



## HINDU COLLEGE - UNIVERSITY OF DELHI



**SSR-2016**

**SUBMITTED TO  
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL, BANGALORE**



**DECLARATION CERTIFICATE BY  
HEAD OF THE INSTITUTION**



*HC-1/3248*

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11.12.2015

**Declaration by the Head of the Institution**

I certify that the data included in this Self-Study Report (SSR) are true to the best of my knowledge.

This SSR is prepared by the institution after internal discussions, and no part thereof has been outsourced.

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

Dr. Anju Srivastava  
Offg. Principal



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## PREFACE

An institution with well over a century of distinguished history is best illustrated through the reputation that it has built over the years. To encapsulate this into numbers and words, therefore, is a herculean task. The present account, resultantly, is a modest attempt on part of all the components – faculty, students and the administration of Hindu College to offer a telescopic view on well-laid out parameters of assessment. The last five years, however, have come in for a special focus in terms of treatment of data.

Being a public institution and functioning under Delhi University ensures a certain level of uniformity in terms of academic curriculum and procedural affairs, yet Hindu College has striven to go that extra mile towards excellence. This is attested by *Vision 2020* and an *Academic Calendar* that the College has come to devise beyond the shared schedule with the University. While academic attainments are well-documented through the data of marks and researches, the co-curricular, extra-curricular and ethical responsibilities and activities consume an admirable proportion of students' energy. Having carved a niche for several such activities and engagements (like dramatics, debates, environmental awareness, honourable placements, etc.) names like 'Ibtida', 'Disha', 'Indraprastha' 'Mecca' – which actually are the names of different societies, the Magazine and the Annual Festival of the College – have come to command an enviable reputation among the university fraternity.

Being repeatedly ranked amongst the top ten colleges in the Country creates a pressure of its own kind. Blending the rigours and challenges of modern demands of education with the established reputation of more than a hundred years was never an easy proposition, but the College has valiantly withstood this with aplomb. The range of Honours courses offered by the College are 'traditional' in academic parlance, but the actual transaction of teaching-learning seeks to leverage all the available cutting edge educational and communication apparatus like ICT-enabled classrooms, laboratories, digitized libraries and a Wi-Fi enabled campus. Engaging with social and ethical responsibilities has been a way of life for Hinduites. So, through its long journey the instance of intense participation in the freedom struggle in pre-independence period is ably supplanted by an inspired participation in environmental campaigns, 'Swachh Bharat Abhiyan', 'Teach for India' campaign and a host of other socially inclusive programmemes by the students and teachers alike, in the contemporary times.



## LIST OF SSR COMMITTEE MEMBERS

### STEERING COMMITTEE

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Shri Sumit Nandan- Symposium  
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## ABBREVIATIONS

<b>AARC</b>	Academic Affairs and Research Committee
<b>ACs</b>	Applied Courses
<b>AECCs</b>	Ability Enhancement Compulsory Courses
<b>AIWEFA</b>	All India Women's Education Fund Association
<b>ANDC</b>	Acharya Narendra Dev College
<b>APS</b>	Applied Physical Sciences
<b>ARC</b>	American Radiolabeled Chemicals
<b>ARSD</b>	Atma Ram Sanatan Dharma College
<b>ASI</b>	Archaeological Survey of India
<b>CAC</b>	Central Admission Committee
<b>CAG</b>	Comptroller and Auditor General
<b>CAS</b>	Career Advancement Scheme
<b>CATC</b>	Combined Annual Training Camps
<b>CATE</b>	Common Aptitude Test in English
<b>CBCS</b>	Choice Based Credit System
<b>CBSE</b>	Central Board of Secondary Education
<b>CCL</b>	Centralized Computer Laboratory
<b>CCS</b>	Centre for Civil Society
<b>CEC</b>	Central Evaluation Centre
<b>CPC</b>	Central Placement Cell
<b>CPDHE</b>	Centre for Professional Development in Higher Education
<b>CPF</b>	Central Provident Fund
<b>CPWD</b>	Central Public Works Department
<b>CSIR</b>	Council of Scientific and Industrial Research
<b>CSO</b>	Central Statistical Office
<b>CSSA</b>	Crop Science Society of America
<b>CSSS</b>	Central Sector Scholarship Scheme
<b>DBT</b>	Department of Biotechnology
<b>DCC</b>	Discipline-Centred Courses
<b>DDU</b>	Deen Dayal Upadhyaya College
<b>DNipCare</b>	Delhities' National Initiative in Palliative Care
<b>DRC</b>	Departmental Research Committee
<b>DRDO</b>	Defence Research and Development Organization
<b>DST</b>	Department of Science and Technology
<b>DU</b>	University of Delhi
<b>DUBS</b>	Delhi University Botanical Society
<b>DULS</b>	Delhi University Library System
<b>DU-MOOC</b>	Delhi University-Massive Open Online Course
<b>DUSU</b>	Delhi University Students' Union
<b>ECA</b>	Extra Curricular Activities
<b>EDUSAT</b>	Educational Satellite
<b>EOC</b>	Equal Opportunity Cell
<b>ERD</b>	Evaluative Report of the Department
<b>FICCI</b>	Federation of Indian Chambers of Commerce and Industry



<b>FS</b>	Foreign Students
<b>FYUP</b>	Four Year Undergraduate Programmeme
<b>GB</b>	Governing Body
<b>GCNC</b>	Green Chemistry Network Centre
<b>GE</b>	Generic Elective
<b>GIMP</b>	General Image Manipulation Programmeme
<b>GPF</b>	General Provident Fund
<b>HC</b>	Hindu College
<b>HMIP</b>	Hindu Model Indian Parliament
<b>HRA</b>	House Rent Allowance
<b>HRC</b>	Hans Raj College
<b>HTC</b>	Home Travel Concession
<b>HYS</b>	Hindu Youth Summit
<b>IAHR</b>	International Association for the History of Religions
<b>IAPT</b>	Indian Association of Physics Teachers
<b>IARI</b>	Indian Agricultural Research Institute
<b>IASR</b>	Indian Association for Study of Religions
<b>ICC</b>	Internal Complaints Committee
<b>ICJB</b>	International Campaign for Justice in Bhopal
<b>ICPR</b>	Indian Council of Philosophical Research
<b>ICSE</b>	Indian Certificate of Secondary Education
<b>ICSSR</b>	Indian Council of Social Science Research
<b>ICT</b>	Information and Communication Technology
<b>IDCC</b>	Inter Disciplinary Credit Courses
<b>IGNCA</b>	Indira Gandhi National Centre for the Arts
<b>IGNOU</b>	Indira Gandhi National Open University
<b>IHMUN</b>	International Hindu Model United Nations
<b>ILL</b>	Inter Library Loan service
<b>ILLL</b>	Institute of Life Long Learning
<b>INFLIBNET</b>	Information and Library Network
<b>INSPIRE</b>	Innovation in Science Pursuit for Inspired Research
<b>INTACH</b>	Indian National Trust for Art and Cultural Heritage
<b>IPC</b>	Indraprastha College
<b>IQAC</b>	Internal Quality Assurance Cell
<b>IQAS</b>	Internal Quality Assurance System
<b>ISAS</b>	Indian Society of Analytical Scientists
<b>ISEAS</b>	Institute of South East Asian Studies
<b>ISI</b>	Indian Statistical Institute
<b>ISID</b>	Institute for Studies in Industrial Development
<b>ISSN</b>	International Standard Serial Number
<b>IUAC</b>	Inter University Accelerator Centre
<b>JAWS</b>	Job Access with Speech
<b>JMI</b>	Jamia Millia Islamia
<b>JNCASR</b>	Jawaharlal Nehru Centre for Advanced Scientific Research
<b>JNU</b>	Jawaharlal Nehru University
<b>KMC</b>	Kirori Mal College
<b>KNC</b>	Kamla Nehru College



