SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

RAM LAL ANAND COLLEGE

RAM LAL ANAND COLLEGE, UNIVERSITY OF DELHI 5, BENITO JUAREZ
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ram Lal Anand College, established in 1964 by the late Shri Ram Lal Anand, a distinguished Supreme Court advocate, was initially managed by the Ram Lal Anand Trust. In 1973, the college was taken over by the University of Delhi and has since being run as a University of Delhi Maintained Institution, receiving full funding from the University Grants Commission (UGC) under sections 2(f) and 12(b) of the Ministry of Education, Government of India. The college is situated in a scenic location at the foothills of the Aravalli range, near the South Campus of the University of Delhi and other higher education institutions, and is easily accessible via the Durgabai Deshmukh South Campus Metro Station on Ring Road.

Ram Lal Anand College is a multi-disciplinary, co-educational institution accommodating over 2,500 students across 14 undergraduate programs in Humanities, Commerce, Management, and Sciences, as well as a postgraduate program in Hindi. The college is ISO 21001:2018 and ISO 9001:2015 certified for all offered programs. Since the 2022-23 academic session, it has fully implemented the Undergraduate Curriculum Framework (UGCF) 2022, aligned with the National Education Policy (NEP) 2020, as prescribed by the University of Delhi.

The college has comprehensive Wi-Fi coverage, modern infrastructure, smart classrooms, state-of-the-art laboratories, seminar rooms, amphitheatres, and a well-stocked library, as well as sports ground. Notably, Ram Lal Anand College is the first institution in the University of Delhi to launch a community radio station named TARANG, broadcasting on FM frequency 90.0. The college has also been recognized as a "Model College" for its excellent facilities for students with disabilities by the Commissioner for Persons with Disabilities, Delhi.

With a dedicated 108 highly qualified research-oriented permanent faculty members, predominantly holding PhDs with national and international post-doctoral research experience, the college emphasizes the holistic development of its students. Over the past five years, it has introduced more than 55 addon certificate courses in collaboration with industry partners, focusing on skill development. ?The institution has gained academic excellence, achieving an average pass percentage of over 93% in the last five years, and proudly producing university gold medallists during this period.?

Vision

Ram Lal Anand College is a fully University maintained institution administered by a statutory Governing Body as per university ordinances and legislated by Executive Council of the University of Delhi. Established as an institute of higher learning in 1964, RLA College embodies the ideal of a public funded higher educational institution with an emphasis on inclusivity, integration, quality and social equality.The College works with the motto "Shraddhawan Labhte Gyanam" which implies those earn knowledge who work for it with dedication.Traditionally, in our college mentoring of the students starts from the day of admission in college and goes on until much after their graduation. The experience and knowledge of the teachers instills values of honest behavior, planning for a holistic growth and aspiring for a clean and healthy future for one and all. In the times of cutthroat competition, we teach our students to look out for fellow humans, respect national unity and global harmony, learn new concepts quickly and effectively, and finally, to complete the cycle of give and take by reciprocating and returning to the world

Vision:

1. To facilitate development of youth as nation-builders through higher education.
2. To inculcate critical thinking among teachers and students.
3. To instill 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.
5. To create individuals having knowledge alongside human values.

Mission

Mission:

1. To adapt and grow with changing times and ideas of the new worldTo train students to develop critical thinking using several pedagogical tools.
2. Through institutional practice encourage students to follow law of the land.
3. Using latest learning resources equip students with adequate knowledge to compete in the present employment setup.
4. By adopting several formal and informal modes of communication sensitize the students towards Environment, Gender, Human Rights and Social Justice.
5. 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

Ram Lal Anand College is situated on a green, ten-acre campus well connected to Durgabai Deshmukh South Campus metro station, University of Delhi. The college is ISO 21001:2018 and ISO 9001:2015 certified for all programs, including certificate and diploma courses in Chinese and Japanese. The college follows PDCA cycle in all processes; established SOPs to enhance operational efficiency.

Offering multidisciplinary programs in Humanities, Commerce, Management, and Sciences, the college aligns with the spirit of NEP 2020 and UGCF 2022. An organised teaching through Lesson plans and LMS by 108 research-oriented permanent faculty members, 70% of whom hold PhDs with national/international postdoctoral experience.

A visionary leadership drives the college's mission and goals. The college strives for continuous improvement through all stakeholder feedback mechanisms, ensuring timely responses to student needs and grievance redressal.

The campus features robust infrastructure, including full Wi-Fi coverage, 21 smart classrooms, well-equipped laboratories with 260 computers, a seminar room, two auditoriums, a sports ground, and a media production center. The air-conditioned library houses approximately 70,000 books and journals and 10 Kindles. The college is recognized as a 'Model College' for its facilities for Persons with Disabilities.

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Strong connections between faculty and students are fostered through mentorship, personalized attention, counselling, and extracurricular activities, creating a supportive learning environment. The college provides financial aid, book bank, and laptop bank facilities for needy students.

Skill development initiatives include over 55 industry-collaborated certificate courses conducted in the last five years; more than 1,200 students completed courses in 'Human Values, Ethics & Life Skills.' Learning opportunities are available through online courses, virtual labs, and field studies.

The college has 99% pass rate and produced university toppers in departments of Microbiology, Geology and BJMC. It is a leading affiliate of NCC and an active NSS unit, engaging in community outreach.

Community Radio, "TARANG," trains aspiring journalists and broadcasts educational content. The institution excels in research, generated over ?5 crores in funding in last 5 years; Supports start-ups through its Centre for Entrepreneurship and Technology Development.

Sustainable development initiatives include e-waste management, rainwater harvesting, and solar energy generation; Recognition by Ministry of Education and MCD.

Institutional Weakness

The institution currently faces several spatial limitations. The restricted space hampers the ability to accommodate multiple sections of students and activities, which will remain a challenge until another building gets transferred to us presently being used by another college. This constraint not only affects day-to-day functioning but also limits the potential for expanding programs and extracurricular offerings.

Another critical issue is the absence of hostel for outstation students. This lack of accommodation option in the campus deters prospective students and their families from considering the college as their first choice, particularly for those who would need housing to pursue their education.

Despite the efforts of the Career Counselling and Placement Cell, which actively invites companies for recruitment, student turnout for placement drives and interviews remains disappointingly low. This results in a low placement percentage, as many students prioritize higher education over immediate job opportunities. This trend highlights the need for enhanced engagement strategies to encourage participation in placement activities.

Additionally, the college lacks a daycare facility for faculty members with young children, which poses a challenge for staff balancing professional and family responsibilities. Although steps have been initiated to address this need, the absence of such support can hinder faculty retention and morale.

Furthermore, programs such as the BSc (Hons) in Computer Science and BA (Hons) in Hindi Patrakarita Evam Jansanchar operate under a self-financing model, leading to a higher fee structure compared to other programs. This financial barrier prevents economically weaker aspirants from accessing these sought-after courses, thereby limiting diversity and inclusivity within the student body.

Addressing these challenges is essential for enhancing the overall educational experience and ensuring that the college remains an attractive option for prospective students. By improving infrastructure, expanding accommodation, and offering better support for faculty, the college can foster a more inclusive and supportive environment for all its stakeholders.

Institutional Opportunity

The institution stands at a pivotal moment, with numerous opportunities to broaden its academic offerings and strengthen its impact in the educational landscape. One significant prospect is the introduction of new undergraduate and postgraduate programs in emerging fields such as artificial intelligence, data science, and sustainable development. By aligning these programs with projected industry requirements for the next decade, the college can attract a diverse pool of students eager to equip themselves with relevant skills for the future job market.

The existing Centre for Entrepreneurship and Technology Development is another valuable asset that can be leveraged more effectively. This center presents an ideal platform to actively promote student start-ups, offering crucial incubation support and resources that empower aspiring entrepreneurs. By fostering a vibrant entrepreneurial ecosystem, the college can enhance innovation and creativity among its students, preparing them for successful careers.

Additionally, developing exchange programs and collaborations with international institutions can significantly enhance the college's global profile. Attracting international students not only enriches the campus culture but also facilitates cross-cultural learning experiences that benefit all students. Such initiatives can lead to valuable partnerships that open doors for research collaborations and shared resources.

Moreover, harnessing the extensive knowledge and experience of the alumni network presents a promising avenue for mentorship and guidance for current students. Alumni can provide insights into career opportunities and industry trends, while also potentially contributing through donations that support scholarships and infrastructure development. This strengthened connection can enhance the overall educational experience.

Lastly, expanding skill development centers is crucial for meeting the diverse needs of students. By offering targeted training programs and workshops, the college can better prepare students for the dynamic job market, ensuring they possess the competencies necessary to excel in their chosen fields. Together, these opportunities can significantly bolster the college's mission and position it as a leader in higher education.

Institutional Challenge

The college is currently facing several significant challenges that hinder its growth and inclusivity. One of the most pressing issues is the low admission rates of women candidates through CUET-based admissions, which contributes to a noticeable gender imbalance within the institution. Addressing this imbalance is crucial for fostering a more equitable educational environment that empowers all students.

Additionally, the lack of a dedicated science block poses a substantial constraint on academic and research activities. Although the geology and microbiology laboratories are well equipped, the space limitation will make it difficult to offer individual research projects for fourth-year students, to provide the hands-on experiences as required by the new curriculum for cultivating future scientists and researchers.

Maintaining an inclusive policy that meets the diverse needs of the student body while upholding high standards of teaching and learning presents another challenge. The college must strive to create an environment where all students feel valued and supported, ensuring that diversity is not only acknowledged but actively embraced.

Delays in infrastructure projects by government agencies such as CPWD further complicate matters. Even with prompt decision-making and approvals, the sluggish pace of construction impacts development plans and operational efficiency, stalling potential enhancements to the campus and its facilities.

Moreover, the limited sanctioned strength of faculty by the University Grants Commission (UGC) restricts the introduction of new programs, thereby diminishing the college's ability to adapt to evolving educational demands. This limitation hinders the institution's capacity to offer diverse courses that align with current job market trends.

Lastly, the college's growth plans and development initiatives are constrained by a subsidized fee structure and the reliance on a single funding agency for maintenance. This financial limitation restricts the college's ability to invest in necessary resources and infrastructure improvements, ultimately affecting the overall quality of education provided to students. Addressing these challenges is vital for the college's future success and its mission to foster an inclusive and high-quality educational environment.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Ram Lal Anand College, being a constituent college of the University of Delhi, has effectively integrated CBCS (2015-16), LOCF (2019-20), and the National Education Policy-2020 based UGCF (2022-23) into its curriculum planning and delivery. The college prioritizes a structured curriculum aligned with the University of Delhi's Academic Calendar to enhance the teaching-learning experience. Each academic session starts with meticulous planning, including workload distribution and departmental activity calendars, submitted to the college's Workload Committee. This committee rationalizes faculty requirements and collaborates with the Timetable and ERP Committees to prepare and upload schedules on the ERP portal, ensuring coordination from day one. The institutional and departmental orientation programmes foster student engagement with faculty and the various college societies. A variety of teaching methods are utilized to accommodate diverse learning styles, including traditional lectures, presentations, educational videos, and field visits.

Adhering to university guidelines, the college implements a Standard Operating Procedure (SOP) for internal assessments, ensuring fair and transparent evaluations. Internal Assessment Monitoring Committees address grievances promptly, and practical examinations follow university-prescribed procedures. Students receive advance notifications about assessments via the ERP portal or WhatsApp. Transparent sharing of internal assessment records fosters communication about academic progress.

In alignment with its institutional policy, RLA College integrates Gender, human values, professional ethics, and themes like environment and sustainability interdisciplinary into its educational framework. Courses addressing critical societal issues, such as Women's Writing and Dalit Writings, encourage students to confront biases. Mandatory classes on ethics and environmental sciences further enhance students' ethical principles and ecological awareness. The curriculum emphasizes multicultural sensitivity through specialized courses on human rights and environmental sustainability.

Proactive committees promote inclusivity and address specific social issues, while research projects contribute to sustainable development. Engaging platforms like mock parliaments and Model United Nations prepare students to tackle complex social challenges, fostering commitment to a fair and sustainable society. Overall, RLA College is dedicated to nurturing socially responsible graduates equipped to engage with global issues. Feedback on curriculum is collected from the students, parents and the faculty and the inputs are shared with the faculty members involved in the university curriculum development and the university department.

Teaching-learning and Evaluation

The college strictly adheres to enrolment guidelines of the university during admissions including the 'scheme for single girl child' introduced from 2024-25. An adequate student-teacher ratio (1:24) gives sufficient space for personalised teaching-learning which is further enriched by the highly qualified faculty. The faculty regularly update themselves by attending FDPs, national and international conferences, refresher courses and NEP related sensitisation programmes.

To meet diverse learning needs, the college employs various experiential learning methods such as fieldwork, research lab practical, heritage walks, industrial visits, outreach programs, workshops, internships, and role-play activities. These methods encourage practical understanding and engagement beyond traditional classroom settings. Participative learning is fostered through group projects, seminars, expert talks, and debates, complemented by community outreach initiatives and mentor-mentee sessions.

Pedagogical strategies include case studies, documentaries, group discussions, and flipped classrooms, which promote higher-order thinking and problem-solving skills. For slow learners, tailored support through mentor interactions and remedial sessions is provided. Faculty members utilize ICT tools to enhance learning, offering e-resources via platforms like JSTOR and NLIST, alongside access to MOOCS and virtual labs. Technology-rich environments, including Wi-Fi-enabled classrooms and specialized software, further support student learning, including resources for physically challenged students.

The college adheres to the University of Delhi's guidelines on Internal Assessment and Comprehensive Continuous Internal Evaluation System (CIES). Internal assessments involve tests, assignments, presentations, and quizzes, with transparent communication regarding schedules and criteria. Moderation of internal assessment marks occurs at multiple levels to ensure fairness.

Program Outcomes (POs) and Course Outcomes (COs) are clearly defined and documented in the syllabus, guiding student expectations. The college provides detailed information about courses and their outcomes through various channels, including orientations and lesson plans. Evaluation of POs and COs is systematic, using both direct assessments and internal evaluations, allowing for measurement of student achievement.

The attainment of POs is assessed through student performance in internal and university examinations, tracking progress against defined benchmarks. The college's approach ensures continuous improvement in teaching methods and student success, reinforcing its commitment to a robust educational framework. The student satisfaction survey is regularly conducted and, based on the input timely action is taken.

Research, Innovations and Extension

The college encourages the faculty and students to carryout research in their domain of interest as well as

interdisciplinary fields through its unique initiative "College Research Grant", logistic support for Patent filing and open access publications. College encourages its faculty to submit research proposals for extramural funding (17 Research-grants worth Rs 480.00 lacs have been received from different agencies). The college's innovation ecosystem is highlighted by 5 patents (3 International and 2 national) granted to its faculty members.

Several faculty members are recognized as PhD guides with17 PhD students registered under them so far. College departments have well equipped laboratories with state-of-art instruments for   research.

The college faculty have published research papers in reputed high-impact-factor international and national journals. A total of 307 research papers (217 Scopus, UGC-care or WoS listed) and 169 books/book chapters/Conference papers have been published by international and national publishers.

The college organize workshops and training-programs on recent-topics in research, entrepreneurship, IPR, Ethics in research and skill enhancement to keep the faculties and students updated. The college has initiated 2 skill centers on Genomics (Microbiology-Department) and Remote-sensing and GIS (Geology-Department) to provide job-oriented skill to the students.

