	41.57(37)	8.98(8)	6.73(6)	93.27
B.A. (H) History	64	25(16)	50(32)	14.06(9)	10.93(7)	89.07
B.A. (H) Political Science	98	62.24(61)	31.63(31)	3.06(3)	3.06(3)	96.94
B.Sc (H) Microbiology	26	92.3(24)	3.84(1)	Nil	3.84(1)	96.15
B.Sc (H) Statistics	36	58.33(21)	22.22(8)	2.78(1)	16.67(6)	83.33
B.A. (P)	109	71.55(78)	21.1(23)	1.83(2)	5.5(6)	94.49

### 1. Remedial classes have been introduced from the last 2 semesters

As the students admitted in the college belong to varying socio-economic and cultural background they differ in linguistic and academic capabilities. Although an attempt is made to bridge the gap between high performers and slow learners in the institution, it is a gradual process. Concerned teachers during a semester find a set of students who require extra attention. Towards the end of the semester, remedial classes (extra classes fixed by the teacher beyond the regular time table) are arranged, wherein the student is tutored again to improve their performance in the ensuing semester examinations. For students of science stream similar objectives are achieved through additional theory and practical classes.

Department	Semester- I/ III / V	
	Duration/Date	No of Students attended
BMS	14/11-16/17	38
Commerce	10/11,14/11-17/17,21/11-22/17	95
Computer Science	26/10/17- 9/11/17	155
English	NA	NA

Economics	11/11/17- 15/11/17	35	
Hindi	5/11/17, 15/11/17	7	
History	28/10/17- 10/11/17,16/11-17/17	58	
Political Science	14/11-15/17	90	
Mathematics	13/11/17-17/11/17	52	
Microbiology	14/11/17 – 27/11/17	25	
Statistics	9/11/17-17/11/17	29	

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

Response: 0.8

#### 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
4	0	0	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	<a href="#">View Document</a>
IQAC link	<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:** D. Any 1 of the above

File Description	Document
Details of Quality assurance initiatives of the institution	<a href="#">View Document</a>
Any additional information	<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:**

The institution communicates its quality assurance policies, mechanisms and outcomes to the various internal and external stakeholders from time to time. Every department has its own notice board where information is displayed and communicated to the stakeholders – students, non-teaching staff and teachers. In addition, there are many notice boards dedicated for displaying information on academic, administrative and other co-curricular activities common to all. The students are regularly kept informed through circulars, notices, regular updates on the website, SMS, College magazine, Annual report and prospectus.

The college acts according to the guidelines laid down by the UGC as well as the University of Delhi. Moreover, the college departments are affiliated with their respective parent departments of University to ensure internal quality assurance mechanisms that are well aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities. Following quality enhancement initiatives have been taken by the college in the academic and administrative domain during the last five years:

1. Establishment of IQAC cell in the college
2. Feedback from Students through Bilingual form
3. Grievance Redressal form for all stakeholders of College
4. Activation of Student Mentors
5. Setting of an Academic Calendar and its display on website
6. Impact analysis of events including seminars and workshops through feedback from participants
7. Remedial classes
8. Analysis of Results of I, II and III year students of all Departments and comparison with results of neighbouring colleges in south campus.
9. Organisation of Faculty Development Programme
10. Providing Advance/ latest equipment in the Laboratories
11. Fully functional Wi-Fi and internet facility
12. A proposal submitted under “Star College Scheme” to Department of Biotechnology, Govt of India
13. Research Proposals (26) submitted by Faculty Members for funding from University of Delhi.
14. Research Proposals submitted by Faculty Members for extramural funding to DBT and DST
15. Inauguration of Centre for Entrepreneurship and Technology Development
16. Enhanced Focus on Alumni and Career Counselling and Placement cell

17. Planning for Introduction of Add-on /certificate courses
18. Initiation of a monthly lecture series under the aegis of Committee “Sangoshthi”
19. Initiation of Process for development of Centre for Disaster Management
20. Uploading of college time table on the college website well before the start of the semester
21. posting room wise time tables on the front of the class rooms
22. Updating students of college activities through mass SMS/E mails
23. Organising National and International Seminars by Departments
24. Organising lectures on human values and yoga and stress management

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:** 17

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
8	1	2	1	5

#### File Description

#### Document

Report of the event

[View Document](#)