<b>LAN</b>	Local Area Network
<b>LSR</b>	Lady Sriram College
<b>LTC</b>	Leave Travel Concession
<b>MH</b>	Miranda House
<b>MHRD</b>	Ministry of Human Resource Development
<b>MOU</b>	Memorandum of Understanding
<b>MSI</b>	Magnetic Society of India
<b>MUN</b>	Model United Nations
<b>NABL</b>	National Accreditation Board for Testing and Calibration Laboratories
<b>NCC</b>	National Cadet Corps
<b>NCERT</b>	National Council of Education Research and Training
<b>NET</b>	National Eligibility Test
<b>NGO</b>	Non- Governmental Organization
<b>NIHW</b>	National Institute of Health and Family Welfare
<b>NII</b>	National Institute of Immunology
<b>NISCAIR</b>	National Institute of Science Communication and Information Resources
<b>NLEPC</b>	National Level Exhibition and Project Competition
<b>NLIST</b>	National Library and Information Services Infrastructure for Scholarly Content
<b>NLS</b>	National Law School
<b>NLU</b>	National Law University
<b>NME-ICT</b>	National Mission on Education through Information and Communication Technology
<b>NPS</b>	New Pension Scheme
<b>NPTEL</b>	National Programme on Technology Enhanced Learning
<b>NSDL</b>	National Securities Depository Limited
<b>NSS</b>	National Service Scheme
<b>NUS</b>	National University of Singapore
<b>NVDA</b>	Non Visual Desktop Access
<b>OBC</b>	Other Backward Classes
<b>OPAC</b>	Online Public Access Catalogue
<b>OR</b>	Operational Research
<b>OSA</b>	Old Students' Association
<b>PAS</b>	Performance Appraisal System
<b>PF</b>	Provident Fund
<b>PFA</b>	People for Animals
<b>PG</b>	Post Graduate
<b>PH</b>	Physically Handicapped
<b>PIO</b>	Public Information Officer
<b>PIs</b>	Principal Investigators
<b>PwD</b>	Persons with Disability
<b>RC</b>	Ramjas College
<b>RDTAC</b>	Regional Direct Taxes Advisory Committee
<b>RKN</b>	Rajdhani Kirti Nagar
<b>RSC</b>	Royal Society of Chemistry
<b>RTI</b>	Right to Information
<b>SAARC</b>	South Asian Association for Regional Co-operation



<b>SANDEE</b>	South Asian Network for Development and Environmental Economics
<b>SC</b>	Scheduled Caste
<b>SEIAA</b>	State Environmental Impact Assessment Authority
<b>SERB</b>	Science and Engineering Research Board
<b>SET</b>	State Eligibility Test
<b>SGM</b>	Society for General Microbiology
<b>SGTB</b>	Sri Guru Teg Bahadur Khalsa College
<b>SOCHUM</b>	Social Cultural and Humanitarian Committee
<b>SOL</b>	School of Open Learning
<b>SPIC MACAY</b>	Society for the Promotion of Indian Classical Music and Culture amongst Youth
<b>SRCC</b>	Shri Ram College of Commerce
<b>SSC</b>	St. Stephen's College
<b>SSHRC</b>	Social Sciences and Humanities Research Council of Canada
<b>SSR</b>	Self Study Report
<b>SSSA</b>	Soil Science Society of America
<b>ST</b>	Scheduled Tribe
<b>SVC</b>	Sri Venkateswara College
<b>TERI</b>	The Energy and Resources Institute
<b>TIFR</b>	Tata Institute of Fundamental Research
<b>TYUP</b>	Three Year Undergraduate Programmeme
<b>U-APSD</b>	Unscheduled Automatic Power Save Delivery
<b>UG</b>	Under Graduate
<b>UGC</b>	University Grants Commission
<b>UKIERI</b>	UK-India Education and Research Initiative
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>VLE</b>	Virtual Learning Environment
<b>WDC</b>	Women's Development Cell
<b>Wi-Fi</b>	Wireless Fidelity
<b>WUS</b>	World University Service
<b>YMCA</b>	Young Men's Christian Association



## INTRODUCTION

Hindu College was founded in 1899 by late Shri Krishan Dassji Gurwale along with a Board of Trustees who represented the prominent citizens of Delhi. The pre-eminent aim behind the founding of Hindu College was to provide modern and nationalist education to the youth of the Country. When the College was founded, India was a colony of Great Britain. The ruling ideology of the time was rooted in providing education to the elite. This was the time when Christian missionaries were trying to re-establish themselves by starting schools and colleges. The missionary institutions of higher education were thought to have an evangelising agenda.



The aim of the founding fathers of Hindu College was to make it a centre of new ideas, whilst being non-elitist and non-sectarian. The College welcomed youth from all sections of society without any differentiation on grounds of religion, caste, creed and gender. Both arts and sciences were introduced as subjects from the beginning. Apart from modern education, the College also supported the oriental and traditional mode of education. It provided a common ground for the growth of secular culture by supporting Hindi, Sanskrit, and Persian in addition to religion and philosophy. Secularism and voluntary instruction were not seen as incompatible. This was the vision of the founders. The objective was to establish an institution which could spread modern education along with the awareness, consciousness, and zeal about nationalism and brotherhood among the Indian youth.

The role of the prominent citizens of Delhi to promote education in India, underscored the private and public attempts to expand education at the time. The founders and trustees of the College came mainly from the merchantile class and the rising professionals. They were philanthropists, who saw education as a learning experience. Krishan Dassji Gurwale's philanthropy predated Indian democracy and was intimately bound with nationalism. This was the high motivation for establishing Hindu College and ever since it has remained as a vector for nation-building. That aim has not been diverted till today.

The founders faced many challenges- financial, space and infrastructure crunch but they paid attention to the “giving” powers of education. Their ideology has lived on and has triumphed. Hindu College imparts education and knowledge and produces not



only intellectual elites but also leaders, who could guide India with right values. Till today, Hindu College has the effect of integrating students from different backgrounds. It was one of the first co-ed colleges to include women in the educational programme and thus sowed the seeds for the empowerment of women early on.