The college enthusiastically promotes and participates in extension activities to help society and sensitise the youth. The NSS and NCC units, E-waste management and Solid Waste disposal committees, and Eco Club provides a platform for service to the neighborhood-communities and society. Besides organizing several outreaches, extension, and environmental awareness programs, the college has also adopted five villages in a remote village cluster in Almora district and a slum in nearby locality. The institutional effort in this field have been rewarded and recognized by several Government. and Government recognized bodies including Ministries, MCD, several NGOs, RedCross and Blood Connect Societies, NCC directorate, and ENACTUS global and International Journals publishing houses.

Research collaborations, internships, student exchange programs, on-job-trainings is encouraged in-collaboration with different National and International institutes with 100s of linkages and MoUs with industries, educational and research institutions and others.

Infrastructure and Learning Resources

Ram Lal Anand College provides a comprehensive range of accessible and safe infrastructure facilities designed to enhance the teaching-learning experience for all stakeholders. This includes well-lit and well-ventilated classrooms and well-equipped labs. The college also has a community radio. The college is committed to integrating technology into education with ICT-enabled facilities: smart boards. The college Learning Management System (LMS) includes Google Suite, Zoom, and the Enterprise Resource Planning (ERP) streamlining administrative tasks, student assessment and course management while ensuring efficient communication and resource sharing. Beyond academics, Ram Lal Anand College fosters a vibrant campus life through extensive cultural and sports facilities with a dedicated, air-conditioned yoga and cultural centre, an expansive playfield and sufficient space for indoor games. Furthermore, the college hosts two air-conditioned auditoriums and a seminar room.

Ram Lal Anand College houses a state-of-the-art, fully air-conditioned and digitised, well stocked spacious library, meticulously designed to meet the diverse needs of students and faculty. An IT zone equipped with web-connected laptops and desktops supports access to a wealth of electronic resources, alongside traditional print materials. A digital library specifically designed for visually impaired students, reinforcing the college's

dedication to supporting all learners is updated and maintained. The college library is a model of modern educational resources, combining extensive physical and digital collections with cutting-edge technology and inclusive design.

The college has significantly upgraded its IT facilities since it contributes to every aspect of the college. The college has a robust internet infrastructure, thanks to the University of Delhi's provisions which, together with three additional optic fibre connections from ACT Fibernet, equip the college with an uninterrupted service. The college uses G-Suite, Zoom and ERP services to efficiently manage courses while ensuring efficient communication and resource sharing. The college is effectively enhancing its technological infrastructure to support academic and administrative functions, ensuring a modern and efficient learning environment for all stakeholders.

Collectively, these facilities create a well-rounded educational environment that nurtures both academic and extracurricular pursuits, ensuring a holistic development experience for all students.

Student Support and Progression

Ram Lal Anand College offers support to its students by offering them scholarships and freeships provided by the institution, Government, non-government bodies, individuals, and philanthropists. Almost 40 percent our students have benefitted by these scholarships. Various skill enhancements activities to develop soft skills, language and communication skills, life skills, and awareness of newer trends in technology have been organised for capacity building of the students.

About half of the students have immensely benefitted by guidance and career counselling. Courses in aptitude, discipline specific entrances and career advancement helped the students achieve their aims. Alongside, mechanisms have been put in place to resolve student's grievances earnestly by implementation of statutory guidelines, organisation wise awareness and undertakings on policies bring about tolerance and inclusivity. One of every five students of the outgoing batches have progressed to higher education or got placed. Almost two thirds of the outgoing students qualified in the examinations at different levels.

On an average the students participated in 167 programs and 491 of Ram Lal Anand College students won awards or medals in various activities in different levels of competitions in the last five years.

After stepping out of the college, the students continue to foster a strong bond with the alma mater. Ram Lal Anand College Alumni Association has been instrumental in fostering a strong connection between alumni and the college, contributing significantly to the institution's growth. The association serves as a vital link between the past and present student communities, with alumni acting as role models and mentors. Their success in higher studies and professional careers provides current students with motivation and a clearer vision of their own future possibilities. These interactions between alumni and students create a dynamic exchange of knowledge, experiences, and resources, bridging the generational gap and creating a supportive environment for academic and professional growth. Alumni make significant non-financial contributions that greatly benefit an institution's growth. Alumni also offer guest lectures and workshops, sharing practical insights and real-world knowledge. Their feedback helps improve curriculum relevance, and they collaborate on research projects, enhancing the institution's academic standing.

Governance, Leadership and Management

RLA College operates under a Governing Body (GB) that adheres to university ordinances and is legislated by the Executive Council. The GB includes a chairman (Vice Chancellor's nominee), members appointed for two-year terms, two rotating faculty members, one rotating non-teaching staff member, and the Principal as Secretary. The Staff Council, comprising all faculty and an elected secretary, is chaired by the Principal and executes GB recommendations on various activities through its committees.

The institution follows a democratic approach and participatory governance with adequate teaching and non-teaching staff representation in the GB and its committees and student representation through Student Union and appointment of student office bearers in various societies, as well as in the ICC, constituted to prevent sexual harassment.

The college emphasizes inclusive education and holistic student development, aligning its governance with its vision. To implement UGCF 2022, Nodal officers were appointed, and course details were shared via multimedia on the college's YouTube channel, allowing students to choose courses through Google forms. The college offers diverse courses and encourages faculty participation in professional development programs, particularly on NEP 2020.

Teaching and non-teaching positions are quickly filled as per roster, in accordance with DU rules/SOP. Promotions for both teaching and non-teaching staff are done adhering to the stipulated rules of the University of Delhi. Promotion procedures for faculty and staff adhere to UGC norms, with timely promotions based on performance appraisals.

The procedure for purchase and infrastructural augmentation of the institution is clearly defined strictly following the existing institutional approval practices and GFR. The Internal Quality Assurance Cell (IQAC) comprising of experts, alumni, and senior faculty members plays a pivotal force in enhancing quality and setting quality benchmarks for both academic and administrative activities. The college's strategic plan progress is monitored through IQAC and Staff Council meetings, focusing on enhancing education accesibility, promoting research, and ensuring sustainable growth.

The college supports welfare measures for staff, such as medical leave, insurance, and childcare leave, alongside initiatives like regular health checkups and recreational activities. Financial management involves submitting budget requirements to the UGC, utilizing student fees for infrastructure and activities, and receiving donations for scholarships. The college undergoes regular audits to maintain financial integrity, with a clear system for tracking and justifying expenditures.

Institutional Values and Best Practices

RLAC has instituted Gender policy and conducted Gender audits twice in the last five years and promotes gender equity through curriculum, co-curricular activities, outreach programs, reservations, and infrastructural support. The college has specifically chosen to offer courses addressing Gender equity. Curriculum with dynamic co-curricular activities encourage gender sensitization and engaging in community outreach through events and collaborations. The college aims to provide security to women students and staff through CCTV surveillance. Various committees work towards the well-being of women students. Several awareness-raising initiatives are taken, apart from tangible facilities such as a girls' common room, sanitary pad dispensers,

mentoring programs and a dedicated counsellor support.

The college actively embraces a rich variety of cultures and perspectives, involving students and stakeholders in fostering an atmosphere that celebrates diversity. By promoting cultural competency and sensitivity, the institution prepares its community to navigate and appreciate differences. Support services for underrepresented groups such as mentoring, counselling, enhance this inclusive environment. The College has developed a language lab to assist students from diverse linguistic backgrounds encourage collaboration and build confidence among students. Tactile paths, ramps, elevators, Braille books, and accessible software in the library are arranged for students with special needs. A book bank to ensure access to essential academic resources

Ram Lal Anand College launched a pioneering Community Radio station "TARANG," on FM frequency 90.0. This educational platform promotes media training for students and faculty while fostering public discourse on issues like health, environment, gender, and social justice. TARANG features diverse programming, including health initiatives, cultural discussions, and career guidance. It serves as a vital tool for civic engagement, inclusivity, and knowledge transmission, significantly enhancing the college's role in the community.

Ram Lal Anand College emphasizes on its best practice **community engagement with social responsibility** through several initiatives, promoting social inclusivity, environmental sustainability, and education for marginalized groups. Our second-best practice of the **Research and Innovation**, the college fosters a robust ecosystem through external funding, summer internships, and an IPR Cell, achieving significant publications and patents. While facing challenges like funding and infrastructure, the college's commitment to social impact and academic excellence remains strong.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAM LAL ANAND COLLEGE
Address	RAM LAL ANAND COLLEGE, UNIVERSITY OF DELHI 5, BENITO JUAREZ ROAD DHAULA KUAN NEW DELHI
City	NEW DELHI
State	Delhi
Pin	110021
Website	rlacollege.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	RAKESH KUMAR GUPTA	011-24112557	9891369197	011-2411215 1	rlac.du@gmail.com
IQAC / CIQA coordinator	PRERNA DIWAN	011-28036615	9871290711	011-2411215 1	dr.pdiwan@gmail.com

Status of the Institution	
Institution Status	Government and Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Delhi	University of Delhi	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	09-01-2015	View Document
12B of UGC	09-01-2015	View Document

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				

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, UNIVERSITY OF DELHI 5, BENITO JUAREZ ROAD DHAULA KUAN NEW DELHI	Urban	10	5694.09

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	BCom,Commerce,Programme	36	Class XII passed	English	97	97
UG	BCom,Commerce,Hons	36	Class XII passed	English	78	78
UG	BSc,Computer Science,COMPUTER SCIENCE	36	Class XII passed	English	40	37
UG	BA,English, English	36	Class XII passed	English	78	78
UG	BA,Hindi,HINDI PATRAKARITA EVAM JAN SANCHAR	36	Class XII passed	English,Hindi	26	26
UG	BA,Hindi,Hindi	36	Class XII passed	Hindi	78	43
UG	BSc,Geology,GEOLOGY	36	Class XII passed	English	40	40
UG	BSc,Mathematics,MATHEMATICS	36	Class XII passed	English	58	56
UG	BA,History, History	36	Class XII passed	English,Hindi	78	78
UG	BA,Political Science,Political Science	36	Class XII passed	English,Hindi	78	78
UG	BSc,Microbiology,MICROBIOLOGY	36	Class XII passed	English	40	40
UG	BSc,Statistics,STATISTICS	36	Class XII passed	English	40	40

UG	BA,B A Program,PROGRAMME	36	Class XII passed	English,Hindi	97	97
UG	BMS,Management Studies,	36	Class XII passed	English	58	58
PG	MA,Hindi,HINDI	24	UG passed	Hindi	6	6

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	16				10				104			
Recruited	8	8	0	16	3	7	0	10	36	45	0	81
Yet to Recruit	0				0				23			
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			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				93
Recruited	64	8	0	72
Yet to Recruit				21
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	13	1	0	14
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				18
Recruited	14	4	0	18
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	5	0	0	5
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	8	0	3	7	0	21	25	0	72
M.Phil.	0	0	0	0	0	0	7	6	0	13
PG	0	0	0	0	0	0	8	14	0	22
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	5	3	0	8
M.Phil.	0	0	0	0	0	0	1	2	0	3
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	6	5	0	11

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
UG	Male	233	337	0	0	570
	Female	139	212	0	0	351
	Others	0	0	0	0	0
PG	Male	1	4	0	0	5
	Female	0	2	0	0	2
	Others	0	0	0	0	0
Diploma	Male	3	0	0	0	3
	Female	13	0	0	0	13
	Others	0	0	0	0	0
Certificate / Awareness	Male	11	0	0	0	11
	Female	17	0	0	0	17
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	221	239	272	288
	Female	128	132	133	136
	Others	0	0	0	0
ST	Male	64	69	51	51
	Female	28	35	34	33
	Others	0	0	0	0
OBC	Male	435	445	432	431
	Female	179	231	220	209
	Others	0	0	0	0
General	Male	778	566	572	572
	Female	668	624	549	484
	Others	0	0	0	0
Others	Male	29	235	262	296
	Female	4	89	84	94
	Others	0	0	0	0
Total		2534	2665	2609	2594

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Undergraduate Curriculum Framework (UGCF) 2022, inspired by India's rich tradition of holistic and multidisciplinary education, aims to develop all facets of human potential—intellectual, aesthetic, social, physical, emotional, and moral. The framework seeks to cultivate well-rounded, creative individuals proficient in various fields, including sciences, social sciences, arts, humanities, and vocational subjects, aligning with the demands of the 21st century. The curriculum is designed to allow students to explore specialized areas while also learning essential skills such as ethical values, scientific reasoning, communication, and creativity. This integrated approach promotes multidisciplinary

inquiry and embeds interdisciplinary elements within the UGCF itself. The UGCF was implemented at the University of Delhi starting in the 2022-23 academic year. To facilitate its rollout, a college-level committee was formed, along with the appointment of a nodal officer from the faculty. This officer oversees Skill Enhancement Courses (SEC), Ability Enhancement Courses (AEC), and Value-Added Courses (VAC), addressing student queries and coordinating efforts across the university. Responsibilities also include managing results and credit transfers for students taking courses at different colleges. A standout feature of the University of Delhi's initiative is the introduction of enabling Major and Minor degrees across diverse disciplines. Students can earn 80 credits in a Major and 28 credits in a Minor, allowing for further specialization in either field. The university offers a broad selection of courses categorized under General Electives (GE), SEC, VAC, and AEC, fostering an eclectic educational experience. At Ram Lal Anand College, for example, students can choose from various papers that reflect their interests, promoting knowledge that transcends disciplinary boundaries. The diversity of course enrollment illustrates the success of this multidisciplinary approach. For instance, in the third semester, a General Elective course titled 'Investing in Stock Market,' offered by the Commerce department, attracted 42.86% Science students and 28.57% from the Humanities. Similarly, 'Database Management Systems' from the Computer Science department drew 45.45% students from Commerce and Humanities. The 'Literature and Human Rights' course had 50% participants from non-Humanities disciplines, showcasing the interest in cross-disciplinary learning. Niche courses such as 'Making of Post-Colonial India' and 'Politics of Globalization' primarily attracted Humanities students, with a few exceptions from Science, further reflecting the diversity of interests. As students progress into their third year (Semesters V and VI), the trend of crossing departmental lines becomes more pronounced. For example, 55% of the students taking 'Basic Development Economics' from the Economics department come from Science and Humanities streams. Likewise, 'Dystopian Literature' attracts 55% of its participants from Science and Commerce backgrounds, while