Any additional information

[View 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:**

**1. Safety and Security:** Being a co-educational college, campus safety and security for girl students is given utmost priority. The institution on its part tries to ensure that their stay on campus is as safe and secure as possible. Campus safety and security is a team effort that involves the cooperation of all concerned: students, faculty and administrative staff. In this context two staff council committees, Discipline Committee and Women Welfare Advisory Committee (WWAC) are committed, to assist the college in providing girl students' safe environment in which they can thrive and to keep students, parents and employees well-informed about campus safety and security. Designated areas of campus and the surrounding areas are under continuous video surveillance. There is a zero tolerance policy towards any case of harassment of women students and staff. Students are made aware of this in the beginning during the Orientation itself. At the formal level there is an Internal Complaints Committee (ICC) that handles grievances of students and staff against sexual harassment. The committee has representation from the students, teaching and non-teaching staff. The WWAC organises seminars for gender sensitisation. Under its banner



self-defense workshops for girls have also been organised so that they can look after their safety and security outside the college campus too. The girl's common room is located just opposite the staff room so that the girls have an added sense of security while using the facilities of the common room. Two to four lady constables are permanently deployed at the college gate by the Delhi Police Department.

2. **Counseling:** - The College has a designated counselor who visits college twice a week. In the beginning of the year, the students are informed about the availability of a counselor during the time of orientation programme. Students (both boys and girls) visit the counselor to get an unbiased, nonjudgmental outlook to psychological issues concerning them. This also gives students an opportunity to open up with their problems which otherwise, they may suppress or try to hide. Personal Client centered sessions were conducted on a one-to-one basis, using professional methods to help students resolve issues challenging them. The methods used were Rational Emotive Behavior Therapy (R.E.B.T.), Client centered therapy, Gestalt therapy, Eclectic approach, and the like. The counselor also provides crucial information to the college authorities regarding any unreported act of harassment of any girl student. Besides the women welfare Advisory committee and Faculty mentors also are accessible to students for conselling.
3. **Common Room:** - Women students of the college have been provided with a spacious and comfortable girl's common room. This room is located on the first floor of the college building in the close vicinity of faculty staff room. This room is equipped with clean washrooms and comfortable seating. The Room has has a Sanitary napkin dispensar installed. This room is properly ventilated to provide a friendly environment to students. It has been designed to provide a support network for female students as well as to give a place to unwind them and indulge in informal discussion in free time available.

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

### 7.1.3 Alternate Energy initiatives such as:

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

**Response:** 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 458.8

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

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

**Response:** 13.17

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

Response: 60.408

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 458.8

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:

**Solid Waste Management:** - The College has provision to segregate Bio-Degradable and Non- Bio Degradable waste to ensure its proper disposal. Twelve sets of garbage bins (green and blue) are installed at common locations across the campus. A large garbage cart picks up the garbage daily to be dumped at MCD waste build-up bin box installed near south campus. A composting machine is available to convert organic waste into manure for the garden. Red waste bins are used to segregate hazardous waste if any. The college has an agreement with an NGO for paper recycling

**Liquid waste Management:** - Non harmful and sanitation waste goes into the main sewer. The used culture media and plasticware in the Microbiology Lab is first disinfected by autoclaving then discarded.

**E-Waste Management:** - The College disposes its E-waste according to Government guidelines. After preparation of an inventory the Infrastructure Committee/Governing Body of the college takes a decision regarding its disposal. Auction is held through tender notices. Only registered vendors of recognized government bodies are invited. With an objective to make the change more manageable and within reach the Department of Computer Science organized a competition on E-Waste Management i.e. "Best out-of E-Waste".

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

#### 7.1.6 Rain water harvesting structures and utilization in the campus

**Response:**

The college is located on a portion of earlier Aravalli hills which restricts maintenance of the ground water table. However, the college has a vast catchment area which has enabled attempts to conserve the rain water. Since the college does not have regular water connection with the Delhi Jal Board (due to latter's inability at present to supply regular water) it was thought to be necessary to have a rain water harvesting system to augment the ground water. With the objective of implementing cost-effective methods for improving the water resources of the college, rain water harvesting structures were constructed with three recharge trenches each with a capacity of 8, 00,000 liters. The locations of tanks are suitably based on general slope direction (one near the park and the other near the college main gate) and the location of the storm water drains. The entire project of Rain Water Harvesting was carried out by Forum for Organized Resource Conservation and Enhancement which is a Delhi based NGO registered under the societies Act, 1860. Our college was first among the South Campus colleges to implement this project at this scale in 2010 conforming to the guidelines of Central Ground Water Board. The opening of the trenches and the tank is regularly cleaned which has enabled sustainenance of the rain water harvesting system.