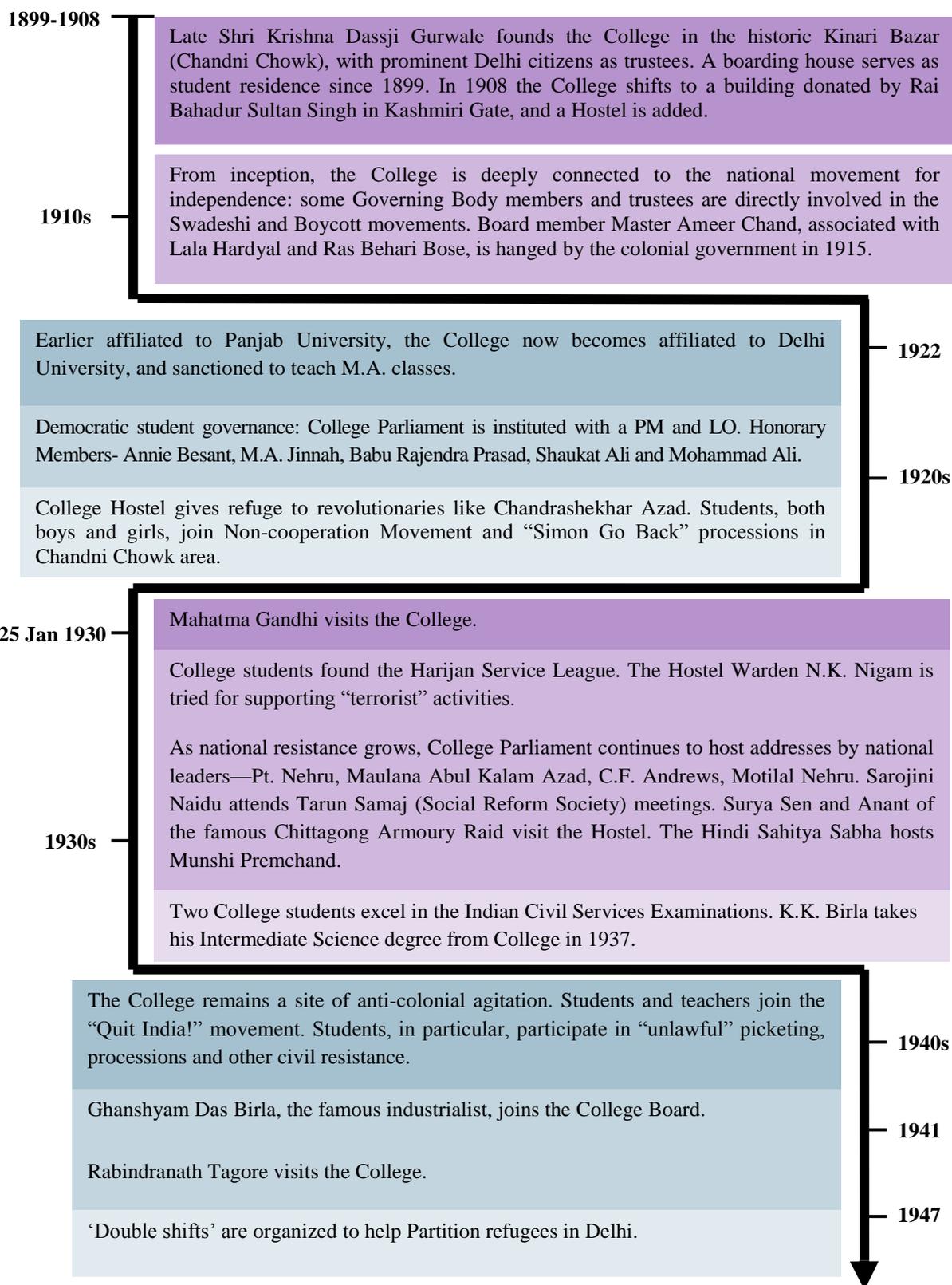
Students of the Hindu College have always favoured democracy – it being the only college continuing to be identified with this uniqueness– it is the only college in Delhi University that has a student “Parliament” as an integral part of the institution. In the 1920s, 1930s, and 1940s, Hindu College’s Parliament contributed to the nationalist uplift. It provided a platform for many national leaders including Mahatma Gandhi, Jawaharlal Nehru, Motilal Nehru, Sarojini Naidu, Annie Besant, Mohammad Ali Jinnah, and Mohammad and Shaukat Ali, of the Khilafat Movement fame, who addressed the students. Post-independence also, nation-building, social-uplift and betterment were considered as an important component of the goals of the institution. Today, all stakeholders- Principal, Faculty and the Students are the flagship of this commitment.

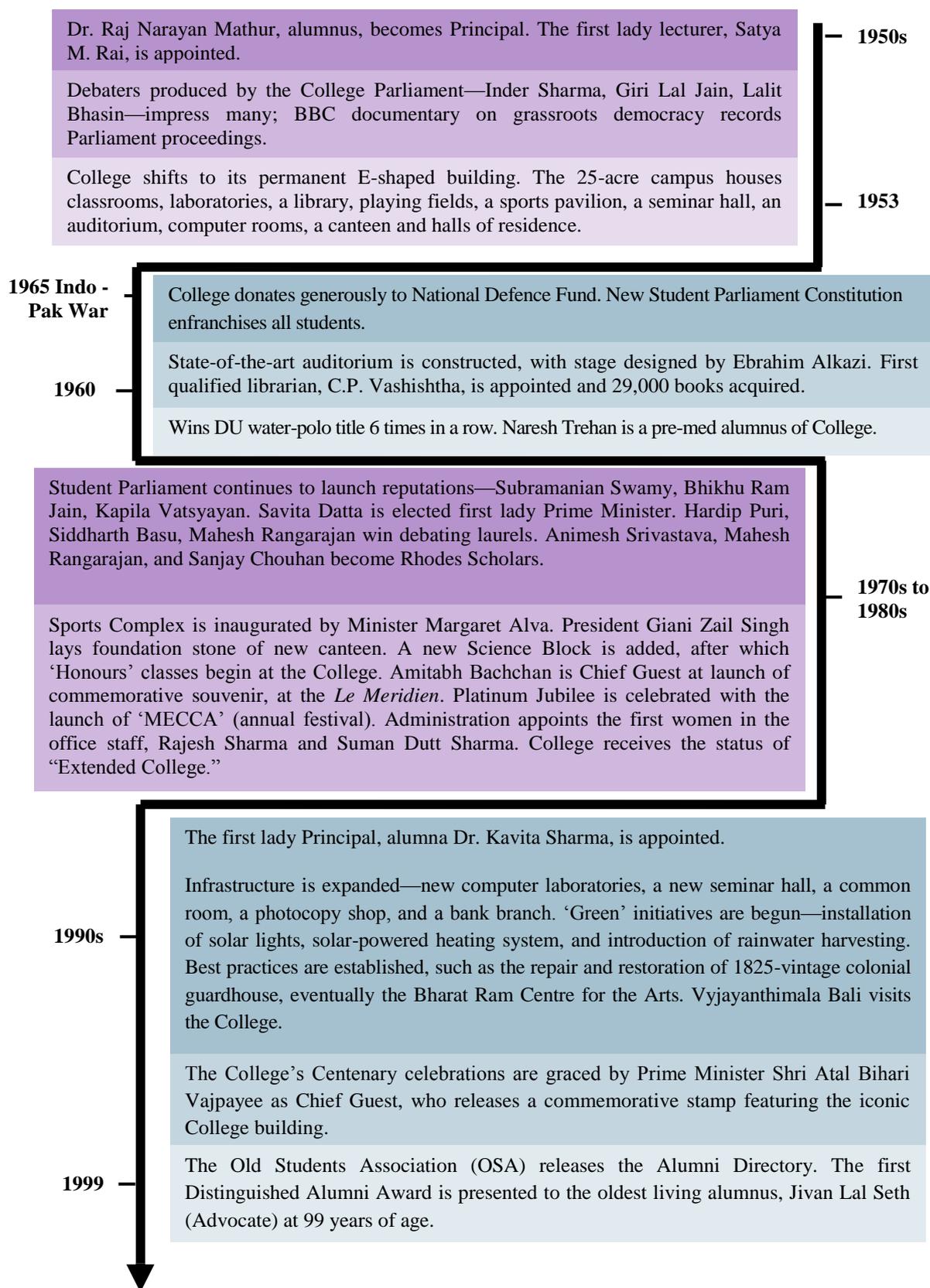
Hindu College continues to be an agency of change. It promotes an all-round development of the student by inclusion of such values as scientific temper and respect for each other’s culture as a way of life; by promoting the importance of knowledge, and making students visionaries to excel in any profession; and by providing students the widest opportunities to develop their potential to the fullest. Education at Hindu College is aimed at evolving the individual – encouraged through participation in many kinds of co-curricular activities. Most of all, the College aims to produce responsible citizens of the Country.