	'Twentieth Century World History 1900-1945' engages 46% of students from outside the Humanities. The Physical Education department's courses are popular across all streams, indicating a broad interest in diverse areas of study. In summary, the UGCF 2022 embodies a comprehensive approach to education, fostering interdisciplinary engagement and equipping students with a broad skill set that prepares them for contemporary challenges, consistent with the vision of the National Education Policy (NEP).
2. Academic bank of credits (ABC):	The Academic Bank of Credits (ABC) is closely related to the University Grants Commission (UGC) and the National Education Policy (NEP) 2020.The ABC digitally stores the academic credits earned by a student from various recognized Higher Education Institutions (HEIs) so that the degrees from an HEI can be awarded considering total credits earned. It is a storehouse of credits earned by an individual student throughout his or her learning. It contains complete information about all the studies done by the student in any institution, his/her performance and mainly the credits obtained by the student. By allowing students to accumulate and transfer credits, the ABC system enables them to access a wider range of educational opportunities and helps them save time and money in the process. It also supports the UGC's efforts to streamline credit transfer and create a more seamless education system across institutions. The RLA College, as per the directives of the University of Delhi, is already on board with the concept of ABC. The College has also complied with the mandatory UGC regulations related to ABC and has taken the following steps for smooth transfer of credits of its students: 1. Based on an e-mail communication from the University of Delhi, with an attached file on step-by-step guide to create ABC ID, students were asked to open individual accounts on the ABC portal by publishing the ABC URL on the college website. As a representative example- for the academic session 2023-24, 95% of the students, comprising all 3 years of computer science programme are registered with ABC. 2. Through SAMARTH portal, the college has access to the credit score of all its students under four-year Undergraduate Course Framework (UGCF). This is strictly need based and is done with the consent of

	the student in his/her presence. 3. The college has appointed a nodal officer for smooth transfer of credits to ABC of RLAC students studying a course in other HEIs as well as those from other HEIs studying a course in RLAC. 4. The college is also registered with ABCs official website with ABC ID……. While individual students have created their individual ABC IDs so far, it is planned to create bulk IDs of the students on ABC from the academic session 2024-25. This will also enable the institution to streamline the record keeping (up to a maximum of 7 years), obviating large amounts of paperwork and is also likely to assist in academic monitoring of the students right from the first semester.
3. Skill development:	The college offers wide choices (12-14 courses per semester) from the pool of courses designed by the University of Delhi to its students as Skill Enhancement Courses (SEC). The college continues to offer multi and interdisciplinary choices to students for these courses. These courses make available to the students, across departments, a vast array of skills to be learnt. A course titled 'Developing sustainability plans for a business' offered by the Department of Business Management is opted by students from science and humanities as much as it is being chosen by students studying in commerce departments. Similarly, courses offered by the department of English such as, 'Communication in Professional Life' and 'Public Speaking in English Language and Leadership' are extensively chosen by students from science and commerce streams. To cite an example, 90% students, who have opted for a niched paper 'Reading the Archive' being offered by the department of History, are from departments other than history. The students can also undertake Internship/Apprenticeship and Community Outreach (IAC) in lieu of SEC. The college has already initiated the outreach, apprenticeship and internship programme for which MOUs have been signed with Industry and NGOs. This will provide students a valuable opportunity to apply their knowledge, develop skills, enhance their employability, and become well-rounded individuals capable of making a positive impact in the society.The college has initiated the process for approval to develop the following multidisciplinary skill centers: 1. Genomics- Department of

	Microbiology 2. IT Skills- Department of Computer Science, Statistics and Mathematics 3. Radio Programming and Broadcasting- Department of BJMC 4. GIS and Remote Sensing- Department of Geology 5. Indian Knowledge System 6. Himalayan Region Research Center A language Laboratory, managed by the Department of English, has been established to improve the communication skills of the college students. Soft skill courses are being offered through the Career Counselling and Placement Cell of the college. The College sanctions Summer Research Projects to provide hands-on training and research exposure to a large number of students. Besides, DUs new Scheme, Competence Enhancement Scheme (CES), to be launched in 2023-24, will also make higher education more accessible and impart skills, as envisaged under the NEP 2020. This Scheme shall provide opportunities to people from all walks of life to enhance their knowledge/competence by registering for courses being offered in the Colleges as per their requirement. The students also gain skills through industrial and field visits being regularly organised by the college. The College has also decided to collaborate with HEIs and National Skill Development Council (NSDC) and its associated councils to run various skill development courses for the students of RLAC and from other HEIs. Towards this endeavour, the college has already organised an Apprenticeship training on Medical Representative. In addition, the College also plans to initiate short-term training courses under Pradhan Mantri Kaushal Vikas Yojana (PMKVY) scheme. Facilities like Computer Science and Microbiology Laboratories are being made available for extended hours to the students enrolled in the above skill development courses
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Ram Lal Anand College has taken several steps to integrate the Indian Knowledge System as mandated in UGCF. To achieve the desired objectives, institutional efforts have been undertaken at the following levels: 1. Variety in the choice of course offered The college is offering as many as 22 courses from the pool of VAC courses outlined by the University, thus giving the students a wider choice to learn about the Indian Knowledge system. Courses offered by the college such as 'Digital

Empowerment', 'Gandhi and Education', 'Ethics and Values in Ancient Indian Tradition', 'Yoga and Philosophy', 'Indigenous Sports', 'Fit India', 'Swachh Bharat', 'Vedic Mathematics', 'Ethics and Culture', 'Culture and Communication' to name a few, attract large number of students across humanities, arts, commerce and science streams. The college offers Hindi among the courses on Indian Languages but also provides opportunities for its students to study other Indian languages (Tamil, Telugu, Sanskrit etc.) through the scheme of cluster college.These are also in sync with the vision of NEP related to promotion of Indian Knowledge System 2. Pedagogy At the level of pedagogy, the college makes sincere efforts to impart the traditional Indian Knowledge system though bi-lingual teaching in subjects like History, Political Science and BA(P), as the college admits students in these programs who come from from several linguistic backgrounds. The college faculty has also been trained in promoting IKS. In addition, students are made aware of India's traditional knowledge system through seminars/webinars addressed by experts in this field. Students are given hands-on learning experiences through visit to art and other such museums showcasing India's rich cultural heritage. As a part of its outreach activities, students have been taken to villages in the hills where they have volunteered to give the villagers IT and digital financial skills training alongside training in cleanliness and hygiene. In return, the students have been enriched by local cultural traditions including food, dance forms and local arts and crafts. 3. Promotion of Indian Culture The college has been promoting Indian classical music and dance amongst the students under the aegis of SPICMACAY since long. Prominent Indian classical singers like, Rajan and Sajan Mishra, Sultan Khan, Ashwini Bhide, Wasifuddin Dagar, to name a few; and instrumentalists like Bismillah Khan, Bhajan Sapori, Kamal Sabri, Rajendra Prasanna and others have not only enthralled the students but have also, through mid and end-concert discussions, enlightened them about India's great cultural past. Under the aegis of SPICMACAY the college has also organised workshops for students on Indian Art (Madhubani, Kangra and Pattachitra painting). Recently, a five-day VIRASAT series under SPICMACAY was organised by the college that gave

	students a glimpse of India's dance, music, handicrafts, cinema and philosophical traditions. In addition, the college conducts regular Yoga classes for its students, staff and faculty interspersed with Yoga competitions. The center for Human Values, Ethics and Life Skills is also oriented towards exposing students to Indian culture.
5. Focus on Outcome based education (OBE):	Through OBE, College has adopted a student-centric approach for all the courses. The University of Delhi has devised and identified educational outcomes which are integrated in its programme and course curriculum.The structures and lesson plans along with the content, context and desired competence are laid out comprehensively in the syllabi. The dedicated members of the RLAC teaching staff perform the delivery of teaching- learning process of the given syllabi in letter and spirit. Their pedagogy is planned, calendared and rigorous. It is punctuated by continuous and Internal assessments providing a feedback mechanism to the faculty to bring about improvement by bridging any gaps in learning. The assessment tools are planned in a manner that the students have the prior knowledge of the outcome expected out of them. This is followed by post-assessment class discussion to outline the areas of development. It is ensured that the stated objectives and outcomes are achieved for all by segregating the students in groups of fast and slow learners; using tutorial hours to bring the understanding levels at par. Innovative methods like use of visual aids, repetition, linguistic bifurcation of tutorial groups, case studies, translation and others, helps rationalise the variation in individual learning. Since the focus is on achieving a certain degree of competency by the end of the curriculum delivery, imparting the curriculum to the learners is rooted in keeping their inquisitiveness alive. As an institution dedicated to facilitating the above process, RLAC promotes faculty's participation in orientation and sensitisation programs, seminars, workshops and Faculty Development Programs (FDPs) to imbibe the essence of outcome based learning. The college has acquired extensive ICT facilities in the classrooms and Enterprise Resource Planning (ERP) to equip the faculty with the tools to deliver the above mentioned innovative teaching and track and analyse assessments smoothly. This allows the faculty to

	focus on innovative execution of the lesson plans. The college organises a plethora of diverse activities like skill development certificate courses, seminars, field trips, industrial visits, internships, and extra-curricular activities to impart practical hands-on experience to the students. This provides an extensive exposure to them and positively impacts their learning outcomes. While they become smart, alert and inquisitive personalities, the classroom teaching learning process becomes a selfassuring activity for them and not an intimidating one. In addition, the mentor-mentee session, with its emphasis on personalised interaction with the students, provides additional opportunities to achieve desired outcomes from both fast and slow learners.
6. Distance education/online education:	While distance education has remained a trusted method of educating a large population of knowledge seekers not able to devote their attention to regular education, online education has been one of the few positive outcomes of the post-Covid-19 era. The outreach of online education has facilitated delivery of quality education to different nooks and corners of India. Ram Lal Anand College has made earnest efforts in both these fields, both to augment the spread of education and fulfill the vision set out in NEP 2020. RLAC has been facilitating the conduct of semester end examinations of the Department of Distance and Continuing Education (DDCE) University of Delhi These examinations are held simultaneously with regular students and therefore the college creates additional infrastructure, for a temporary period, out of its own limited resources. In addition, the college has recently signed an MOU with the Indira Gandhi National Open University (IGNOU) to establish a learning support centre at the college for BSc Geology, PG diploma and certificate course in disaster management and a certificate course in geoinformatics. Additionally, the college has also signed an MOU with DDCE to conduct PCC classes on weekends. To promote online education the College conducts certificate courses, webinars through online mode. The students are encouraged to learn in blended mode by attending MOOCs courses in NPTEL, SWAYAM, Coursera platforms. The college has MoU with Virtual Labs, IIT for practical and ICT academy for advanced training/ workshops. Through the Community Radio Service (Radio

	TARANG), the college disseminates distance education by airing educational programmes on NCERT books.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club (ELC) has been established at the college with ID No. 2639 and Club Code 208378, and is functioning in collaboration with the National Service Scheme (NSS) unit of the college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The NSS Programme Officer functions as nodal officer for ELC. Annually, two student Campus Ambassadors are appointed to enhance awareness of electoral process within the college and surrounding community based on their leadership skills, academic excellence, and commitment to community service. The nodal officer provides mentorship to student ambassadors and ensures that their initiatives comply with academic standards and the institution's vision. Following students coordinated and engaged with other students in conducting awareness programs and in voter registration for electoral process in the college and outside in last 5 years • 2019-20 Nodal Officer-Dr Kusum Rani Gupta, Student Campus Ambassador -Parveen Kumar- B A (H) Political Science • 2020-21 Nodal Officer Dr Rita Jain, Student Campus Ambassador - Saijal Bajaj B Sc (H) Statistics • 2021-22 Nodal Officer Dr Rita Jain, Student Campus Ambassador - Smriti Chabbra BSc (H) Statistics, Anchal Khandewal B A (H) Political Science • 2022-23 Nodal Officer Dr Rita Jain, Student Campus Ambassador - Dhruv Bhadouria B A (Programme), Vanshika B A (H) English • 2023-24 Nodal Officer Dr Anurag Sharma, Student Campus Ambassador - Mangla Chauhan B.A (H) Political Science, Animesh Verma B.Sc (H) Computer Science ELC is functional at RLAC, aiming to cultivate well-informed and active citizens who comprehend their rights and responsibilities within a democratic society. ELC has been actively organizing a range of activities focused on following areas: Enhanced Civic Engagement and Informed Electorate: Many individuals lack knowledge about the voter registration process, including how to register,

important deadlines, and challenges related to uploading their Aadhar cards with their applications. This educational gap is a significant factor contributing to low voter participation. By promoting a culture of responsible voting and engagement, the ELC aspires to increase voter turnout among students, their families, and the wider neighbourhood. Through its initiatives, students develop a comprehensive understanding of the electoral process, including the mechanisms of elections, the importance of voting, and the implications of various policies on society. Positive Impact on Community: The club conducts awareness programs on the importance of voting and making judicious decisions in in the interest of nation, how to meet voter registration deadlines, and related processes. By focusing on local political and electoral matters, the club enables contributions to community improvement and nurtures a sense of civic responsibility. A step towards Inclusivity: The club promotes discussions among students and faculty on diverse viewpoints, helping members understand and appreciate different perspectives on electoral issues. It works to ensure that all voices are heard, including those from underprivileged or marginalized groups. Curriculum Enrichment: Skills and knowledge gained through the club are enriching for students planning to pursue careers in public policy, political science, law, or other related fields. Encouraging Volunteerism: Students engage in mass voter registration drives, help with election-day activities, fostering a spirit of community service and inspiration for other students. The Student ambassadors and faculty organise various activities including awareness programs/workshops on voter registration, constitution day, Chunav ka Parv, EVM demonstration, voter's day pledge to educate students and community about importance of voting and democratic participation.

3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under	ELC and NSS unit celebrate National Voters Day on 25th January every year by organizing a pledge taking ceremony. In 2021,this was attended by 58 members of which 26 were females followed by a digital poster making event where 52 volunteers participated of which 27 were females to mark the foundation day of Election Commission of India with the main objective to educate and encourage young

privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.

voters to vote during elections. The ELC of College took a step towards inculcating awareness in young generation about the importance of voting and to apprise them of their voting rights. organised a two-day Voter's ID helpdesk along with taking a pledge under the guidance of our NSS Programme Officer Dr. Rita Jain and NCC ANO Prof. Major Sanjay Kumar Sharma. On Day One i.e. 28 September 2022 the help desk was set up. The campus ambassadors, NSS volunteers and NCC cadets helped students with full determination and enthusiasm. Large number of students from different departments volunteered for this campaign, by helping students to register for the voter id card and linking their Aadhar card to their voter id card. Help desk was set up again on 10th October 2022 and many students came forward and brought queries and also provided us with feedback. The required documents for the registration included: any proof of residence, proof of age or DOB like Adhaar card, PAN card, Driving Licence, Marksheet or Birth Certificate Applicant's passport size photograph. Nearly 40 students benefited from both the days. A google form was floated to understand the requirements of students for voter registration. The data was collated and respondents were contacted individually and were facilitated to upload their documents and register them for Voter-Id. The Electoral Literacy Club of Ram Lal Anand College also organised a poster making competition on the Theme : Your vote, your choice to spread awareness about how these elections are a major part of our life on 1st December, 2022. As many as 13 students participated in the event. In view of the Lok Sabha Election 2024, the Electoral Literacy Club of Ram Lal Anand College organized a desk drive on 15th February 2024 to facilitate voters' registrations of the eligible students. The primary objective was to encourage student engagement with the digital platform and enhance their access to government services. During the drive, volunteers guided students through the registration process by Voter Helpline App on their smartphones, ensuring that all required information was accurately provided. Special attention was given to students without a voter ID card, who were assisted in completing the necessary steps to register for the voters' ID. Total 123 students were registered using the drive.

4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.