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

**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:**

A large number of students and non-teaching staff of the college (close to approximately 90%) and smaller number of teaching staff (approximately 25%) use public transport to commute to college.

The college is approachable from the nearby outer ring road and the Delhi University, South Campus with pedestrian friendly walkways.

Several initiatives have been taken to reduce the paper consumption. Routine administrative work is now done through emails, for instance all the notifications and salary statements to the faculty members are sent through this medium. Transactions are also being done online, digital records are being maintained in the office. Important notifications, Guidelines, statutes and ordinances of DU have been made available on the college website.

The College community strives hard to promote healthy green practices amongst its stakeholders. Three staff council committees- Cleanliness Committee, Gardening committee and Eco Club works towards

green landscaping of the campus with trees and plants. Diversity of a number of trees/plants in the college is ample proof of the above claim. Tree plantation drives are undertaken regularly involving students and guests visitors to the college. Our guest speakers are also gifted green potted plants.

The Eco- Club in collaboration with the local units of NSS/NCC has sensitized students towards renewal of our ecology. To make our existence sustainable one, initiatives such as seminars, exhibitions and awareness campaigns through nukkad natak etc. have been organized. The cleanliness committee also undertook an awareness drive for segregation of waste.

The college has created a water harvesting system several years back which has helped elevate the water table. In recent past, segregation of disposable waste was also initiated by making provisions for separate garbage bins. Plans are also afoot to dispose of e-waste as per the guidelines of National Green Tribunal. In recently held election to DUSU/ RLASU, students were encouraged to make use of Eco-friendly material in the electoral bid to reach their audience.

### 7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

**Response:** 0.11

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
1.068	0.169	0.154	0.123	0.119

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

### 7.1.9 Differently abled (Divyangjan) Friendlines 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:** B. At least 6 of the above

File Description	Document
Any additional information	<a href="#">View Document</a>
Resources available in the institution 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:** 2

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	2

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	<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:** 16

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
13	1	0	0	2

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

<b>7.1.12</b> <b>Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff</b>	
<b>Response: Yes</b>	
File Description	Document
Any additional information	<a href="#">View Document</a>

<b>7.1.13 Display of core values in the institution and on its website</b>	
<b>Response: Yes</b>	
File Description	Document
Provide URL of website that displays core values	<a href="#">View Document</a>

<b>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</b>	
<b>Response: Yes</b>	
File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	<a href="#">View Document</a>

<b>7.1.15 The institution offers a course on Human Values and professional ethics</b>	
<b>Response: Yes</b>	
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>

<b>7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions</b>	
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**Response:** Yes

File Description	Document
Any additional information	<a href="#">View Document</a>
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:** 48

File Description	Document
Any additional information	<a href="#">View Document</a>
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 institution celebrates National festivals to commemorate the great leaders and great historic events of national importance. These create an atmosphere of patriotism in the minds of young students of college. Independence Day and Republic days are celebrated with fervour and festivity. On these days, various events including flag-hoisting and competitions are organised to commemorate the days of freedom. Death anniversaries of great personalities are also observed meaningfully to recall their sacrifices who took part in fight for freedom for India and in building the nation. On Gandhi Jayanti, different competitions, such as essay writing, painting etc are organized to remember the legacy of Mahatma Gandhi. The young learners get inspired and motivated by narration of our forefathers who had a vision for our nation. All these events are celebrated with great zeal by every stake holder. The list is as follows:

Sl. No.	Title of the program/Activity
1	Republic Day Celebration
2	Independence Day Celebration
3	Sardar Patel Jayanti
4	Gandhi Jayanti :Debate Competition/ Poster Making/ Slogan Writing

	Competition/ Wearing Khadi dress.
5	Swacchta Diwas
6	National voters Day
7	Martyrs Day
8	Birthday of Swami Vivekanand
9	Rashtriya Ekta Diwas
10	Teachers day
11	Quit India Movement
<b>File Description</b>	
<b>Document</b>	
Any additional information	<a href="#">View Document</a>

### 7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

#### Response:

**Financial transparency:** The College follows Delhi University's General Financial Rules with regard to its expenditure. The two key persons to look after the above are Bursar and Treasurer. Bursar is appointed by the Governing body (on recommendation of the Principal) from amongst the teaching staff. He assists the Principal in day-to-day financial affairs. The Treasurer is responsible for the proper maintenance of accounts. All Committees prepare budget to conduct an activity and get it approved by the Principal. All purchases take place through purchase committee by floating tenders using electronic-mode.