Hindu College began as a “small people’s movement” for higher education free of religious, missionary and elitist bias. Being born as part of the nationalist impulse, it actively participated in India’s struggle for independence. That spirit was palpable. The College’s ethos to survive and flourish as one of the premier institutions of the country today stems from its origins and roots.



## A TIMELINE OF HINDU COLLEGE HISTORY







2000 to  
2006

Arun Jaitley, Justice Adarsh S. Anand, Jairam Ramesh, Javed Akhtar, Tavleen Singh, Ashok Vajpayee, and Amitav Ghosh visits College. The NSS and NCC works consistently to serve the College and the nation. Women's Development Cell started to generate awareness and initiatives for gender parity.

The College starts part-time classes in foreign languages—German, French, Spanish and Russian.

Many extracurricular student societies emerge, successfully organise events and represent the College—*Abhirang*, *Alankar*, *Masque*, *Ibtida*, *Panchtatva*, and *Earthlings*. *Disha*, the placement cell, is established. Departments develop own festivals, lectures, debates and cultural events.

Third Premchand Memorial Debate—First International Event at College, with teams from Australia, Singapore and Pakistan. Writers' Meet is organized with four Pakistani writers as panel experts. 'Global Action Day' is held to honour Bhopal Gas Tragedy victims, and against corporate crime and environmental disasters.

Bharat Ratna Dr. A.P.J. Abdul Kalam is Chief Guest on Founder's Day. Gulzar (Films), Dr. Kiran Bedi and Somnath Chatterjee (Politics), Arnab Goswami (Journalist), Binalaxmi Nepram (Activist), Col. Rajyavardhan Singh Rathore (Olympian) are Chief Guests/ panel discussants in different events.

Campus becomes wi-fi equipped. New ICT laboratories and a Central Computer Lab are installed. The College is connected to the University network through optical fibre.

*Symposium*, *Caucus*, and the *International Hindu College Model United Nations* (IHCMUN) emerge.

IHCMUN organizes an international event. The campus is one of the venues for the Commonwealth Games. It is also a location for prominent films—*Sarfarosh*, *Hazaron Khwaishen Aisi* and *Rock Star*.

Prime Minister's Debate is started, to enhance accountability in student elections.

2007 to  
2014

Dr. Anju Srivastava takes over as Officiating Principal, the second College alumna to hold the office.

Construction begins on four-storey building for Girls' Hostel and a new Academic Block having, with foundation stone laid by Lt. Governor of Delhi.

More than 600 students and teachers participate in the National Knowledge Network Video Conference in auditorium. College participates in launch of MOOC (Massive Open Online Course) of Delhi University.

The College joins the *Swachh Bharat Abhiyan*, and launches an e-waste-reduction drive. Rashtriya Ekta Diwas and Good Governance Day are celebrated.

The College continues to excel, evolving while remaining true to its founding ideals.

2015



## EXECUTIVE SUMMARY

### CRITERION I: CURRICULAR ASPECTS

Criterion I gives an account of Hindu College's academic programmes, and innovations and achievements in enriching the University prescribed curriculum. This account is anchored in the unique vision and mission of the College, which shapes its teaching objectives. The College is committed to the core principle of enabling self-actualization in students and teachers through participatory structures which feed into, and are in return augmented by, multi-point linkages with external fields.

The vision, mission and guiding principles of the College are disseminated through the website, regular events of interaction between the present community and the alumni, the *Annual Founder's Day Celebrations* and the College magazine *Indraprastha*.

The prescribed University curriculum, to which the College strictly adheres, is implemented through Staff Council-mandated committees such as the 'Academic Affairs and Research Committee'. This system of Committees ensures that the stated objectives of the curriculum are well achieved in the course of implementation. Additionally, departments have internal systems for workload allocation, taking stock of teaching progress mid-semester, moderation of internal assessment, and reviewing student performance.

While the College benefits from implementation support from the University, it also internally supports its teaching staff through open channels of communication, provision of leave for capacity-building initiatives, and financial assistance to attend academic events. It also provides infrastructural and technological support in the form of ICT-enabled classrooms, laboratories, library and research database access, Wi-Fi internet access, laptops, etc. Under the *Vision 2020* Action Plan of the College, such facilities will be significantly increased.

Enabling and encouraging research and publication by students is an important means to operationalize the curriculum more effectively, especially through the internal assessment component. Extra-classroom enrichment events, from offsite trips to seminars are also organized in significant numbers every year. Criterion I and VII read together depict the comprehensive network of relationships the College maintains with industry, through internship and placement cells, industry figures' membership in the Governing Body, distinguished alumni, and industry sponsors for department and college events.