ELC of Ram Lal Anand College often engages in various socially relevant projects related to electoral issues, aiming to enhance democratic values and participation. Here are some examples of initiatives undertaken by ELC of RLAC: Awareness drive in adopted Pattiya Village cluster of Almora, Uttarakhand: ELC club of Ram Lal Anand College conducted an awareness drive on the importance of voters' registration during the 7 day special camp (2022) of NSS in Pattiya village cluster, Almora, Uttarakhand where they interacted with villages especially women to aware them of their voting rights and importance of voting in elections. Voter Awareness Campaigns in college: The campus ambassadors and NSS organised the pledge taking ceremony on 17 August,2023 to make people aware of elections, voting and their voting rights with the need to cast vote. Around 100 volunteers took the pledge with 53 being male and 47 being females. The pledge ceremony filled the volunteers with pride and valour. Their zeal and enthusiasm were renewed. Voter Awareness Campaigns in adopted Slum JJ colony, shastri Market and nearby areas: The campus ambassadors and NSS took the responsibility to spread awareness in its nearby locality about the need of casting the vote as by conducting a 3-day awareness drive from 4th to 6th March. The awareness drive saw participation of 20 volunteers each day. Each volunteer brought either handmade or digital posters to creatively convey their message and prepared and chanted slogans in their areas. The volunteers also personally engaged with individuals, educating them the need of casting the vote. EVM demonstration at RLAC: On March 3, 2024, NSS RLAC organized a very important event aimed at developing understanding about Electronic Voting Machines (EVMs) and educating students on their operation and the importance of casting votes. The event featured distinguished guests, Mr. Veer Sain Ji, ASO, and Nishant Kalshan from UGC, who provided insightful demonstrations on EVM usage. Under the guidance, nodal officer the event witnessed an impressive turnout, with over 100 enthusiastic students eager to learn about EVMs and the electoral process. Attendees actively engaged in practical sessions, gaining hands-on experience in operating EVM machines and casting votes. Awareness campaign in Jaisalmer: During the Special Camp of

	NSS RLAC, in 2024 the co-ordinating students of ELC conducted an awareness drive in the rural areas of Jaisalmer to educate students, local communities and ladies about the importance of voting, registration processes, and understanding candidate platforms. This drive was conducted on 6th Feb 2024 where 50 households of Amar Sagar Village of Jaisalmer was approached and guided towards the necessity of casting votes.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Ram Lal Anand College is a youth-driven institution with most of them eligible to cast their vote for the betterment of the nation, many efforts are taken by ELC as well as by college to ensure the successful registration of eligible voters. The Electoral Literacy Club of Ram Lal Anand College, takes steps towards inculcating awareness among today's generation about the necessity of voting and to encourage the young generation towards their voting rights. In this direction, ELC organises help desk for voter registration, sorting Voter's ID issues, awareness pledge, poster making competition every year. Students without a voter ID card, are assisted in completing the necessary steps to register for the voters' ID. A total of 123 students registered during the last drive This information is spread to entire college community through website, WhatsApp groups and social media handles of the college. College also celebrates National Voter's day to spread awareness about the voting rights and the importance to cast vote. The college also ensures that students visit the adopted slum and the village cluster for election awareness and handholding.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2594	2609	2665	2534	2285

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 108

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

Number of teaching staff / full time teachers year wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
108	114	92	89	93

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
420.038	592.100	401.706	134.634	170.605

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Ram Lal Anand College ensures meticulous curriculum planning and delivery and is committed to providing high-quality education. Being a constituent college of University of Delhi, it effectively integrates all three, Choice-Based Credit System (CBCS) introduced in 2015-16, Learning Outcomes-based Curriculum Framework (LOCF) introduced in 2019-20, as well as NEP-based Undergraduate Curriculum Framework (UGCF) 2022, implemented from 2022-2023. The college prioritizes a very well-structured curriculum delivery system aligned with the DU's Academic Calendar, ensuring a smooth teaching-learning experience.

Each academic session begins with thorough preparation to ensure transparency and efficiency. Workload distribution among faculty is organized well before the session begins. Departmental meetings are held to create an activity calendar and assign workloads collaboratively. These plans are then submitted to the college's Workload Committee, which reviews and submits recommendations to the principal, including any requests for additional faculty. After the principal's approval, the Timetable and ERP Committees work closely with departmental Teachers-in-Charge to finalize workloads, prepare timetables, and upload them to the ERP portal and college website, ensuring smooth coordination from day one.The Timetable besides classes also reflects Mentor-Mentee sessions, and is prominently displayed on college website, classrooms, notice boards, and ERP portal for effective communication with students. The new academic session begins with college level Orientation Program, laying foundation for strong college-student engagement followed by comprehensive departmental orientations to introduce students to the curriculum, faculties and departmental societies.

As the classes begin, the faculty share and explain detailed Lesson Plans to the students. IQAC ensures lesson plans are implemented, ensuring adherence to the curriculum to maintain high academic standards. A variety of teaching methods are employed to cater to diverse learning needs, including traditional "chalk and talk" methods, power point presentations, bilingual lectures, educational videos, film screenings, case studies, group discussions, industrial and field visits, peer learning, and related academic activities.

Each department adheres to University's guidelines for Internal and Continuous Assessment. All three; CBCS, LOCF and UGCF have distinct assessment patterns and the college has meticulously followed every form of evaluation and assessment criteria to ensure that students get assessed in a fair and transparent manner. Practical examinations are conducted in a time bound and statutory manner as prescribed by the university. The college follows a Standard Operating Procedure (SOP) for assessments in line with the UGCF 2022, ensuring a comprehensive evaluation of students' progress.

Faculty inform students about class tests on ERP portal/notice boards/WhatsApp Class Groups well in advance. Faculties ensure timely syllabi completion. Remedial Classes are conducted to facilitate students scoring low marks in internal tests after sharing the schedule. The advance learners are engaged in research projects. IA records, including tests, project/assignment marks, are shared in class and on ERP portal with students regularly by concerned faculty who also addresses their queries. Any further grievance with regard to IA is resolved by IA moderation committee at the department level. At college level, the Internal Assessment Monitoring committee handles all grievances both before and after the uploading of marks on college website and university portal, ensuring transparency and student satisfaction.

This holistic approach to curriculum planning, delivery, and assessment ensures that RLAC maintains high academic standards and fosters an engaging learning environment.

File Description	Document
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 674

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 36

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
167	463	1170	2109	658

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Ram Lal Anand College, a distinguished constituent college of the University of Delhi, exemplifies a strong commitment to embedding human values, professional ethics, and interdisciplinary concerns within its educational framework. This holistic approach seeks to develop a well-rounded, ethically aware, and socially responsible student body. In recent years, the college has devised a robust strategy to integrate crosscutting issues, aiming to address pressing social challenges and cultivate a nuanced understanding of complex global matters.

The college adheres to the university-mandated curriculum, with core compulsory which are domain specific. Besides students select courses from pool of elective courses that highlight and explore crosscutting themes. The college enriches students' awareness of these themes by organizing add-on certificate courses and specific activities, excelling in these endeavors over the years. The college provides a wide range of courses, including Women's Writing, Post-colonial Literatures, and Dalit Writings, which address critical issues like gender disparity, caste discrimination, and systemic biases that play a vital role in raising awareness and encouraging students to critically analyze and confront entrenched societal biases. Complementing these are mandatory courses "Human Values, Ethics and Life Skills" and Environmental studies which are essential for instilling ethical principles and environmental awareness, equipping students to navigate moral and ecological challenges.

Aligned with the UGCF framework and the NEP 2020, the curriculum emphasizes multicultural sensitivity and respect for diverse social perspectives. This commitment is strengthened by specialized courses such as Gandhi and Education, Bhartiye Bhakti Parampara Evam Manav Mulyae, Ethics and

Values in Ancient India, Feminism: Theory and Practice, Ethics and Culture, Ecology and Literature, Human Rights, Gender and Environment, and Swachh Bharat. These classes not only tackle gender issues but also encompass broader themes of ethical governance, human rights, and environmental sustainability. The emphasis on environment is particularly comprehensive, covering E-Waste, Environmental Microbiology, Environmental Auditing, Green Smart Cities, and Science and Society addressing vital aspects of climate change, ecological challenges, and sustainable development, preparing students to engage meaningfully with these global issues.

RLAC bolsters these academic initiatives through committees focused on various critical areas. The Gender Sensitization Committee, Ecology Committee (Vasudha), Women Welfare Committee, and committees dedicated to the ideologies of Ambedkar, Phule, and Periyar, as well as Disabled Students (SUGAM), play crucial roles in promoting inclusivity and addressing specific social issues. Additionally, the college engages in impactful research, including a project on sustainable geo-tourism in Almora district, Uttarakhand, reflecting its commitment to practical environmental solutions and sustainable development.

The college aintains a fully operational committee on National Swachhta Action Plan, emphasizing its dedication to cleanliness and environmental responsibility. To uphold academic integrity, RLAC has instituted a robust policy against plagiarism, ensuring adherence to intellectual property rights, which is vital for maintaining academic honesty.

Engagement platforms such as mock parliaments and Model United Nations enhance students' involvement in local and global issues, fostering their understanding and commitment to social and environmental responsibility. Through these diverse and integrative approaches, RLA College not only prepares its students to address complex social and environmental challenges but also significantly contributes to creating a fair, inclusive, and sustainable society. The college's comprehensive curriculum and active engagement in ethical, social, and environmental issues highlight its role as a leader in holistic and value-based education.

File Description	Document
Provide Link for Additional information	[View Document](#)

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 24.98

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 648

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 97.67

2.1.1.1 **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

2023-24	2022-23	2021-22	2020-21	2019-20
833	777	870	935	857

2.1.1.2 **Number of sanctioned seats year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
892	900	900	900	782

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 84.48

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

2023-24	2022-23	2021-22	2020-21	2019-20
500	446	455	412	369

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

2023-24	2022-23	2021-22	2020-21	2019-20
537	541	541	541	423

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 24.02

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Ram Lal Anand College has consistently embraced a student-centric approach to enrich educational experience. In recent years, curriculum frameworks such as CBCS, LOCF, and UGCF, introduced by the Delhi University, has provided students with a multidisciplinary and flexible course options that fosters skill enhancement and value additions for employability.

To address the diverse learning needs of students, the college employs a wide range of student-centric teaching methods to ensure **experiential learning**. These include Fieldwork, Research/Lab Practical, Visits (Heritage Walk, Industrial, and institutional), outreach programs, Technical/Annual fests conducted by the subject societies, Short-term training, Hands-on training, Workshops, Internships, Roleplay, Youth Parliament and other methods deemed fit by individual teachers to provide the joy of experiential learning. Innovative and entrepreneurship skill counselling and workshops conducted by the college are also a part of an effort to expand the pedagogical horizon of experiential learning. Collectively, these activities nurture a practical understanding of their curriculum and motivate them to participate and learn beyond classroom teaching.

For **participative learning**, students are handed in-house group projects/virtual labs, facilitating peer learning, that are particularly helpful to slow learners. Students are also encouraged to attend Seminars, Monthly Lectures, Expert Talks, film screenings and Workshops which are discussion oriented. Whereas Debates, Quizzes, open mic, open house and paper presentations open paths to gain knowledge through participative learning. The institutional policy of community outreach provides another opportunity for group learning besides bridging the gap between theoretical knowledge and contemporary issues. Discussions in small groups such as the Mentor-Mentee sessions also provides opportunity for participative learning.

To foster **problem-solving** attitudes among students, various pedagogical methods are employed that include Case studies, Topic-based documentary screenings, Assignments, Group discussions, Tutorials, Group presentations, and Hackathons to mention a few. In flipped classrooms, students review lecture material before the lecture class, enabling in-depth discussions and higher-order thinking during class time. College Research Grant (CRG) projects, and summer research internships encourage students to develop critical thinking and on-hand problem solving skills. For slow learners, mentor-mentee interactions and remedial sessions help cope with the curriculum and induce problem-solving skills.

The faculty members have adopted various **ICT-enabled tools** to fortify the teaching-learning process. These include providing e-resources through various databases, like JSTOR, E-Gyankosh, INFLIBNET, COURSERA, and NLIST. Moreover, college has provided acess to e-journal through DU library, links to virtual learning platforms like MOOCS, NPTEL, V-Labs IIT Delhi etc to enrich deeper understanding of subjects. Wi-Fi-enabled classrooms and tools like PowerPoint presentations, Pen tablets and recorded video lectures have enriched the learning environment, making it more interactive and dynamic. In addition, Google Classroom, Google Meet, Smart Boards, LCD Projectors, ERP System help in seamless management of course materials shared to them and student assessment beyond classroom. Specialized software such as MATLAB, Mathematica, LaTeX, Turbo C++, Dev C++, and R ensure students acquire essential technical skills. For physically challenged students, the college has provided curriculum-based e-books and a designated tab the link for which is displayed on the college website

The above description showcases college's commitment to a student-centric, ICT-enabled, and participative learning approach to education for enhanced learning experience of all students.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 84.93

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

2023-24	2022-23	2021-22	2020-21	2019-20
130	130	108	108	108

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 100

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
108	114	92	89	93

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The college strictly follows the University of Delhi's guidelines on Internal Assessment and Comprehensive Continuous Internal Evaluation System (CIES) aimed at quantifying students' progression and provide constructive feedback. The institution conducts Internal Assessment and CIES through class tests, assignments, presentations, field report analysis, quizzes, MCQ-based tests, mock practical, book reviews, class discussions, viva and other university prescribed methods.

At the beginning of each semester, detailed lesson plans prepared by faculty including tentative period for assignments, tests, and presentations, are communicated to students giving them sufficient time for preparation. Faculty members prepare and conduct these assessments maintaining rigor and fairness. The answer sheets are then thoroughly discussed with students, allowing them to understand the rationale behind the marks awarded. This open discussion helps address any grievances, ensuring that the assessment process is clear and comprehensible.

The moderation of IA marks is done at three levels- faculty level (currently through ERP), department level and college level. The faculty displays the marks which is counter signed by the students. The statutory department moderation committee reviews the marks ensuring uniformity across all courses under the programme. The moderated marks are then forwarded to the Internal Assessment Monitoring Committee for uploading on the university portal and again shared with students (displayed on the college website) and their signatures are taken providing students a reasonable window for students to review their IA marks and report any discrepancies. Any issues raised during this period are handled promptly by the College IAMC. This committee thoroughly reviews the raw data and records to resolve any errors or disputes within a week, ensuring that the assessment process remains fair and meets the university submission timeline. Additionally, query raised through email are communicated back to students in time promptly. Then, final IA marks are uploaded onto the university portal. Students again verify and sign hard copies of the consolidated IA marks before final submission to the university.

For programs involving practical and projects, the internal assessment also includes a component

dedicated to CIE, which accounts for a certain proportion of the total marks. .This evaluation considers students' performance in practical sessions and the preparation of records or reports. The remaining marks are allocated to the end-of-semester practical examination, that includes a viva voce conducted by an external examiner appointed by the university. For programs without practicals, there is tutorials and Continuous assessment (CA).The center for external examination of college-enrolled students is RLAC. Any student grievances applications concerning external exam results are forwarded promptly to the university examination branch, with provisions for revaluation wherever necessary. This ensures quick revision of marks reflecting the college's commitment in safeguarding the academic interests of its students and providing them with a fair and supportive learning environment.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Ram Lal Anand College, being a constituent college of the University of Delhi, has strictly followed the curriculum guidelines of Delhi University framed under CBCS (2015-2016), LOCF (2019-20) and the UGCF patterns (2022-23). The College offers 14 undergraduate courses and one postgraduate course. The teachers make every effort to deliver the content in a planned manner and make the students aware of the standards and timelines in the course they are enrolled in. After completing under-graduation, the students are expected to acquire desirable attributes, qualities and skills. The graduate attributes reflect both disciplinary knowledge, understanding and generic skills, including global competencies. The college seeks to provide an environment conducive for all students to achieve the intended learning outcomes of their respective programmes and courses.

Program Outcomes (POs) broadly describe the professional accomplishments that the program aims at which are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-disciplinary knowledge, skills and personality traits that are to be acquired by the students during their graduation. Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated.

Program Outcomes (POs) and Course Outcomes (COs) are documented in the approved syllabus which is well-displayed on the university as well as the college website. The students get regular updates about

the courses, syllabus, number of seats and results on the college website.

The applicants are informed in detail about the courses offered by the college and their syllabi through the college prospectus. During the college orientation, the students are familiarized with the different courses and their program outcomes and during the departmental orientation the students are informed in detail about the course structure, program outcomes and course outcomes. The students are also familiarized with the optional papers and choices. College has uploaded videos focusing on the different SEC, VAC and Generic Elective papers being offered by various disciplines along with their course outcomes and job opportunities. Lesson plans are shared with the students highlighting the unit wise/topic wise outcomes through Google classrooms, WhatsApp groups and ERP portal.