#### Academic transparency: -

- College Academic and Activities Calendar is prepared in the beginning of academic session and uploaded on website.
- Time table for all courses is uploaded on college website before the commencement of new Semester.
- Student's attendance is uploaded monthly on website.



- IA marks are displayed on notice board.
- Internal quality assurance cell (IQAC) ensures quality culture in college to take it towards academic excellence.

#### **Administrative and auxiliary functions: -**

- All notifications are displayed on the website
- Personal Records are maintained for all staff and students.
- Staff council is a statutory body of college that constitutes different committees to conduct various activities.

The college follows RTI Act to set out practical regime of Right to Information.

## **7.2 Best Practices**

### **7.2.1 Describe at least two institutional best practices (as per NAAC Format)**

#### **Response:**

#### **(1): Title of Practice : Maintenance and Development of Infrastructure**

- To ensure infrastructural support as per the requirement of teaching learning, administrative and other activities in the college and its regular maintenance.

#### **Context:**

Frequent changes in the UGC undergraduate scheme (Annual system, Semester System, FYUP and CBCS) created different infrastructural needs. In addition, to cater to the physical needs of differently abled students the college needed to create suitable infrastructure. The growing need of books and sitting capacity, separate reading rooms for the faculty and differently abled and a dust free environment with state of the art technology necessitated complete renovation of the college library. To meet the growing needs of the college administration so that the administrative work proceeds smoothly there was an urgent need to expand and renovate the administrative block. With the increase in the number of teaching staff there was also a pressing demand to expand the staff room with conference room facility. Keeping up with changing pedagogical needs required development of state of the art equipment in the laboratories and ICT facilities in the class rooms. Mere Infrastructural changes based on the above needs were not enough. Equipment etc. also required continuous maintenance. The Infrastructure Committee therefore needed to look in to both aspects on a regular basis.

#### **The practice:**

The Infrastructure Committee is one among the crucial Staff Council Committees of the college. The committee plans out the infrastructural growth of the college and its maintenance after getting a feedback from the stakeholders. After getting endorsed by the Staff Council, the plan dealing with additional construction is forwarded to the Building Committee of the Governing Body. Recommendation of the

committee is then sent to the Governing Body for final approval which takes a decision regarding tendering, work order etc. The Infrastructure Committee then initiates the procedure for implementing the plan. The committee ensures compliance of General Financial Rules prescribed by Delhi University with regard to tendering and purchase.

#### **Evidence of success:**

- One measure of success of implementing infrastructural projects is the fact that the college has been able to utilize 95% of the OBC grants received from UGC. The rest is likely to be exhausted by March 2018.
- Due to the efforts of the committee all the laboratories of science departments have been renovated with state of the art equipment.
- Class rooms (60% of the available rooms) have been ICT enabled.
- The college auditorium ('Amphitheatre') has been renovated with AC, comfortable chairs and modern acoustics.
- The media lab for BJMC students has technology appropriate camera, editing and sound mixing and recording facilities.
- State of the art multi-floor AC library with enhanced sitting capacity and reading rooms is under construction and is likely to be completed before the commencement of the next semester.
- An audit of facilities for differently abled was done by a government agency and based on its recommendations facilities for such student and teachers were planned. For easy mobility of such categories and others a lift is being constructed which is likely to be commissioned by January. In addition other facilities for such group of students and teachers such as wheelchair, ramps etc. have also been provided.
- To meet the increasing needs of administrative branch of the college, the administrative block is being renovated and the work is likely to be completed within a month.
- To ensure uninterrupted power supply noise-less generator has been installed.
- The committee takes special care in maintaining the infrastructure as many of these require regular maintenance and replacement. A complaint register has been kept which are attended to in quick time. The AMCs are renewed in time and availability of a technical staff is ensured to deal with computer related glitches.