Similarly, relationships with research bodies and the University are maintained, firstly, through the College: it has been awarded 15 University-funded 'Innovation Research Projects'; actively participates in the *Gyanodaya* initiative; teaches students from the University's Cluster Innovation Centre, etc. Secondly, through the faculty: teachers of the College have secured prestigious research projects; publish nationally and



internationally, as well as through university centres like the Institute for Life-Long Learning (ILLL); teach at the postgraduate level; and several serve in University posts (including as Mentor at the Cluster Innovation Centre). Thirdly, through the students: a large number participate in the National Service Scheme (NSS) and the National Cadet Corps (NCC), which have a tiered structure from the College to the university level. Finally, faculty, students and the College as a whole participate enthusiastically in *Antardhwani* (the University's annual cultural event), and events such as “*Swachh Bharat Abhiyan*” and *World Yoga Day*. Students and faculty have access to the University resources through the National Knowledge Network.

A significant number of the College faculty is actively engaged in curriculum design and syllabus development at the University. Teachers also serve on various high level committees of the university from time to time such as the Academic Council, Executive Council, Deanships of student welfare, Committees of Courses and Studies, and contribute to e-learning and distance education initiatives like UGC e-pathshala, ILLL and DU Massive Open Online Course. In addition to University-prescribed courses, the College has at various times offered auxiliary value-addition programmes, some of which are designed in-house by the faculty and are self-funding. These include foreign language courses, and short-term courses in ‘Acting Skills’ and ‘Green Chemistry.’

The College aims to maximize academic flexibility, and opportunities for interdisciplinary exploration available to students, through such offerings as the B.A. Programme's Discipline and Application Courses (including with real-world applications, such as ‘Actuarial Science’ and ‘Disaster Management’), language courses (English, Hindi and Sanskrit), value-added courses, Inter-Disciplinary Courses, and computer literacy workshops. Under the University-mandated structure of Core and Elective courses under the Choice-Based Credit System, students are offered the widest variety of papers.

The College, in keeping with its primary objective of providing quality education to all, including underprivileged students, provides remedial teaching, scholarships to needy students, and counseling through ‘*Friends’ Corner*.’ Differently abled students are supported through infrastructural additions such as access ramps, and a software and remedial facility, where technical aids including JAWS and other software, reading/recording facilities, etc., are available.

Additionally, the student Parliament, large variety of student societies in the College, and vibrant campus life filled with enriching activities, offer both extra-curricular enhancement, and flexibility in the applicable skills students can develop and the contributions they can make.

The culmination of all the above factors from the University level, through the College, and down to the College departments and student societies, is a holistic and flexible approach to the curriculum, as the core of developing the student into a well-rounded citizen. This Criterion specifically sets out how the College enables its students to



develop competence in and awareness of cross-cutting issues such as, gender, climate change and environmental education, and human rights.

A system of feedback on the College's curriculum-related activities has also been devised. Additionally, student feedback opportunities are ensured by the College Departments' practice of maintaining open communication, and by the democratic Student Parliament.

## **CRITERION II: TEACHING, LEARNING AND EVALUATION**

This Criterion details the College's admissions, its processes for ensuring and improving access for various classes of disadvantaged and differently-abled students, and its commitment to ensuring diversity and inclusiveness in its intake, as well as its espousal of these ideals through its treatment of enrolled students until graduation. Further, it sets out how the College is attentive to special educational needs—both in the context of advanced learners, and in the context of students who would benefit from teaching to bridge gaps or transitional issues in their educational career.

This Criterion, then, depicts the driving philosophy of the College towards diversity, inclusiveness, and effective equality of access, as well as the processes and institutions through which it implements these principles. As an important part of these processes, the mechanism for assessing individual student needs is also described. In order for the implementation of such mechanisms, sensitivity to factors of differentiation such as gender, environment, regional culture and the like must be inculcated and continuously fostered. This is necessary both for the staff, who administer institutional safeguards for these principles, as well as for the student body, who act as peer support for each-other and embody the distinctive historic and egalitarian culture of the College since its founding. An important part of enabling and modulating access to specific sets of needs, as well as of maintaining a culture that is sensitive to them must, of course, be assessment of students who may be at risk of discontinuing in the absence of such access and cultural support. The College's practices of collecting and processing experience and information on this issue are detailed in this Criterion.

Under the sub-head 2.3, 'Teaching-Learning Process,' is detailed how the College consistently and innovatively organises its teaching, learning, and evaluation schedules to meet University-set goals for learning, as well as its own culture and ideals of rigorous academic training. As part of these established practices of organising and scheduling, the IQAC (Internal Quality Assurance Cell) has been constituted, which is also the successor of prior bodies which served the same function—namely, Staff Council Committees for Academic Affairs and Research (the AARC), the Time Table and Prospectus Committee, the Maintenance and Development Committee, and the Library Committee.

This sub-head furnishes details on how the College's commitment to student-centric teaching is carried out; specifically, through structures and systems which develop



teaching skills in the staff which are best suited for teaching a diverse student body in a sensitive, interactive, and empowering way. The College staff's access to the latest pedagogical thought and practices, institutional encouragement for inculcating regular updation of teaching methods, and the evident success of its students in independent and collaborative work is set out hereunder. The College's commitment to nurturing critical thinking and scientific temper are described under various heads in Criteria I and VII also.

The responses to subsequent queries under this sub-head address the material facilities, infrastructure and technical/technological support for the College's processes for continuously developing skills and knowledge in its students and teachers. Laboratories, museums, ICT, e-learning resources, participation in open learning resources, and the like, enable and augment the many opportunities for innovative teaching and learning. Library resources (including online research databases), their management, updation and accessibility are detailed here as well as elsewhere, more specifically under query 2.3.9.

The College's institutional culture and practices, together with the infrastructural facilities, provide fertile ground for expert lectures, workshops, interactions, seminars, and other events of blended and extra-classroom learning. These events and opportunities ensure that the students and faculty keep themselves abreast of latest developments both in their field, as well as interdisciplinary areas, employment- or market-oriented applications, and high-level expertise.

The culmination of the College's facilities for continuous learning, technologically-supported teaching, and expert interaction can be seen in the widespread adoption of innovative teaching practices and approaches by the faculty, which is detailed under the response to query 2.3.8 specifically and generally throughout this Criterion.

The institution's attentiveness to the student as the central stakeholder in the teaching-learning process is not limited to academic or occupational concerns, but encompasses the whole individual. This is in line both with current pedagogical ideals as well as the College's historic commitment to developing engaged and able citizens. Accordingly, academic as well as personal and psycho-social support and guidance, counseling, mentoring, advising and the like are offered to students through formal as well as informal facilities. As with its processes of student intake, an important part of the College's processes for effective and up-to-date teaching is: self-scrutiny, monitoring and evaluation of its own systems. These self-accounting practices which enable constant improvement, coherence, and continuity are set out, with a special focus on open lines of communication and feedback between various levels of the organisation.