In strict compliance with the ISO guidelines, the Program Outcomes (POs), and Course Outcomes (COs) are framed as per the University syllabus offering the concerned program. The same are widely propagated and publicized through various means such as display and/or communication through, Website, Classrooms (Lesson plans), College/Departmental orientations, Laboratory Inductions, Student Induction Programs, Mentor-Mentee sessions, Google classrooms, and ERP Portal.

While addressing the students, the Teachers-in charge create awareness on POs, and COs. The faculty members, mentors, course coordinators, program/ISO coordinators also inform the students and create awareness and emphasize the need to attain the desired course outcomes.

File Description	Document
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

At Ram Lal Anand College, the evaluation of Program Outcomes (POs) and Course Outcomes (COs) is a systematic process ensuring that the curriculum meets educational standards and effectively prepares students for their professional journey ahead. This evaluation is pivotal for maintaining academic rigor and fostering student success. Each course in the program is designed with a clearly defined set of Course Outcomes (COs) and corresponding evaluation criteria. These COs are systematically mapped to Program Outcomes (POs), allowing for a quantitative measurement of how effectively the POs are achieved.

During the semester, student performance in examinations for each course is analysed to compute the level of attainment of the POs. This is accomplished by mapping COs to the POs. The mapping of COs to POs for all courses in the program is prepared by the respective faculty members in collaboration with the Teacher-in-Charge (TiC). This collaborative approach ensures that the mapping is thorough and accurately reflects the intended learning outcomes.

CO Attainment: Assessment methods include direct methods including internal assessment and university examinations. Each Course outcome is mapped with the specific PO. The internal assessment covers the assessment of the student based on tests and assignments. The university examination score includes practical as well as the theory component. The overall attainment of that CO is obtained by finding the number of students securing more than 60% in that course in the internal assessment. The level of attainment is considered as 3 if the percentage exceeds 80, if the percentage lies between 80 to 70 attainment level is categorised as 2 and if the percentage lies between 60 to 70 is considered as level 1. The same calculation is done for all the courses in every semester for course attainment level based on internal assessment.The attainment of CO using university examination is done by counting the frequency of students securing O, A+, A, B+, B grades and then finding the percentage of students securing more than 60%. The college follows the same policy as that for internal assessment attainment of course outcome. The same calculation is done for all the courses in every semester for course attainment level based on university examination.

Rubrics

Internal Assessment Score		
Number of students >=60%	**Level of Attainment**	
>=80%	3	High
>70 to <80%	2	Medium
60-70%	1	Low

University Examination Score		
Number of students >=60%	**Level of Attainment**	
>=80%	3	High
>70 to <80%	2	Medium
60-70%	1	Low

 Attainment of Program Outcomes and Program Specific Outcomes: All courses that contribute to the PO are identified and these courses are evaluated through the Course Outcomes using direct Internal (20% weightage) and External exam (80%) weightage. The college indirectly assesses the attainment of program outcome and course outcome through students' progression, placements, internships, success in competitive examinations and student satisfaction surveys. The overall results from the assessments of the PO are compared with the expected attainment. The PO is considered satisfied on attainment of the expected level.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 93.45

2.6.3.1 **Number of final year students who passed the university examination year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
776	790	766	755	666

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
874	873	805	762	702

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 497.48

3.1.1.1 **Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
89.35	10	90.877	51.55	255.70

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS),including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

In alignment with NEP 2020, the college has an established **"Research and IPR Cell"** in 2017**.** The cell cultivates research culture and innovation by encouraging faculty and students to undertake projects funded by various government agencies. A research policy has been formulated by the college to achieve desired objectives.

The college provides conducive environment to address IPR by extending financial and logistical support for patent filing and publish research. The cell has introduced a new scheme called the "College Research Grant" for seed funding to support research proposals and facilitate summer research internship programmes. The college has well-equipped and dedicated research laboratories, specifically designed under NEP with emphasis on embedded research.

The successful outcome of the institutional research and Innovation ecosystem is reflected through, star

college grant by DBT, 33 research projects sanctioned in the last five years. 16 of these were funded by CRG in 2 calls, 17 extramural research projects were sanctioned to the college faculty members by different funding agencies such as NMHS, DST, DBT, ICSSR, ICMR, GCIE HUB among others with a total amount **Rs. 497.88 lacs**, 307 research papers were published and the college faculty members were granted 5 patents. In the 2023-24 academic year alone, 66 research papers were published, and 1 patent application was filed.

College has Institution's Innovation Council under MHRD's Innovation Cell and planning to start an incubation centre with an investment of 10 lac every year to partially fund covert ideas into successful startups.

The college has established the Center for Entrepreneurship and Technology Development to foster entrepreneurial skills among students, equipping them with skills for self-employment. Under faculty guidance and mentorship, four startup ideas—Edu Shield, Job Sphere, MePack, and Kofi Kaf were incubated within the college. Kofi Kafi is incubated on campus, while MePack was funded through *Shark Tank* Season 3, aired on Sony LIV. Additionally, one of the startup ideas is being incubated at the Udhmodya Foundation, University of Delhi.

Towards promotion of IKS, the students are prepared and trained to undertake internship and research. They are exposed to specific courses offering various facets of IKS through NEP UGCF-2022 e.g. Vedic Mathematics, Management Wisdom of India, Culture and Communication, Ethics and values in Ancient Indian Tradition, to name a few along with providing exposure through workshop/conferences/ Seminars. The college has developed a language laboratory to promote Indian language among the students. The college also facilitates students to study Indian languages like Sanskrit, Tamil, Telugu, Oriya, Bengali from other cluster colleges of south campus.

The college faculty has completed two research projects in Meghalaya, North East region on awareness of adverse effects of Betel quid chewing and its role in oral cancers. College under its community outreach initiatives, has implemented Unnat Bharat Abhiyan by adopting 5 villages (Pilkha, Kasoon, Bhatgaon, Patiya, and Kotyura) in the Almora district, Uttarakhand. Regular student trips are organised to impart IT and soft skill training and to instil awareness about geo-heritage protection, cleanliness and hygiene among local school students and villagers. In return our students learn about the village culture, traditional food and crafts, as well as ancient methods of preservation of water in the hills called 'naulas' and traditional watermills as they stay in the homestays.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual

Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 326

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
86	51	61	71	57

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 2.01

3.3.1.1 **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
54	51	49	44	19

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 1.56

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
50	30	34	44	11

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Over the past five years, the college's extension activities have significantly impacted the neighborhood community and facilitated student engagement with social issues through the following key initiatives.

1.Instilling Unity, Love and Compassion: The organization and participation in National Integration programs like Azadi ka Amrit Mahotsav, Parakram Parv, Rashtriya Ekta Diwas, Kargil Vijay Diwas, National Unity Day, National camps on Ek Bharat Shreshth Bharat, PM-camp, Republic-day camp and Parade, Republic & Independence-day, voter's day celebrations, has inspired nationalism, love and compassion among students, thereby engaging meaningfully with their peers and the community. Participation in cleanliness drives has highlighted the importance of collective action and shared responsibility, breaking social barriers and promoting societal cohesion.

2. Charity and Community Support: Through the adoption of the JJ Colony slum cluster, the college has takenInitiatives like "Empowering Slum Children" including educational camps that have successfully reintegrated approximately 10-12 school dropouts annually. Donation drives for sanitary pads, clothes, and educational materials through partner NGOs have exemplified the importance of charity in uplifting disadvantaged groups. Such initiatives enhance students' empathy and emotional intelligence, reinforcing their commitment to altruism and direct assistance.

3. Sense of Duty and Responsibility: Students have developed a strong sense of duty toward less fortunate members of the community, gaining insights into their constitutional responsibilities as engaged citizens. During the COVID-19 pandemic, faculty and students mobilized as COVID warriors, providing critical food and medical support to those affected.

4. Sustainable Growth Initiatives: The college's adoption of Patiya Village under the Unnat Bharat Abhiyan demonstrates a commitment to sustainable growth. Initiatives focused on enhancing livelihood opportunities through geo-excursion and eco-tourism have not only supported local businesses but also increased awareness of geo-heritage and government schemes. Community outreach in the Patiya cluster has directly benefitted 100 plus school children and villagers.

5. Ambassadors of Sustainable Goals: Students have actively participated as ambassadors for sustainable goals, engaging in environmental awareness campaigns such as tree plantation drives and e-waste collection initiatives. These efforts promote environmental health and demonstrate a commitment to global sustainability.

6. Health Awareness and Community Support: Health initiatives have provided substantial benefits to community members, improving health outcomes through valuable information and increased access to healthcare services via NGOs such as **Umeed, Zigli-foundation, Ladlii-foundation, Delhi AIDS control society, Whistle and Smile, Patang etc**. Blood donation camps have successfully collected around 270 units over five years, helping hundreds of needy recipients. Online campaigns related to HPV-induced cancer awareness have reached over 900 individuals, further enhancing community health education.

7. Current Projects: Currently, college students and faculty are working on uplifting poor SC-community farmers by introducing bio-fortified bajra in remote villages of Niwai district, Rajasthan, enhancing food security and health.

Hence, the college's extension activities have successfully created a framework for developing love, compassion, and a profound sense of duty among students.? This experience not only equips them

to tackle social issues but also prepares them to participate actively in fostering sustainable growth and unity within their communities.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

RLAC and its component units received several awards and wide appreciation for the extension activities during last five year.

? Indian Accounting Association: Life time achievement award to the Principal Prof. Rakesh K.Gupta for being the "Knowledge Warrior of the Nation".

? Ministry of Education, Govt. of India: RLAC: sustainable campus for its outstanding waste and greenery management, sanitation, renewable-energy generation and management-protocols and their effective implementation.

? Delhi Nagar Nigam: Swachhta Champion Award to RLAC

? Ministry of Housing and Urban affairs: Appreciated the college for ShramDaan for Swachh Bharat (2023).

? Recognition by International scientific community: Efforts of RLAC Faculty-members for significant contribution to peer-review of 100s of research-articles for various national and international journals.

? Ladli Foundation Trust appreciated RLAC NSS Unit for participation in Mass Wedding Event of underprivileged daughters, Swalamban yatra to support Divyang community, and Social adoption of 101 girl children orphaned during COVID-pandemic, Awareness-Drive on Menstrual-Taboos and Menstrual-Hygiene-Management,

? PATANG-NGO appreciated NSS Unit RLAC for literacy drives for underprivileged children and awareness-drives on Drug-abuse and alcoholism.

? HappifyU: Recognized Dr, Rita Jain for working towards mental health of the students.

? Red Cross Society: appreciated the college for Blood Donation Camp (77-volunteers donated)

and subsequently several blood-donation camps were organized.

? YADA, IDFC first bank and PROCAM: The efforts of 30 student volunteers were appreciated for organizing Delhi-Half-Marathon.

? Rotary club of DSC: Anchal Dhiman 2nd prize, Quiz competition organized under project Sociowood

? Vivekananda College & Blood Connect Foundation: Saijal Bajaj awarded 2nd position in Crossword Puzzle Competition on World-Environment-Day, NSS unit, Kalindi College, awarded 1st prize in Raktdanam Quiz (NSS) by Aggarwal College Ballabgarh

? Hope Worldwide India appreciated Comp. Sci. Department for the IT literacy outreach activities.

? COVID-19 Sewa Yoddha Sammaan: Dr. Dipti Bhardwaj

? EvePaper: Appreciation- Aarti Yadav for promoting various campaigns and creating awareness among students.

? Enactus Global: Cadet Gautam Chandra representing India at International Level

? NCC Directorate Delhi appreciated Dr. Major Sanjay Kumar Sharma for his contribution to the NCC activities

? Group-C Delhi Directorate: Rahul Anand, III Prize in Debate competition

? National level camp of NCC: Ujjwal Sharma, 1st prize in Online-Quiz Competition during "Ek-Bharat-Shreshtha-Bharat Camp"

? Dir-General, NCC: Cadet CHIRAG SHARMA: appreciated for his exemplary dedication.

? Cdt.Akshit Katoch: selected from DELHI-DTE to represent the NCC Contingent for the Youth-Exchange-Program in Vietnam (21st to 30th August, 2023).

? Cdt.Yogesh Kataria: selected for ALL-INDIA-THAL-SAINIK CAMP-23. Awarded BEST CADET SHAURYA'24, BEST CADET SAAMANT'24, DTU, and BEST CADET CATC'23.

? Cdt. Ayush Sharma 2ndPrize: Extempore CATC

? Cdt. Sahil, Cdt Nikhil: 2ndPrize, quiz Prarambh-23, ABC.

? Cdt. Abhijeet Bhawala: Selected for Army Attachment Camp.

? Cdt. Karan Singh: 2ndPosition, Best Cadet, Prarambh-23, ABC; selected for the BasicMountaineeringCourse-42 at NIMAS, Arunachal Pradesh and was awarded best "ROPE".

? Cdt. Chirag Shokeen and Cdt. Arin Badoni: selected for the honor to escort the Vice-president of India.

? Cdts.Akshit Katoch & Abhijeet Bhanwala: awarded the prestigious ADG Appreciation Certificate.

? Best Department Award to Microbiology: Overall performance (academic, extracurricular, co-curricular and research-activities) by Microbiologist society of India.

? University of Delhi: appreciated Faculty-members RLAC for conducting the OBE evaluation process effectively and on time.

File Description	Document
Provide Link for Additional information	[View Document](#)

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 521

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
119	122	83	80	117

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship,

on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 275

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	[View Document](#)
List of year wise activities and exchange should be provided	[View Document](#)
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Ram Lal Anand College provides a comprehensive range of accessible and safe infrastructure facilities designed to enhance the teaching-learning experience for all stakeholders. The college features 41 spacious classrooms with a total seating capacity of 2,100, accommodating both regular lectures and smaller tutorial sessions. This design promotes an optimal environment for student-teacher engagement. The college laboratories, distributed across various departments, include six Microbiology labs (seating 80), one Geology lab (seating 25), one Statistics lab (seating 40), two Computer Science labs (seating 90 total), one Mathematics lab (seating 48), one Commerce lab (seating 45), and one BJMC labs (seating 10 total) and one media center(seating 5). In addition, Ram Lal Anand College is the only college in the University of Delhi where a community radio is used rigorously to reach out to a large number of listeners on various subjects.

Collectively, these labs are well-equipped with a total of 446 pieces of equipment, providing dedicated spaces for teaching and research. All classrooms and laboratories are well-lit and well-ventilated, creating an inviting atmosphere for all users.

The college is equipped with 236 computers and more than 1000 laptops, along with 39 printers-scanners and three laser multifunction photocopy machines distributed across classrooms, laboratories, department rooms, faculty offices, and administrative areas. These facilities feature state-of-the-art machines, all equipped with the latest generation i5 processors, ensuring stakeholders have access to fast and advanced technology. Ram Lal Anand College is committed to integrating technology into education through various ICT-enabled facilities. Nearly all classrooms are outfitted with smart boards or projectors with LCD screens to enhance instructional delivery.

The college's Learning Management System (LMS) includes Google Suite, which has been utilized by over 6,000 users since 2019, granting access to Google Classroom for all. Additionally, the college employs Zoom, accommodating up to 500 participants, providing a flexible and accessible platform for students and faculty. The Enterprise Resource Planning (ERP) system is currently used by approximately 3,500 students and 126 faculty members, streamlining administrative tasks, student assessment and course management while ensuring efficient communication and resource sharing. For students in need, laptops are available for borrowing, enabling access to these essential facilities.