#### **Problems encountered:**

The infrastructure committee had to encounter several problems while catering to the infrastructural needs of the college. This primarily relates to availability of funds for specific projects and delay in the completion of construction related projects. The college does not have additional source of financing the projects than the ones granted by the funding body. When construction linked projects are handed over to government agencies like CPWD it invariably leads to delay in completion due to procedural bottlenecks on their part.

- **Title of Practice (2): Cashless Drive (Vittiya Saksharta Abhiyan)**

**Objectives:** Financial education of various categories of buyers and sellers in the neighbourhood markets to improve financial literacy and change financial behaviour of the buyers and sellers in tune with government of India policy towards cashless transactions.

- The Vittiya Saksharta Abhiyaan, a campaign for promoting digital economy through youth

volunteers was therefore an effort in taking forward Government of India initiative to turn India into a cashless society. Moreover, the changes in technology have also substantially contributed to the complexity associated with making financial decisions. Therefore college authorities realized a significance of imparting financial education to those sections of the society which have pressing needs for specific financial education.

**The practice:** The initial step to start the campaign was to identify and prepare a team of informed participants who would impart financial knowledge. For this initiative, NSS volunteers, NCC cadets and student's union volunteers were chosen.

An awareness workshop about cashless means of payment was conducted by team of officers from State bank of India, Moti bagh. They explained about USSD (Unstructured Supplementary Service Data), UPI (Unified Payment Interface), E-wallets, Rupay cards, Internet Banking, AEPS (Aadhar Enabled Payment System), and PoS (point of sale) machines.

The next step was to identify the location and target groups for this Abhiyaan. The area targeted was immediate neighborhood so as to maximize the outreach of the program. The focus group identified was the marginalized lower income community in nearby Moti bagh who were extensively involved in cash transactions on a daily basis.

To execute this project, the students were divided into groups to convince the small vendors and shop keepers to use cashless transactions. The volunteers explained the utility and simple use of e-wallet apps like Paytm. In order to make it more effective and result oriented, the student volunteers used a tabulated form to maintain the record of personal details of the concerned person, whether digital mode of payment was done or not and the kind of digital mode of payment used. The medium of instruction was kept Hindi to make the program more effective and successful. To encourage compliance, student volunteers visited local markets on a regular basis.

An awareness rally for college students and staff was carried on National Youth Day, 12th January 2017 about cashless means of payment. The student volunteers, NCC In-charge, NSS program officer, Students Union Convener and team of teachers went to each classroom and college office to explain the benefits and types of cashless payment. Student volunteers also educated 10 families in their residential neighborhood about the benefit of cashless transactions.

In college canteen and Photostat shop PAYTM app was installed to maximize cashless transaction. Apart from usage of Paytm app, students also educated the vendors about other types of electronic transactions, and the utility of cashless payment in curbing the black money. There were mixed responses, as some of them were interested and supported this idea while few others had some concerns about the security relating to digital transactions. The team tried to address the concerns to the best of their satisfaction.

**Evidence of success:** It was decided that after the initial visits to the market volunteers would be visiting the same market after a week to notice the change in the nature of financial transactions of vendors. To our satisfaction there was an improvement in financial behavior due to the financial information provided by the students.

The canteen is now accepting payments through e-wallets and RTGS. College office has stopped accepting and giving cash payments and has switched to NEFT/RTGS.

The results which were noticed after the financial literacy campaign drive were encouraging. After taking feedback from both canteen and photocopier shop the owners pointed out that there was a marked increase in cashless transactions as more and more students started to make payments via Paytm mode.

The changes after the campaign were also visible at college office level. The college has stopped accepting and giving cash payments and has switched to NEFT/RTGS. There was almost 90% discontinuation of cheque payments thereby indicating the sensitization of account staff towards making a shift to cashless transactions. It was found out from the office that only 10% of payments were made through cheque due to some compulsions or to university subscription.

#### **Problems encountered:**

It was not an easy task to execute the drive as the vendors of the nearby South Moti Bagh market were busy with their customers. Since this was not a big market and all vendors are not educated it was difficult to change their mind set to adopt cashless transactions. Adjusting to the new technology on the part of semi-literate vendors was another challenge. The interaction with these vendors was both positive and negative. While few of them agreed to switch over to cashless economy soon, others were not willing claiming that they have to buy stuff from the wholesale market in cash.

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

## **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:**

Since its inception (1964) RLAC has put premium on imparting quality education with thrust on equity and access. Considering social antecedents/origins of its clientele, systematic efforts have been made over the decades to create an inclusive eco-system in the college where students are enabled to realize their full potential/creative energies.