Under the sub-head 2.4 'Teacher Quality', this Criterion further analyzes the means by which the College ensures the best and most effective management of its human resource of qualified and competent teachers. This description contributes to and enriches the foregoing discussion of quality-maintenance in teaching-learning as a composite process. In addition to detailed regulations on recruitment and service



conditions of teachers, which are rigorously followed, the College encourages and enables teachers to pursue research and upgradation programmes. Material facilities include on-campus housing, research facilities, expert exposure and the like. Evidence of success of these measures is set out under query 2.4.5 in this Criterion, as well as elsewhere in this SSR (for instance in Criterion VII). It is summarized here as the extensive and prestigious contributions by college faculty to academic publishing, conferences and seminars up to the international level, and how these are produced by the vibrant culture of interaction and exchange within the College. In continuation of these queries, policies and systems of the College like providing research grants, study leave, and other support for research, academic and enrichment endeavours is detailed.

The response to query 2.5, 'Evaluation Process and Reforms,' reinforces the picture of the College's systems for ensuring and enabling high quality in students and teachers, both as two parts of its human resource and as a collaborative, and culturally cohesive, body. Measurement of student achievement, both summatively and formatively, is discussed in detail. This is done in the curricular context through internal-assessment processes and practices, and in the extra-curricular context through student-faculty collaboration in events of extended and independent learning, student bodies, and the like. This sub-head brings the portrait of the College's quality-assurance systems to a logical close by addressing mechanisms for raising and redressal of grievances.

Under the final sub-head, 2.6 'Students' Performance and Learning Outcomes,' this Criterion sums up many of its salient details and links them conclusively to the ultimate end: learning outcomes that are the shared ends of all stakeholders in the system, and which all systems and processes in the College, taken together, achieve. In illustration and support of the responses under this sub-head, an analysis of students' results and achievements is appended, which shows steady progress. The desired learning outcomes are set chiefly through mechanisms of discussion at various levels, linked upwards to the University level and even higher. These serve as objectives and as benchmarks, the College devises pedagogical strategies towards them, which also make the best use of institutional and infrastructural facilities, from the College vision to ICT-enabled classrooms. Assessment strategies, as a sub-head of this pedagogical system, aim at continuous, rigorous, and interactive evaluation. Since this SSR comprehensively and consistently illustrates the College's commitment to holistic development, a variety of structures and practices, such as placement cells, student innovation projects, and socially conscious volunteer work, augment curricular learning outcomes.

### **CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

The College has integrated the spirit of research in the regular work ethic of the institution in broadly two structured ways. One is the formal provision of research grants and allowances that is facilitated within the framework of the affiliating university and the central body of the University Grants Commission. A panoramic illustration of this provisioning across various disciplines of Humanities, Social



Sciences, Commerce, Statistics and Sciences can be captured by visualizing that 15 interdisciplinary innovation projects have found home in the College in addition to other major and minor projects. Equally this formal association has been enabling in periodic organization of seminars on new research methodologies and advanced areas of research across disciplines in the College. The second is a non-formal research culture that is unique to the College owing to its history, location in campus and academic legacy. The research culture in the College is enriched by the extensive and very productive network of faculty and students who have been affiliated with the institution at various stages, and are now in the affiliating university's campus pursuing different academic and research careers at centres of great excellence. These networks operate with familiarity and inter personal contacts and are thus not easily translatable in formal terms but nevertheless are a great boon for both faculty members and students. Together, the formal and the non-formal research provisions sustain the research culture of the institution and it is a continuing endeavour of the College to build on these supports to round off with a robust system of research linked consultancy and extended domains.

The Academic Affairs and Research Committee (AARC) and the recently constituted Internal Quality Assurance Cell (IQAC) of the College are committed towards synergizing existent interdisciplinary focus between teaching and research and between students and faculties across different disciplines and towards having a greater synergy between different professional cultures of industry that are research centric.

The College promotes and nurtures young faculty also through institutional initiatives so that they can multiply their knowledge skills along with seasoned support of experienced colleagues and keen graduating students.

The College earnestly believes in putting research in practice and wishes to propose that the number of societies run by students should be seen as collectivities that are enacting research based knowledge. From preparing a skit on social awareness to debating on a contentious issue, students through their initiatives interpret and adopt new researches in multiple creative ways. Saluting this spirit of young learners, the College heartily encourages this embodied learning.

#### **CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

In an educational institution the importance of infrastructure and learning resources present therein cannot be gainsaid. For over more than a century, Hindu College has striven to provide a range of facilities to support its students in their studies and give access to a wealth of materials, equipment and information. We can proudly say that we have succeeded in delivering the objectives of our founding fathers creditably over all these years.

The College has in place a well-oiled system consisting of physical facilities, a smoothly functioning administrative set-up and excellent staff to cater to the needs of the students.



The College is completely Wi-Fi-enabled with forty five airy and high-ceilinged classrooms of varying sizes, six of them having a galleried structure. Twenty five classrooms rooms have LCD projection systems and some rooms also have a complete audio-visual capability. There are eleven science laboratories with equipment and apparatus needed to conduct all practical exercises prescribed in the curriculum. The College encourages research and a number of teachers have research projects sanctioned by the UGC and CSIR, which they carry out their own laboratories.

Six air-conditioned computer laboratories with all facilities meet the requirements of students for blended learning. Two museums, one in the Botany and one in the Zoology Department, allow students to familiarize themselves with the morphology and other characteristics of the various plants and animals that they study about in their classes. A Botanical Garden has a number of plants and fulfils the need for study of plants in their natural surroundings. The College has a fully automated library with OPAC facility, having more than one lakh books, some of them very rare and not available elsewhere. Some of the Departments also have their own libraries which they maintain themselves. Special care is taken to provide assistance and services to students with special needs.

A number of common facilities like a seminar room, auditorium, art-exhibition space, etc. provide the much needed space for the artistic expressions of the students. The administrative and accounts block house the machinery needed for the smooth functioning of the institution. There are rooms earmarked for units like the NCC, NSS, EOC, and others in the Seminar building of the College. A counsellor has been appointed for addressing the needs of the students and is allocated a separate room. An MI Room with an attendant nurse and having first aid facilities has recently been instituted in the College. The College has always offered boarding/lodging facilities for its outstation students. There is a Boys' Hostel with 117 comfortable rooms which houses more than 200 students in congenial surroundings.

The College believes in the dictum of a healthy mind in a healthy body. It has a large sports complex which provides cricket pitches, volleyball and basketball courts, and a football field. A gymnasium with Treadmills, Walkers, Gym Cycles, Body Solid Leg Press, Body Solid Pecfly and Body Solid Chest Press satisfy the needs of the health conscious students and staff. A canteen and a fast-food kiosk provide reasonably priced and hygienic food, as well as the much-needed space for socializing and general relaxation.

In the highly congested North Campus of the University where the College is located and parking of vehicles is at a premium, the College offers parking facility for more than 100 cars and 50 bikes.

To make the College future-proof, a number of infrastructural projects have been envisaged and initiated. A Girls' Hostel and an Academic Block, which are already in an advanced state of completion, would go a long way in addressing the problems of accommodation and space necessitated by the increased intake of students over the years. Also on the anvil is a Research and Conference Centre.