Beyond academics, Ram Lal Anand College fosters a vibrant campus life through extensive cultural and

sports facilities. The college features a dedicated, air-conditioned yoga and cultural center spanning 1,500 square feet, underscoring its commitment to holistic health. This space is set to be redeveloped into a theatre hall at a cost of 45 lakh, with partial financing from the Ministry of Culture.

The college has an expansive playfield that includes two central cricket turf pitches, three practice pitches (2 turf and 1 cemented), a volleyball court, a football ground, as well as courts for kho-kho, kabaddi, and designated areas for judo and taekwondo, catering to both male and female students. Additionally, there is space for a gymnasium, table tennis, chess, and carrom. With ample room for simultaneous games, students can engage in various team sports and individual activities.

Furthermore, the college hosts two air conditioned auditoriums that accommodate 120 and 150 students, respectively, and both are equipped with high-quality audio-visual technology for events and seminars. A seminar room with a capacity of 75 facilitates smaller gatherings, such as alumni and other lectures.

Collectively, these facilities create a well-rounded educational environment that nurtures both academic and extracurricular pursuits, ensuring a holistic development experience for all students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 50.92

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)**

2023-24	2022-23	2021-22	2020-21	2019-20
142.39813	396.14046	256.91628	33.41435	46.40535

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Ram Lal Anand College houses a state-of-the-art, fully air-conditioned library that spans over an impressive 1,500 square meters, meticulously designed to meet the diverse needs of students and faculty. This expansive space includes dedicated areas for various purposes: 500 square meters are designated for student reading, 50 square meters for teaching staff, and another 50 square meters to accommodate differently-abled individuals, ensuring inclusivity and accessibility. The library can comfortably seat around 120 students at a time, offering a range of facilities to enhance the reading experience. Individual reading carrels provide private study spaces, while a lounge area fosters a relaxed environment for casual reading. An IT zone equipped with web-connected laptops and desktops supports access to a wealth of electronic resources alongside traditional print materials. The library's collection is rich, featuring over 66,000 books, including reference books, textbooks, and materials for competitive exams, as well as subscriptions to 41 monthly journals and 14 newspapers in both Hindi and English, catering to a wide range of academic and general interests.

To optimize its operations, the library utilizes the latest Integrated Library Management System (ILMS) powered by TROODON software, ensuring effective digital management and accessibility of its extensive collection. All books are barcoded and cataloged in the Online Public Access Catalog (OPAC), which facilitates easy location and retrieval, significantly improving the user experience.

Additionally, the college has taken a proactive step by joining the INFLIBNET program, gaining membership to the N-list service. This membership allows both students and faculty to access a vast array of digital resources and academic databases. For this purpose the college generates IDs and passwords for all users. The University of Delhi subscribes to a large collection of e-books and other digital resources, which are accessible to all affiliated colleges, ensuring that remote access is available for users of Ram Lal Anand College. Furthermore, the library has acquired eight Kindle readers to support modern digital reading needs.

The library offers six web-connected laptops and two desktops equipped with software tailored for differently-abled individuals. For visually challenged students, the library features six Daisy Players and

a Kibo Multilingual Keyboard Scanner, enhancing accessibility and support for all users. The library's commitment to inclusivity is further demonstrated by its recent acquisition of an annual membership to Sugam Pustakalaya, a digital library specifically designed for visually impaired students, reinforcing the college's dedication to supporting all learners.

The library is accessible to all from 8am to 8pm. On an average, it sees a daily footfall of approximately 300 students and faculty, reflecting optimum usage and its vital role in the academic life of the college.

In summary, the college library is a model of modern educational resources, combining extensive physical and digital collections with cutting-edge technology and inclusive design. This comprehensive setup not only supports the academic needs of students and staff but also ensures that all individuals, regardless of their physical abilities, have equal access to the wealth of knowledge housed within its walls, fostering a thriving intellectual community.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The college has significantly upgraded its IT facilities since it contributes to every aspect of the college. To enhance educational experiences and streamline operations. Over the past two years, all old machines have been replaced with latest i5/i7 machines with compatible faster RAM with SSD and are all WiFi enabled. Additionally, the college has invested in converting traditional LCD-based classrooms into interactive smartboard environments, now featuring 21 smartboards in total, all connected via LAN and Wi-Fi for stable connectivity. The total number of computers has increased to (total no including laptops), on an average providing 0.52 machines per student.

The college has a robust internet infrastructure, thanks to the University of Delhi's provision of a dedicated optic fibre line that delivers a bandwidth of 1 Gbps across the campus. This is complemented by 37 strategically located Access points / Wi-Fi Routers, including eight 4x4 MIMO ARUBA units in corridors, ensuring comprehensive Wi-Fi coverage. In the event of a disruption to the university's internet

service, the college has secured three additional optic fibre connections from ACT Fibernet, which are routed to key administrative areas as well as research laboratories to maintain seamless operations. At any point in any space the available bandwidth in college for all gadgets is 30Mbps. This bandwidth will further enhance on receiving 10Gbps internet connection from UDSC.

Recognizing the increasing demand for bandwidth, particularly in ICT-enabled classrooms and the library, plans are underway to install an additional internet connection in those areas. The institution has also adopted a proactive approach to manage its IT infrastructure. Full-time IT staff maintain all systems, overseeing installations, firmware updates, and the upkeep of computers, laptops, printers, and network equipment to ensure uninterrupted service.

Furthermore, the college has committed to an annual subscription to Adobe Creative Cloud, enhancing creative and academic projects, while the website is routinely updated by an external web developer for functionality. The renewal of the Zoom Pro subscription allows virtual gatherings of up to 500 participants, facilitating webinars, seminars, and online courses throughout the year. Google Workspace is also subscribed, providing institutional email IDs to all students and staff, thereby streamlining communication. The latest addition in this series is adopting the Enterprise Resource Planning for streamlining administrative tasks and course management while ensuring efficient communication and resource sharing.

To improve information dissemination, the college now features a digital noticeboard, enhancing the efficiency of communications and ensuring that students stay informed about career opportunities. The 2023-24 academic session saw the expansion of IT infrastructure with the addition of two new computer labs, which are equipped with both wired and Wi-Fi connectivity, featuring 90 new machines. These labs are supported by two 20 KVA UPS units for uninterrupted power backup.

Security on campus is also a priority, with the installation of 119 CCTV cameras positioned strategically to monitor both internal and external areas continuously.

With these substantial upgrades and expansions, the college is effectively enhancing its technological infrastructure to support academic and administrative functions, ensuring a modern and efficient learning environment for all stakeholders.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 2.04

4.3.2.1 **Number of computers available for students usage during the latest completed academic year:**

Response: 1274

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 49.09

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

2023-24	2022-23	2021-22	2020-21	2019-20
277.66511	195.99333	144.81952	101.24446	124.22230

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 39.84

5.1.1.1 **Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
1073	947	997	847	1190

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 46.9

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

2023-24	2022-23	2021-22	2020-21	2019-20
1630	720	1100	1300	1200

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

1. **Implementation of guidelines of statutory/regulatory bodies**
2. **Organisation wide awareness and undertakings on policies with zero tolerance**
3. **Mechanisms for submission of online/offline students' grievances**
4. **Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[View Document](#)
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 29.34

5.2.1.1 **Number of outgoing students placed and / or progressed to higher education year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
189	333	221	188	170

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

2023-24	2022-23	2021-22	2020-21	2019-20
776	790	766	755	666

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response: 16.93

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2023-24	2022-23	2021-22	2020-21	2019-20
111	88	49	52	149

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University /

state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 491

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*

2023-24	2022-23	2021-22	2020-21	2019-20
210	42	84	54	101

File Description	Document
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 167.2

5.3.2.1 **Number of sports and cultural programs in which students of the Institution participated year wise during last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
234	154	119	177	152

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the

institution through financial and/or other support services

Response:

The RLAC Alumni Association, **registered under** Registration No: SOCIETY/WEST/2019/8902461 on 23rd February 2019, has been instrumental in fostering a strong connection between alumni and the college, contributing significantly to the institution's growth. The association serves as a vital link between the past and present student communities, with alumni acting as role models and mentors. Their success in higher studies and professional careers provides current students with motivation and a clearer vision of their own future possibilities.

The alumni's active engagement is reflected in their participation in the **Alumni Lecture Series,** where they offer guidance, share experiences, and provide resources to help students academically and professionally. Every year, the departments organize alumni lectures, giving students opportunities to connect with successful alumni and benefit from their experiences. For instance, during 2020-21, the English department organized lectures with alumni Neha Seotra on research writing and Lalit Kashyap on preparing for MA entrance exams, offering practical knowledge to students pursuing similar goals. In 2021-22, the Statistics society hosted an online talk featuring Dr. Anuj Mishra, a 2007 batch alumnus and scientist at Zen Drive, who shared research insights with around 85 students, encouraging them to explore interdisciplinary studies and research careers. The association also recognizes academic excellence by awarding INR 3000 cash prizes to the top-scoring students from each year and program, and additionally provides an **Alumni Merit Scholarship** to deserving students, promoting a culture of academic achievement and excellence. This initiative has strengthened the bond between alumni and current students, with the former offering valuable feedback to the college, leading to improvements based on their experiences. In the academic year 2022-23, Mikrobiologika, the microbiology department, organized an alumni interaction on 22nd September 2022 with Varsha Dwivedi, a 2015 batch alumnus and an early-stage researcher in Pediatric Allergo-Immunology based in Vienna, Austria. She provided students with crucial advice on career opportunities both in India and abroad. Furthermore, on 17th February 2023, an interaction with Prerna Vij, an alumnus from the 2008 batch and a paralegal at Borden Ladner Gervais LLP, Vancouver, Canada, was held. She discussed the wide array of opportunities in Intellectual Property Rights, sparking interest among students in this growing field. These interactions between alumni and students create a dynamic exchange of knowledge, experiences, and resources, bridging the generational gap and creating a supportive environment for academic and professional growth.Alumni make significant non-financial contributions that greatly benefit an institution's growth. Alumni also offer guest lectures and workshops, sharing practical insights and real-world knowledge. Their feedback helps improve curriculum relevance, and they collaborate on research projects, enhancing the institution's academic standing. Acting as ambassadors, they promote the institution globally, strengthening its reputation and creating opportunities for future students. These efforts build a strong bridge between alumni and the institution, fostering continuous development. The association's efforts have significantly contributed to the development of a vibrant learning atmosphere at RLAC, ensuring that students are well-prepared for both academic challenges and future career opportunities, while alumni continue to play a key role in shaping the college's ongoing evolution.

File Description	Document
Upload Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Ram Lal Anand College, being a University of Delhi maintained college, is administered by a Governing Body (GB) as per university ordinances and legislated by the Executive Council of the University. The GB consists of chairman (nominee of the Vice Chancellor), members (appointed by the University for a 2-year term), two faculty members and one non-teaching staff (on rotation basis). Principal is its ex-officio Secretary. Executive decisions are taken by GB through its sub-committees. The Vice Principal assists the Principal in day to day administration. Bursar, Section Officer (Administration), Section Officer (Accounts), and support staff complete the administrative ladder. Non-teaching staff in office, library, and labs report to their respective section heads and the Principal. Staff Council, a statutory body, composed of all faculty and an elected secretary is chaired by Principal, and makes independent recommendations (decentralised approach) related to academic, extra-curricular, and infrastructural activities through its various committees. The institution's commitment to fulfil its vision and mission has been reinforced since the inception of IQAC. The institution follows a democratic approach and participatory governance with adequate teaching and non-teaching staff representation in the GB and its committees and student representation through Student Union and appointment of student office bearers in various societies, as well as in the ICC, constituted to prevent sexual harassment.

The governance and leadership of college align harmoniously with the vision and mission of the institution, which emphasizes inclusive education, sustainable growth, and holistic development of students. For effective implementation and coordination of UGCF 2022 based on NEP2020, Nodal officers (UGCF 2022, SEC and VAC courses) were appointed by the college. For dissemination of course details of SEC, VAC, and GE courses to the students, videos and audios were recorded and uploaded on College YouTube page. Students were given equal opportunity to choose their preferred courses through Google forms. The college offers a wide choice of Generic Elective, Skill and Value-added Courses. The faculty members are encouraged to participate in the FDP/workshop to orient and sensitize them about NEP 2020. The college organised FDP on NEP 2020 in collaboration withTeaching Learning Centre.

The infrastructure of the college is regularly upgraded in based on the strategic plan which includes long term and short term plans and as per the needs of the stakeholders associated with the institution. Strategic Plan is monitored and evaluated annually through regular IQAC and Staff Council meetings and duly reported to the GB. All the labs have been upgraded. Infrastructural resources are being procured for establishment of skill centres in the department of Microbiology, Geology and Computer science. For library access, students ID cards have been barcoded , plagiarism and library management

software has been made available. A renovated auditorium was made operational to facilitate curricular and extracurricular activities and important college events. The college has implemented green building standards (Green Audit) and energy-efficient practices to create a sustainable and eco-friendly campus environment.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

The executive decisions of Ram Lal Anand College are taken by GB through its sub-committees. Principal and the Staff Council implements GB decisions related to academic, extra-curricular, and infrastructural activities through its various committees. The Staff Council committees and departments furnish annual reports to IQAC which is an important institutional body, setting and enforcing quality benchmark in academics, planning, and administration. The IQAC also conducts internal audits. The quality policy is well conveyed through its vision and mission statements. Each process or policy is implemented after careful deliberation at multiple levels.

The Strategic plan have been designed carefully keeping in mind the stakeholder's expectations and each action is initiated after due deliberations and approval from the GB. The key components of the strategic plan are- enhancing accessibility to education and employability, promoting research, innovation and entrepreneurship, ensuring diverse and inclusive growth with social outreach, and augmenting infrastructure sustainably.

Under one of the Perspective Plans (2020-25) of the college, "Enhancing Accessibility to Education and Employability", several job-oriented Skill Enhancement Courses have been offered to the students. The college has also initiated coaching classes to enhance the success rate in CAT, and other examinations like Bank Pos, Civil Services, GLA, SSBs in various Central/state government departments. The college also provides financial assistance to the faculty to pursue competence building training/refresher courses to update and enhance their teaching learning skills.

Service rules governing Principal, teaching, and non-teaching staff are as per UGC norms adopted by the DU. All processes related to admissions, recruitment, Leave, promotion, procurement of equipment, and infrastructure development align with the guidelines set forth by UGC, DU, and GB. Teaching positions are quickly filled as per DU approved roster, based on total teacher requirement for each academic

session. The non-teaching staff recruitment follows the roster, in accordance with DU rules/SOP. Promotions for both teaching and non-teaching staff are done without much delay adhering to the stipulated rules of the University of Delhi. Grievance Redressal Committee addresses concerns of all stakeholders, along with ICC specifically designed to handle cases of sexual harassment. College is committed to compliance under section 4 (1) (b) of the RTI Act, 2005.