EOC was set up in the college after UGC mandated it under XII PLAN. But the college has transformed the terms of reference which gives uniqueness to this body. It strives to enhance institutional inclusiveness and sensitize students from weaker sections of society about their entitlements as provided by the Constitution of India as well as to bring about improvement in their academic performance. Through this body students are informed of different initiatives of the State to empower them to realize their potential, undeterred by historical baggage that they carry. As education is an enabling instrument they are exposed to writings of leading social philosophers.

To begin with EOC launched a drive to register students from social segments such as SC/ST/OBC/Women/persons with disabilities/Minorities. Now more than 150 students are registered with the cell. Out of the registered ones a formal leadership has emerged which is drawing a blue print for the

future. They are being mentored by a section of teachers, who too have braved challenges /deprivations to come trumps in their lives Recently they organized an interactive session which provided students an opportunity to express their views on prevailing social structures/practices such as caste and gender driven inequities and discriminations. The interactive session was conducted on a big platform where the speakers appreciated the efforts in organising such sessions and express the concern that many colleges hesitate in providing a platform for open house discussion on such issues.

In continuation of the same, workshop was arranged under the auspices of EOC to expose them to a number of perspectives on questions agitating minds of students. This has enlightened and motivated them to pitch in with greater endeavors in days to come.

In order to strengthen the cell and to ease coordination among students and faculty, a group named “Care Beyond Barriers “was launched on social media. This was followed by renewed thrust on English and domain specific remedial classes .A trained counselor helps reduce their emotional stress. The uniqueness of EOC of the college in comparison to other colleges lies in the fact that it enhances the institutional inclusiveness leading to greater participation of all segments of admitted students besides identifying the slow learners thus helping the college to prepare a customized plan for their academic improvement. Thus by dint of its various initiatives it justifies the existence of institutions of higher learning as a bulwark against socially regressive mind-sets and approaches.

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

## 5. CONCLUSION

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### Additional Information :

The vision and mission of the institution are communicated to the students and teachers of the college at various stages. The new comers are apprised about these through prospectus, college website and orientation programme. Subsequently class room teaching, debates, discussions, cultural activities, sports and community services translate the above into reality. Teachers are made aware of these through Staff Council meetings. The governance of the college is directed towards attainment of its vision and mission.

The present leadership of the college encourages decentralization and participation of all stakeholders which has contributed to a smooth teaching learning process. The college can boast of a very proactive Infrastructure Committee. With their active participation many infrastructural projects have been completed while few are under construction. The administration has also been sensitized to the needs of the students and other stakeholders.

An institution, apart from the academic performance of its students is also known for its cultural and sports activities. Students of this college regularly participate in inter and intra-University cultural activities and have won prizes at various levels.

Since the college believes in holistic growth of the youth, students are encouraged to participate in several extension activities. Attempt is also made to make students career ready by providing for soft skill training, internship and placement drives.

In few courses, women are given concessions in cut-off percentage during admissions. The college also takes pride in its inclusive policy which encourages students from marginalised sections to come out of their shell and showcase their talent.

### Concluding Remarks :

Ram Lal Anand College is among few of the Delhi University maintained colleges. Members of the Governing Body of the college are directly nominated by the Vice Chancellor and the Executive Council of the University of Delhi. A positive aspect of such a structure of governance is that there is no political interference in day to day functioning of the college. While arriving at any decision related to functioning of the college the Governing Body has to adhere to the University Ordinance (XX C). Within the institution the Staff Council, as a statutory body implements the decision of the GB through its committees. This ensures a decentralised and participative decision making involving the stakeholders.

While admitting students, the college strictly adheres to the admission guidelines of Delhi University and follows GOI rules with regard to admissions of students from the reserved categories (SC, ST and OBC).

Infrastructure of the college is well equipped to deal with changing pedagogical needs which can be seen by successful implementation of various schemes (Annual, Semester, FYUP and CBCS) within a span of 5-6 years.

Ram Lal Anand College is an upcoming college and the present leadership (which took over in December

2016) with the assistance of a hardworking team of faculty members are making best efforts to match its infrastructural and other facilities with its academic standards. The institution is proud to be affiliated to a premier university like Delhi University and wishes to achieve overall excellence under its banner.

NAAC