Most present-day students have grown up surrounded by technology and have come to expect its presence in every aspect of their lives. Students today expect the same high-speed Internet availability and access to digital resources that they have grown accustomed to at home. Though the College has already adopted Information Technology in its pedagogic methodology, it is looking towards improving the digital infrastructure and adopting other digital means to bring in e-governance with the view to make administration and teaching smooth, transparent and efficient.

### **CRITERION V: STUDENT SUPPORT AND PROGRESSION**

At Hindu College, learning is a way of life. It is meant to pique the curiosity and stimulate the intellect of students at every level. Whether that means interaction with the faculty on academics or on issues beyond it, pupils are supported and mentored in the best possible way to groom them into well rounded citizens.

The College administration has always been perceptive of the needs of the students and financial constraints that they may face and is therefore prompt in extending financial assistance to all the needy students. The College also confers a wide array of prizes/ scholarships/ free ships, to the undergraduate as well as post graduate students motivating them to achieve academic excellence. Efforts are made to promote inclusion of differently abled students with other students by arranging for specific facilities like special washrooms, ramps, computer laboratories, laptops installed with specific software, Braille books etc. Also there is a dedicated society 'Ankur' that takes care of the needs of these special students. Various committees like Discipline Resource Committee (DRC), ICC, Grievance and Anti-Ragging committees etc. have been constituted to address the different concerns of students. A student counsellor is also available to focus on resolving any personal, academic or socio-psychological problems that the students may face. The NCC and NSS wings of the College constantly work towards student welfare. Further, the College also boasts of a unique student organization, the 'Parliament of the Republic of Hindu College' that works towards the benefit of students through a well laid protocol.

Striving to inculcate academic excellence in students, the faculty members organize special sessions for discussion and problem solving for the students preparing for various competitive examinations apart from the regular curriculum teaching. Seminars, workshops and interactive sessions with eminent professionals of different industries/ civil services are also organized for student motivation. The College also provides a platform for placements and internships through faculty-mentored student bodies, 'Disha' and 'Abhyas'. Consistently excellent academic results have made Hindu College not only one of the most distinguished graduate and postgraduate co-educational institutions in the country, but also, by many accounts, the College of first choice in Delhi. Reinforcing the strong academic foundation of the College is the rich bounty of cultural societies like 'Ibtida' (Dramatics), 'Alankar' (Classical Music), 'Srijya' (Western Dance), *English Debating Society* and various others, through which



valuable skills, attributes and talents are nurtured in the students. State-of-the-art sports facilities are also made available to the students. The students are encouraged to actively participate in various national and international competitions and sports tournaments. Generations of students who have been groomed in this College have excelled in different walks of life. The College has produced not only excellent academicians but also dancers, actors, writers, film makers, sportsmen and more who have contributed to the eminence of the institute.

Besides the infrastructural facilities, the strength of the College lies in providing a liberal, lively and competitive environment to its pupils which plays a crucial role in maintaining the excellence that the College is renowned for.

### **CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

Hindu College being a 116 years old institution, there is already an existing working model of administration and governance in place which is time-tested and smoothly oiled. However, in keeping with the College credo to excel through improvement and innovation, Hindu has always endeavoured to provide the best in terms of management and quality to its students and other stakeholders, by incorporating and implementing newer management practices. The College provides a very broad-based education in different fields, ranging from the sciences to the humanities and commerce and thus needs to fulfil the specific requirements of students opting for these subjects. In addition, it provides a set of skills to all its students which would arm them to meet the requirements of the modern-day world. Hindu College has striven to achieve a creative balance between its academic mission and executive capacity; and between financial viability and traditional values. We balance excellence with the promotion of equity through the synergistic working of a number of Staff Council Committees. These committees are instrumental in discussing all academic matters and deciding on action plans along with a time frame for their execution.

Matters other than the academic are addressed by the Principal with the continuous advice of faculty members in the form of various issue- and subject-based sub-committees that are formed within the Staff Council. The Governing Body of the College considers the recommendations of these committees and sanctions the funds required. The Governing Body also considers planning and policy-making in the College and plays an important role in arranging funds for the same.

Maintenance and improvement of quality forms an important mainstay of the College. In the backdrop of quality controls that the College already had in place since its inception 116 years ago, the College has formed the IQAC, having representatives from the Governing Body, Alumni and other members of the public of standing in civil society, parents, and members of the College teaching fraternity to monitor the Internal quality of procedures, activities and their implementation. This has led to further streamlining of the academic quality-delivery system of the College.



The College believes in decentralizing governance and towards this end convenors of Staff Council and other college-level committees, together with their members hold meetings to formulate policies and guidelines for implementation in the College. At the Departmental level, the Teachers In-charge of the various departments autonomously work towards fulfilling the aims and objectives of their departments within the accepted set of frameworks. The concept of participative management followed by the Principal leads to involvement of all sections of the College, including students in their capacity as members and leaders of various groups and societies.

Future development plans are all encompassing, bringing within them infrastructure upgradation, as well as faculty improvement and student development. Development of a research environment forms an important goal and the College is planning the construction of a state-of-the-art research centre which should enthuse the teaching staff, as well as students who are eager to embrace research as a means of value-addition to their courses.

The financial management of the College is totally transparent, with all major purchases being undertaken only after tenders and quotations are obtained from registered suppliers. Financial auditing is done by an internal auditor appointed by the Governing Body, as well as the CAG, Govt. of India.

## **CRITERION VII: INNOVATIONS AND BEST PRACTICES**

Criterion VII first sets out the core principles that drive the College's constant innovation: ecological and historical conservation; participation, debate and democracy; empowering students and teachers to attain excellence. All these vitally connect the College with the community, the nation and the world, through multiple linkages with the academic and research world, professional spaces and markets, and society and the natural environment. Secondly, this Criterion details how the College practices these principles, and gives evidence of its successes.

The first principle is carried out by the administration and participation of student societies '*Panchtatva*' and '*Earthlings*'. The College maintains 500 large trees as well as significant green cover, and plants hundreds of saplings annually. Other conservation measures are: removal of solid waste by the MCD, prohibition of plant-waste burning, composting, and promotion of natural fertilizers and gardening materials. Energy use is ecologically optimized: first, by using solar energy for heating water; secondly, by using renewable and non-polluting pellet fuel '*Oorja*' in the hostel mess; thirdly, by increasingly shifting to LED lighting. The Campus' carbon footprint has been reduced by replacing paper communications by the administration, with three LCD screens, and by recycling paper both on-campus and through an NGO; and through recycling campaigns by *Panchtatva*. These efforts are vindicated by the College's recent clearance for new construction, which found levels of soil quality, ambient noise, air pollution etc. within prescribed limits. Additionally, College societies have organized and taken part in numerous cleanliness, greening and awareness drives for the benefit of the wider community.



The second of the two best practices discussed in this Criterion flows from the above principle and ecologically-conscious activities. This is the establishment of the 'Bharat Ram Centre for the Arts' as a green as well as culturally vibrant multi-purpose space in the College, which enriches campus life while maintaining green cover and historical structures.