The procedure for purchase and infrastructural augmentation of the institution is clearly defined strictly following the existing institutional practices and Government Financial Rules (GFR). Purchase of IT and laboratory equipment, chemicals, office accessories, classroom furniture etc. goes through the process of requisition, approval and finally purchase from the GEM portal. Infrastructural maintenance goes through the process of requisition, recommendations from the infrastructure committee, approval by the Principal and finally issuing of service order. Any additional construction recommended by the infrastructure committee goes through the process of approval by the Principal, the building committee of the GB with a final approval from the GB. This is followed by appointment of an architect, preparation of BOQ, the tendering process on the government e-portal, technical and financial and technical evaluation of the bids as per GFR and finally the issue of work order.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	[View Document](#)
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	[View Document](#)
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

The performance appraisal system of the staff, adopted by the college is in conformity with UGC regulations. For the teaching staff, promotions are determined as per the SOP issued by DU through Annual Performance Appraisal Report (APAR), Performance-Based Appraisal System (PBAS) and the Academic Performance Indicator (API) Score. The APAR, PBAS and API scores of the faculty are calculated based on their academic responsibilities, and additionally assigned duties that include involvement in the administrative, examination and evaluation work. Engagement in student related activities, organisation of seminars/ workshops/conferences and research activities also constitute part of evaluation criteria. The college gives advance notice to faculty members eligible for promotion. For promotion to stage 2 and 3, self-filled APAR and PBAS are scrutinised by the office, IQAC coordinator, and the Principal before being sent to university for final approval. Whereas for promotion to Associate Professor/Professor the filled APAR and PBAS proforma is scrutinised by the office, IQAC coordinator, and the Principal. Those due for promotion are recommended based on their API score and are required to appear before the screening/selection committee, for the promotion to the post of Associate Professor or Professor.

Non-teaching staff undergo performance assessment through annual confidential reports and performance appraisal based on specified parameters. The overall evaluation relies on the cumulative grade determined by the Reporting Officer, which is then forwarded to the Principal. Satisfactory performance leads to promotions and financial upgradation under the MACP Scheme and departmental promotion Scheme (LDP) for non-teaching employees.

The welfare measures for teaching and non-teaching staff adopted by the college adheres to the prescribed UGC norms but additional institutional initiatives have been taken. These include- Childcare leave to women employees, medical leave, casual leave, earned leave, medical reimbursements, Reimbursement of children's tuition fees, Group Insurance scheme, Provision of Loan for purchase of Scooter/Car/Computer, LTC /HTC with Leave encashment, Provident Fund advance, Reservation for admission under Ward Quota, fee exemption for wards, and Conveyance charges. The institution has a Medical Room with availability of basic medicines, testing facility, full-time trained nurse, and part time doctor and counsellor (Psychologist). The college organises annual health checkups, free yoga and mental health workshops/sessions, recreational sports activities/tournaments for staff. Besides there are comfortable staff rooms with pantry, provision of winter uniform for non-teaching staff.

The college is also conscious about career development and progression of its staff and takes suitable direct and indirect measures in this regard. These include-encouraging the faculty participation in seminar/conferences and FDPs /Symposia/Training Programs/MOOCs/industrial training and reimbursing the registration fees. Faculty is given Study Leave for pursuing higher education (PhD), Sabbatical leave for research, as well as Academic/Duty leave for conducting examinations, attending Conference/Seminar/Symposia and official meetings. To promote publication, the college reimburses publication charges as per University of Delhi guidelines. The college has in house "college research grants" to provide seed money for faculty projects. Provision for checking plagiarism of faculty manuscripts through software is also in place. In addition, Laptops are issued to faculty/non-teaching staff upon request for their academic pursuits. The non-teaching staff are given inhouse trainings and sent for trainings organised by university of Delhi and other institutions.

File Description	Document
Upload Additional information	[View Document](#)

6.3.2

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

Response: 27.22

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**

2023-24	2022-23	2021-22	2020-21	2019-20
47	23	22	16	27

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	[View Document](#)

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 56.66

6.3.3.1 **Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP),** *Management Development Programmes (MDPs)* **professional development /administrative training programs during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
103	95	56	85	44

6.3.3.2 **Number of non-teaching staff year wise during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
46	32	33	33	36

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	**View Document**
Institutional data in the prescribed format	**View Document**
Copy of the certificates of the program attended by teachers.	**View Document**
Annual reports highlighting the programmes undertaken by the teachers	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**	

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

RLAC follows the procedures and rules as laid down by the Government of India regarding mobilisation and utilisation of fund received from various sources. Every year the budget requirement of the college towards Salaries, Pension and Maintenance is submitted twice to UGC for allocation and release of funds to meet the requirements. The grant is utilised as per sanctioned heads. The Maintenance Grant Fund is used mainly for physical maintenance of the college.

Another source of fund for the college is admission fee collected from the students under various heads which is utilized in bridging the gap between the funds required for maintenance and augmentation of infrastructure of the college and the funds released by UGC. The fees collected from the students are also used to carry out various student centric activities for their holistic development.

The college receives sponsorships from non-government bodies which are utilized for academic and extracurricular activities. The institution has created an Endowment Fund under which donations from stakeholders, individuals and philanthropists are collected and the interest earned are utilised for providing scholarships and prizes to needy and meritorious students every year. A fund of more than 41 lacs have been received by the college in last five years. In addition, the Alumni Association sponsors merit scholarships to class Toppers. Funds are also received by the college from DU to conduct School of Open Learning (SOL) examinations.

The extramural research funding is managed by the Principal Investigators of the projects after approval from principal and submit audited utilization certificates and statements of expenditure yearly to the funding agencies. As per the Government of India mandate, financial transactions are now mainly done

on the Public Financial Management System (PFMS). The Principal and Bursar are the disbursing authorities. Tally ERP software is used for the accounts and the department processes payment through RTGS/NEFT. Thus, a proper record and justification are available for all the expenditures and payments.

The expenditures/ transactions of the financial year are consolidated and verified first at the accounts office level and submitted for audit at the end of the financial year. The CA of the college facilitates the preparation and auditing of balance sheets which are approved by bursar, the Principal, Treasurer and finally by the Governing body of the College. The annual accounts after internal audits are submitted to DU, UGC and CAG for further necessary action in a time bound manner. All the utilization certificates for the research grants received from governmental/non-governmental funding organizations are also prepared/verified by the CA. The University of Delhi, also periodically conducts the Financial Audit of the College in addition to transactional audit once in 3-4 years. The external annual Certification audit is done by the Office of the Director General of Audit (Central Expenditure) on behalf of Comptroller and auditor General (CAG) of India. This yearly external audit ensures that the college adheres to General Financial Rules with respect to income and expenditure. Audit objections, if any, are addressed by the Accounts department in consultation with the bursar and the principal. Documents related to audit are maintained in an Accountant General of Central Revenue (AGCR) file.

File Description	Document
Upload Additional information	View Document

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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) was established in the college on March 9, 2017, and has since emerged as a pivotal force in enhancing quality through systematic strategies aimed at rectifying deficiencies. Comprising experts, alumni, and senior faculty members, the IQAC conducts regular meetings to discuss and implement quality initiatives, with the minutes of each meeting made accessible on the college website to ensure transparency for all stakeholders.

The IQAC plays an essential role in setting quality benchmarks for both academic and administrative activities. Regular internal academic and administrative audits allow the cell to maintain high standards and identify areas for improvement. Additionally, it prepares the Annual Quality Assurance Report (AQAR) and proposes new programs and certificate courses that enhance the students' academic experience.

To support professional development, the IQAC organizes training sessions, workshops, and seminars

for both teaching and non-teaching staff. These trainings cover essential topics such as the use of ICT tools and Learning Management Systems (LMS) for faculty, plagiarism detection tools for teaching and library staff, and awareness of cybercrime prevention measures. Notably, in collaboration with the Life Sciences Sector Skill Development Council (LSSSDC), the IQAC provided hands-on skill training workshops focused on roles like Medical Sales Representative and Environment Sustainability Practices.Recognizing the need for academic expansion, the IQAC recommended the introduction of new programs, including B.A. (Hons) Journalism and Mass Communication, B.A. (Hons) Economics, B.Sc. (Hons) Physics, B.Sc. (Hons) Chemistry, and B.A. (Hons) Psychology, which were subsequently presented to the Governing Body before submission to the university. During the COVID-19 pandemic, the IQAC facilitated numerous initiatives, providing faculty and students with G-Suite resources and institutional email IDs to aid online learning, remote access to library resources, and subscriptions to Zoom Pro for hosting larger virtual seminarsThe IQAC has also been instrumental in implementing the Undergraduate Curriculum Framework (UGCF)-2022, following the National Education Policy (NEP) 2020. This included recommending in-house summer research internships for students, guided by faculty, fostering a culture of research that aligns with the NEP.Furthermore, the IQAC initiated the process for obtaining ISO 21001 and ISO 9001 certification, successfully securing the ISO 21001:2018 certification for the institution in 2024 after training 11 faculty members in onsite internal auditing. Alongside these certifications, the IQAC initiated efforts towards achieving a National Institutional Ranking Framework (NIRF) ranking

To enhance communication, the IQAC recommended establishing a committee responsible for managing all college social media handles, ensuring regular updates on college achievements and events. To improve operational efficiency, the IQAC proposed and implemented a comprehensive ERP system with an integrated app, incorporating modules for timetable management, attendance tracking, internal assessments, notifications, placement and internship coordination, society activity management, and faculty and student profiles, effective from the 2023-24 academic year.The IQAC continually strives to enhance the quality of the teaching-learning process, it ensures that the academic calendar and timetables are prepared and displayed prior to the start of each session. In collaboration with the Function Committee, the cell organizes Orientation Programs to inform students and parents about academic programs and extracurricular activities. IQAC collects comprehensive feedback collected from various stakeholders including students, staff, alumni, employers and analyses to recommends steps for improvement in various areas of the college.

File Description	Document
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
2. **Academic and Administrative Audit (AAA) and follow-up action taken**
3. **Collaborative quality initiatives with other institution(s)**
4. **Participation in NIRF and other recognized rankings**

5. **Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Link to Minute of IQAC meetings, hosted on HEI website	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

RLAC has instituted Gender policy and conducted Gender audits twice in last five years and significantly promotes gender equity through its multifaceted approach, addressing gender disparities via its curriculum, co-curricular activities, outreach programs, reservations, and infrastructural support.

1. Curriculum: Gender equity in the curriculum has been embedded through offering a diverse range of specialized courses including *Hasiye Ka Samaj Aur Hindi Media: Gender Samanata Aur Asmita Vimarsh*, *Asmita Moolak Vimarsh aur Hindi Sahitya*, *Women's Writing*, and *Postcolonial Literature*, alongside courses such as *Women and Empowerment*, *Feminism: Theory and Practice*, *Individual and Society*, and *Women in Indian History*. These draw student's attention towards the praxis of gender equity through academics.

2. Co-Curricular Activities: RLAC complements its curriculum with dynamic co-curricular activities through various societies that encourage gender sensitization. The Gender Sensitization Committee plays a key role in organizing the annual **"Swikaar"** festival with events such as declamation and storytelling focused on gender themes. The society also hosts the **"Rising Above Gender Roles"** lecture series featuring prominent women and transgender figures, while engaging in community-focused programs like **SPARSH** to support acid attack survivors. The Women Welfare Advisory Committee conducts workshops on **cyber safety, financial literacy, mental health,** and **self-defence**. **RLAC's Gender Champions** program selects five students annually to lead gender equity efforts across the campus.

3. Outreach Programs: RLAC extends its gender equity initiatives beyond the classroom, engaging in community outreach through events and collaborations. The college hosted prominent figures like Nazz Joshi, **India's first transgender international beauty queen**, and Pallabi Ghosh, a **transgender** and **anti-trafficking activist.** These engagements and partnerships with organizations like the NGO Sangpali, which **advocates women's rights**, demonstrates college's commitment to addressing gender issues on a larger scale.

4. Infrastructural Support: To provide security to women students and staff, the college has taken several infrastructural measures including monitoring through **119 CCTV cameras**, and deployment of f**emale security guards**. A comprehensive gender policy is publicly accessible, and various committees, such as the Grievance Redressal Committee and the Internal Complaints Committee (ICC), work to ensure a safe and inclusive environment. Additionally, tangible facilities such as a girls' common room, sanitary pad dispensers, **mentoring programs and a dedicated counsellor support** the well-being and development of female students.

5. Awareness Campaigns: RLAC focusses on awareness-raising initiatives, such as publishing **ASMI E-journal** dedicated to gender issues and *Sambhav* Magazine**,** which focus on gender discourse. The college has organized webinars on critical issues like financial literacy for women, the impact of the pandemic on female labour participation, and mental health. Notable events include the **Breast Cancer Awareness seminar** and the Equity Day Seminar on financial independence.

Besides Female faculty are holding important positions including Vice Principal, Secretary, Staff Council, Bursar, IQAC Coordinator and convenors and co convenors of various committees. Position of Vice President in Student Union is reserved for female as part of policy. Following the UGC mandate, the college has implemented supernumerary seat reservation for 'single girl child' in admissions by admitting 13 girl students under this **initiative.** The college is introducing NCC wing for senior girls in upcoming academic session. As part of gender equity policy, college reserves seats for female students in sports. Additionally, a special grant for gender-related research has been announced, supporting female researchers .

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

1. **Alternate sources of energy and energy conservation measures**
2. **Management of the various types of degradable and nondegradable waste**
3. **Water conservation**
4. **Green campus initiatives**
5. **Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Circulars and report of activities for the implementation of the initiatives document	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environment audit**
2. **Energy audit**
3. **Clean and green campus initiatives**
4. **Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[View Document](#)

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The college actively embraces a rich variety of cultures and perspectives, involving students and stakeholders in fostering an atmosphere that celebrates diversity. By promoting cultural competency and sensitivity, the institution prepares its community to navigate and appreciate differences. Support services for underrepresented groups such as mentoring, counselling, and dedicated societies, enhance this inclusive environment. Key initiatives include the National Service Scheme (NSS), National Cadet Corps (NCC), the Northeast Students' Welfare Committee, the Women Welfare Advisory Committee, Sugam (Differently Abled Students' Welfare Association), SPICMACAY, ASMI (Gender Sensitizing Committee), and the Equal Opportunity Cell.

The college celebrates inclusivity through its Annual Cultural Festival, "Splendour," which spans three days, with one day dedicated to Northeastern cultural activities. The Equal Opportunity Cell focuses on educating marginalized students about their constitutional rights via seminars and conferences, and it

streamlines their admission processes. In compliance with the University of Delhi mandate, the college has implemented a quota for supernumerary seats for single girl children and orphans in each program, offering a full fee waiver for the 2024-25 academic year.

To assist students from diverse linguistic backgrounds, the college is introducing language assistance programs through language labs featuring 30 student consoles that can accommodate up to 500 users. This initiative aims to improve language proficiency, enhance cultural integration, and foster connections within the campus community. The language lab will encourage collaboration and build confidence among students, with the added benefit of enhancing employability and reducing academic stress associated with language barriers.

Moreover, the college ensures that key academic and administrative materials are available in multiple languages to support non-native speakers. International Mother Language Day (Matribhasa Diwas) is celebrated annually to highlight the significance of multilingualism in fostering inclusion. The college offers a certificate course in Translation Studies in collaboration with Bhartiya Anuvaad Parishad, and the Department of Hindi organizes seminars that focus on linguistic harmony.

The college supports differently abled students by providing essential facilities, including tactile paths, ramps, elevators, Braille books, and accessible software in the library. For marginalized students, the college has established a book bank to ensure access to essential academic resources, alleviating financial barriers and promoting equal learning opportunities.

Sensitizing the college community about their constitutional obligations is a key component of fostering inclusivity. The college regularly hosts lectures, webinars, and seminars to enlighten students about their rights and responsibilities as engaged citizens. Activities like mock parliaments and Model United Nations provide hands-on experience in democratic functioning and social responsibilities, instilling a comprehensive understanding of the values and duties enshrined in the Constitution.

Over the past five years, the college has organized numerous events to promote civic engagement, such as quizzes on "Revolutions for Azad Bharat," the "Har Ghar Tiranga" drive, and commemorations of significant national holidays. These activities often include pledge-taking ceremonies and documentary screenings, reinforcing civic responsibility. Heritage tours emphasize the importance of the Indian Constitution and the struggles for freedom while promoting the rich cultural heritage of the country. The Institutional Ethics Committee and Academic Integrity Panel ensure adherence to ethical standards in research and writing. Additionally, students participate in community service initiatives, such as cleanliness drives and tree plantation campaigns, promoting environmental stewardship.

File Description	Document
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format

provided in the Manual

Response:

1: Community Engagement with Social Responsibility

Objective: To instil a sense of social responsibility and community engagement among students and staff to creatively address key issues such as education, economic inequality, environmental sustainability, and inclusivity.

Context: The institution's dedication to social responsibility and community engagement reflects a deep commitment to fostering active citizenship and ethical leadership. By making students and faculty work closely with local communities, the college addresses social issues, promotes inclusivity, and empowers marginalized groups.

Practice and Evidence of Success: Ram Lal Anand College, has consistently exemplified its profound commitment to social responsibility and community engagement, as reflected through its multiple initiatives (listed below) across multiple spheres of public welfare.

- **Unnat Bharat Abhiyan:** In harmony with national development aspirations, the college, through a project sanctioned by NMHS (Under MOEF & CC) has developed a unique sustainable Geo-tourism model in a village cluster near Almora, Uttarakhand. This initiative seeks to generate rural employment opportunities and to preserve the region's rich geo and cultural heritage through eco-friendly tourism. It has augmented agricultural productivity by mitigating HWC and introduction of modern methods of farming. The college has adopted five villages of this cluster to train the villagers in IT and other skills including hospitality and hygiene. Under DST-SEED funded project (undergoing), the college has undertaken sustainable livelihood enhancement of SC Communities in 11 villages of Chainpura Tehsil of Niwai, Rajasthan, focusing on augmentation of agricultural productivity through low-cost technologies and foster economic sustainability.

- **Swachh Bharat Mission:** The college has been proactive a in this initiative, involving students, faculty, and local communities in outreach efforts. The activities include community area clean-ups, sustainable waste management, and sanitation awareness. Through various programs, the college has enhanced local waste management and instilled a strong sense of ownership and responsibility for a cleaner environment. This dedication to community engagement reflects the very essence of the Swachh Bharat Mission. Through active participation, Ram Lal Anand College continues to champion "*Swabhav Swachhata, Sanskaar Swachhata,*" ensuring that the mission for a cleaner, greener India remains a transformative force.

- **Green India Mission:** The College aligns its community outreach efforts with national initiatives such as the Green India Mission (GIM). As a part of this engagement, the college actively promoted initiatives such as enhancing tree cover in urban and peri-urban areas, including institutional lands, and supporting agroforestry and social forestry practices to protect and enhance local biodiversity. The college also prioritizes use of alternative energy sources like green gas, solar power, and other energy saving devices to support sustainable livelihoods.

- **Samagra Shiksha Abhiyan:** Through its community outreach initiatives, the college actively aligned itself with Sarva Shiksha Abhiyan (SSA) and Samagra Shiksha Abhiyan, both designed to deliver universal, equitable, and inclusive education. Notable activities, through its NCC and NSS wings, include book and stationery donation drives, as well as teaching workshops tailored

specifically for marginalised children.

- **Wellness Ambassadors during Covid 19**: During the COVID-19 pandemic, the college exemplified its steadfast institutional commitment to social responsibility and community engagement through a series of significant initiatives aimed at alleviating the crisis. The activities include awareness on social distancing, vaccination and distribution of masks and dry ration among underprivileged slum dwellers.

Challenges: The effective execution of outreach programs faces hurdles due to limited financial, human, and material resources. These constraints can impede planning and implementation, ultimately affecting the outreach's impact. Motivating students and community members to actively participate in outreach efforts can be a daunting task, particularly when other academic and personal commitments vie for their attention. This challenge is further compounded by varying levels of awareness regarding the significance of community service

2: Research and Innovation: Bridging Knowledge and Impact

Ram Lal Anand College has created a thriving research ecosystem, integrating innovation into its academic framework. The college actively promotes interdisciplinary research, offering both students and faculty the opportunity to contribute to societal progress. The following overview highlights institutions' goals, practices, successes, and challenges in fostering research and innovation.

Objective: The primary goal of the college is to cultivate a research-driven environment that encourages innovation across academic disciplines. The emphasis is on advanced research methodologies, high-quality publications, and intellectual property protection. By offering research-based learning experiences, such as internships, the institution aims to enhance student employability. The institution's efforts align with the National Education Policy (NEP) 2020, which promotes research integration in undergraduate education.

Practice: RLAC implements several key practices to support research:

- **Extramural Research Funding**: The faculty is encouraged to secure external funding. Between 2019-2024, over ?4.7 million was received for 17 projects from agencies such as MOEF&CC, DBT, and ICSSR. Administrative support is provided to streamline the grant process, allowing faculty to focus on research.
- **Summer Research Internships**: Summer internships is offered to the students, providing hands-on research experience in collaboration with faculty, industry, and external research labs. These internships boost employability and research skills.
- **Inhouse Research Grants**: The college provides internal grants to support small-scale research projects. This seed funding helps researchers initiate projects and pursue larger external grants.
- **IPR Cell and Patents**: With five patents from 2019-2024, RLAC has an Intellectual Property Rights (IPR) Cell that educates faculty and students on patents, copyrights, and trademarks. The IPR Cell also assists with patent filing to protect innovative research.
- **Scopus-Indexed Publications**: The faculty members get institutional support for publication in Scopus-indexed journals by offering research time, publication funding, and workshops on writing and ethics.
- **Interdisciplinary Collaborations**: The college fosters collaboration across departments and institutions, leading to research projects addressing global challenges such as environmental sustainability and public health.

Evidence of Success: : The institution has made following significant progress in fostering research and innovation

- **Student Internships and Publications**: Students have completed internships with reputed organizations, leading to research papers published in academic journals and conferences.

- **Faculty Publications**: The college faculty consistently publish in Scopus-indexed journals, significantly enhancing academic reputation of the college.
- **Patents and IPR Growth**: The IPR Cell has increased the number of patents filed, turning innovative ideas into industrial products.
- **Research Grants**: Faculty have secured significant research funding, enabling large-scale projects with societal and scientific impacts.

Challenges:

- **Limited Funding**: Sustained external funding is necessary to support large-scale and long-term research projects.
- **Research Infrastructure**: The college lacks advanced research facilities, limiting the scope of certain research fields.
- **Balancing Teaching and Research**: Faculty struggle to balance teaching and administrative responsibilities with research, reducing time for consistent research output.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

"Community Radio: Bridging Gaps Through Knowledge Transmission"- The college has undertaken an unique initiative, establishing itself as the first institution within the University of Delhi to have launched a Community Radio station, "TARANG," which is broadcasted on FM frequency 90.0 within a 10-kilometer radius.? This significant educational and infotainment radio channel can also be accessed nationwide through platforms like Spotify, Android, and the iStore, marking a notable contribution to both our college and the broader academic community's technology landscape. The station commenced broadcasting on February 13, 2023, coinciding with the celebration of World Radio Day. Since its inception, Radio Tarang 90.0 FM has aired programs daily from 11 AM to 4 PM. The state-

of-the-art radio studio is specifically designed to train aspiring journalists while providing a platform for faculty and students alike. The facility features three dedicated rooms: two for recording and one for production. Radio Tarang enriches the educational experience by offering students a valuable opportunity for media production and broadcasting. This initiative encourages a diverse range of students to voices their perspectives, express their concerns, and showcase their creative contributions. Consequently, it empowers them to engage in public discourse, fostering inclusivity and promoting cultural exchange within the campus community and beyond. It serves as an essential tool for civic education and engagement.? It sensitises the students and community towards Environment, Gender, Human Rights and Social Justice in line with the mission of the college. It provides information on current local issues, events, and resources, facilitating discussions around civic responsibility and encouraging community involvement. Community radio serves as an impactful platform for addressing a wide range of themes and issues through creative programming. Below are some of the organized activities that Radio Tarang conducted, covering diverse topics:

1. **Health and Well-being Initiatives** included awareness programs on Oral Health Day, Glaucoma Day, TB Day, Malaria Day, and World Autism Day. A dedicated program emphasized the importance of vaccinations, in alignment with National Vaccination Day. In the **World Sleep Day** programme Discussions were held focusing on sleep health and its significance for overall well-being. Under the programme series "Yoga Se Rahe Nirog," on **International Yoga Day**: various yoga sessions were broadcasted for different demographics, including Senior Citizens and adolescents, emphasizing the importance of yoga practices. The **Cancer Awareness Series** featured the program "Sawaal Sehat Ka" that included discussions with senior oncologists about various types of cancers and preventive measures. Under the the title '**Nutrition Week'** a five-episode series was broadcasted with expert insights on nutritional health across age groups. Another programme, **Vector-borne Diseases** featured the Joint Secretary of the Ministry of Health and Welfare who highlighted prevention measures for diseases like dengue and malaria.

2. **Environmental Awareness on Earth Day** conversations with Shri Rakesh Khatri highlighted the extinction of bird species and the need for conservation. In another broadcast on **World Water Day**, Sh. Praveen Kumar, Director of National Mission Clean Ganga, provided insights on water management and conservation efforts. On **Environment Day**, a broadcast featured a discussion led by renowned "Peepal Baba" which revolved around environmental challenges and the importance of sustainability. Whereas **Jallianwala Bagh Day** Program focused on the historical significance and cultural awareness surrounding the events at Jallianwala Bagh in Amritsar.

3. **Social Issues and Advocacy-** Awareness campaigns programmes were developed to educate listeners on the consequences of drug abuse on **Say No to Drugs Day.** Radio Tarang also celebrated International Day of Drugs Checking while interacting with Sh. Gyanendra Kumar of Narcotics Control Bureau. The **International Women's Day** broadcast celebrated women's achievements and discussed gender equality and empowerment. A special programme on **Human Trafficking Awareness** featured Pallavi Ghosh, focusing on the crucial topic of human trafficking. The **Labor Day** broadcast reflected on workers' rights and contributions, honouring efforts of the Indian labour force.

4. **Cultural Representation and Learning** related programmes were broadcasted in the form of engaging discussions on performances highlighting cultural expressions such as dance on **International Dance Day**. The **Orthonomics Knowledge Series** featured discussion by eminent professors on diverse economic topics, fostering knowledge exchange among listeners. In a separate broadcast, scientist YS Rajan, ISRO, spoke on the launch of Chandrayaan.

5. **Journalism and Media Engagement:** On the **World Press Freedom Day**, the radio station

hosted notable journalists like Ismit Arayogesh, Narayana Dixit and Shishir Sinha to discuss press freedom and its importance in society. The RLAC community radio celebrated World Press Freedom Day on 3 May 2023 by talking to journalists like Smith Ara (Journalist, The Hindu), Yogesh Dixit, (Associate Editor, Amar Ujala), Shishir Sinha (Associate Editor, The Hindu). Under the Career School initiatives of the community radio, several programs discussed various journalism specializations, including sports journalism. Shridhar Ramamurthy, the father of community radio, shared his personal experiences related to radio with the students of the department of journalism.

6. Radio Tarang also created **Sports and Physical Activity awareness** by celebrating **Athlete's Day** by inviting athletes such as para-athlete Sandeep Singh Mann and Commonwealth medallist Ajay Dalal, who emphasised on fostering sports spirit and recognition**.** The **Cricket Series**, "Sports Waale Hum" program featured interviews with IPL players and members of the Indian Blind Cricket Team, promoting cricket as a unifying sport.

7. **Admission and career guidance**- Radio Tarang conducted a live program on Undergraduate CUET Based Admissions with Prof Haneet Gandhi, Dean Admissions (University of Delhi), and the college Principalresponding to students and parents' queries. Radio Tarang specially designed a series of programs known as**Career Pathshala Series**, an informative series on career opportunities and academic programs available at RLA College, which also guided students on professional growth after graduation. Renowned teacher Rohit Vidhan, Founder of Adhyayan Mantra spoke on CTET & KVS and other teaching exams.

8. **Promoting Hindi**: On 14 September 2023, radio Tarang celebrated **Hindi Diwas** in which students talked to Official Language Officer Sh. Ankur Vijayvargiya and Prof. Anand Pradhan and learnt about the importance of Hindi language.

With this diversity of programs created and hosted, the radio TARANG is a unique institutional initiative that plays a pivotal role in educating, informing, and connecting with the community.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

The college has a variety of dynamic student societies, with faculty members actively inspiring and guiding students to engage in a wide range of activities, including seminars, workshops, debates, theatre performances, cultural events, and sports. Each year, the college organizes a three-day cultural festival titled "Splendour." Furthermore, it is proud to be a leading affiliate of the National Cadets Corps (NCC) and the National Service Scheme (NSS), with a significant number of cadets and volunteers enrolled annually. Students are encouraged to pursue innovative start-up initiatives and research ideas, fostering a culture of creativity and entrepreneurship.

To showcase student achievements and activities, the college publishes several magazines each year, including "SAMDRISHTI," an annual publication featuring reports on various events, as well as the wall magazine "SRIJAN" and the e-magazine "ASMI," which is dedicated to issues of gender justice. Additionally, the college produces "SAMBHAV" and "RLA Samachar," a newsletter aimed at enhancing campus connectivity.

In alignment with the United Nations' sustainable development goals, Ram Lal Anand College has implemented numerous effective measures for solid, liquid, and e-waste management. The college prioritizes water conservation through rainwater harvesting initiatives and actively maintains a green and clean campus by recycling reverse osmosis (RO) waste water, paper, and e-waste, as well as engaging in composting and cultivating a rich herbal garden. Moreover, the college has achieved self-sufficiency in energy generation through the installation of 130 kW solar panels.

These concerted efforts have led to the college being recognized for exceptional work in fostering a sustainable campus, focusing on sanitation, hygiene, waste management, water management, energy management, and greenery by the Mahatma Gandhi National Council of Rural Education, under the Department of Higher Education, Ministry of Education.

RLA has a registered Alumni association under societies Acts which handholds college in the form of Counselling and Career guidance sessions, offering internships and employment, Merit Scholarship to the toppers and expert lectures. Career Counselling and Placement Cell of college facilitates placements and internships through internship fairs and frequently organizes workshops and sessions for developing soft skills among students. College also supports needy students through financial aid, book bank and laptop banks and take care of psychological development of each student though associating each student mentee with a faculty mentor.

Concluding Remarks :

In summary, the data being submitted reflects Ram Lal Anand College's consistent commitment to academic excellence, with notable improvements in student performance and faculty engagement.? Over the past years, the college has achieved an average pass percentage of over 93% and has produced university gold medalists, demonstrating the effectiveness of its educational programs and student support services.

The significance of these findings underscores the college's unwavering dedication to fostering an environment conducive to learning and personal development. This data showcases our commitment to implementing the

Undergraduate Curriculum Framework and aligning with the National Education Policy, which encourages innovative teaching methodologies and enhanced student experiences.

Looking ahead, the college is determined to expand through addition of more programmes and enhance research opportunities for students. We plan to further strengthen partnerships with industry and institutions to provide hands on exposure, ensuring that our graduates are well-prepared to meet the demands of their chosen fields.

As we reflect on this data submission, we remain committed to maintaining high educational standards and believe in continual improvement. We believe that our focus on sustainability, community engagement, and holistic development will position Ram Lal Anand College as a leader in higher education. We look forward to addressing future challenges and exploring new opportunities that will enable us to further elevate our academic standing and fulfill our mission of empowering students for success in a dynamic world.