The College gives students early training and exposure to research and academics through lecture series with distinguished specialists, and the opportunity to participate in research projects under faculty members. In all, the departments of the College have organized over 100 such student enrichment activities and events over the period of 2010-11 to 2014-15. The success of the College's innovative means of encouraging academics and research is seen in its numerous University toppers, merit awards and scholarships, high progression rates to PG studies, admissions to prestigious national and international institutes, and finally in the College's consistently high rank in surveys such as appear in *India Today*. The College faculty is an invaluable resource in producing excellent students, and teachers in turn are also facilitated in publishing and researching. In the period 2010-2015, the College's various departments ran research projects funded for a total of (approx.) Rs.90,52,000. The success of the College in recruiting distinguished faculty and encouraging capacity-building is seen in the large numbers who hold editorial posts, University posts, fellowships, etc. In total, faculty members have: (a) Authored or edited approximately 230 books/ chapters in books, (b) Published approximately 350 articles in journals, reviews, and periodicals, and (c) Participated in approximately 350 capacity-building events, at all levels up to the international.

Student engagement with occupational fields is enabled through innovative interactions, skill-building events, internships and finally campus placement into jobs. In keeping with the College's democratic ethos, student societies 'Abhyas' (for internships) and 'Disha' (for job placements) are the chief actors and contact points. The success of these societies benefits students not only within College but in the entire North Campus.

Both student and faculty capacity-building is supported by the College through extensive provision of ICT facilities, laboratories, library and research databases. The Science Departments use visually-aided pedagogy and ICT-enabled classrooms, open-source software, open courseware of renowned international universities, etc. Educational and methodological workshops, training sessions and off-campus trips are also organized. Under the College's *Vision 2020* plan, under which construction has begun, the academic and residential spaces of the College will be significantly extended and made technologically up-to-date. For a projected student strength of over 4,500 after 2016, *Vision 2020* will provide a larger academic block including new laboratories and 'smart classrooms,' and a hostel for female students, among other improvements.

The first of the two best practices discussed in this Criterion is the 'Student Parliament', which has a venerable history dating back to the freedom movement, and today has traditions including a Budget Session. It forms the link between all the student societies and shows that democracy, debate and a culture of participation are at the core of Hindu College's spirit of continuous innovation.



## SWOC ANALYSIS

### STRENGTHS

- ❖ Being one of the oldest mainstream colleges of higher education in the North Campus of Delhi University, confers prestige and credibility to Hindu College across the nation and abroad.
- ❖ Founded in 1899, the College has always striven for academic excellence and service to the nation. Hindu College as an institution has faced, and has shaped, the changes in the field of education through colonial times and the freedom struggle, to the era of planned development, the globalized and the digitized times. In the recent years, the College has taken a number of initiatives in the social sector thus serving society at large.
- ❖ The College revels in the cultural diversity of its students and faculty who are drawn from across the Country. The heterogenous character of the College community allows it to maintain, and sustain, a cosmopolitan outlook. Thus, while the College bears the name 'Hindu', its iconic annual cultural festival is called 'Mecca'.
- ❖ Hindu College has been rated by reputed agencies among the top ten colleges in Sciences and the Social Science/Humanities streams. As a result, the College attracts the brightest students during admissions, the high cut-offs being a testimony of the same. The high percentage of marks is maintained and matched by the passing out percentage of students, and the progression rate from Under-graduation to Post-graduation, and by the rising number of on-campus placements of students.
- ❖ The College offers all the basic undergraduate and post-graduate subjects in the Sciences, Social Sciences/Humanities and Commerce streams. Interdisciplinary academic leveraging is, therefore, an on-campus reality. The faculty can take advantage of the diversity of subjects offered at the College to launch research initiatives that depend on interdisciplinary collaboration.
- ❖ The College has a dedicated and expert faculty with diverse research interests, actively involved in publishing and curriculum development. The faculty believes in strong work ethics and commitment to quality education.
- ❖ The credentials of the faculty show a remarkable collection of talent, with a large number of them having earned a Ph.D. from some of the finest institutions of higher learning. The College thus offers a fertile intellectual climate for its students. There is a strong bond and a high level of interaction between the faculty and the students. The faculty instills a broad foundation of knowledge and skills, equipping individual students to manage their lives in today's complex times.
- ❖ Hindu College's location in the North Campus of Delhi University is a strategic advantage. Surrounded by other centers of academic excellence, (like the Delhi School of Economics, Faculty of Management Studies, St. Stephen's College, the Central libraries, the Post-Graduate departments), Hindu College competes with and also bench-marks the neighbourhood with academic excellence.



- ❖ Hindu College also has strategic locational advantage because it's a place where students can find internships, job opportunities, recreation, art centre and library, as well as a vibrant social life. Being an extremely welcoming and friendly place, in addition to academics, the campus life is buzzing throughout the year with cultural festivals, career fairs, trips and tours, picnics, debates, seminars etc. Such activities ensure that the student's experience is rich, varied and exciting. A pulsating extra-curricular and cultural life breeds on the campus in the form of more than 30 societies some of which have assumed iconic proportions in the extra-curricular life of Delhi University.
- ❖ The College has the unique distinction of having its own 'Parliament' which paves the way for democratic governance. The College acquired its Parliament way back in the 1920s -- decades before our country came to have one! The Hindu College Parliament continues to be an arena of democratic participation and resolution of issues through arguments and debates till date.
- ❖ The College is proud of its library collection. It is one of the earliest libraries in the University to have digitized its catalogue and bar code all its books. The College follows the practice of annual weeding out of books, done by the faculty of different departments.
- ❖ The College has moved to the forefront of the knowledge-based economy by incorporating technology in its pedagogical methodology. The entire college campus, including the hostel, is WiFi enabled and ICT facility is provided to the library and to the classrooms.
- ❖ The College installed several solar panels on its roof, way back in 2000, thereby leading the way to the harvesting of solar energy. The College hostel and the staff room draw a significant amount of its energy requirements from this environment friendly mechanism.
- ❖ The College houses some iconic colonial-era heritage buildings like the 'Old Guard House' which has been renovated to serve as the Bharat Ram Centre for Art and Culture under the best practices programmeme. The centre serves as the cultural hub of the campus community.
- ❖ The College's placement cell '*Disha*' predates the establishment of the Central Placement Cell (CPC) of Delhi University. '*Disha*' facilitates campus placements and internships for its undergraduate students in blue-chip companies, banks and other prestigious organizations.
- ❖ The huge 25 acres college campus has minimal spaces covered with concrete. Its sprawling green lawns are consistent with the best environmental practices and water harvesting mechanisms. They also serve as cultural hot-spots for student activities.
- ❖ The boys' hostel has been an integral part of the College from the very beginning. It is rooted in the history of India's freedom struggle as it provided refuge to revolutionaries like Chandrashekhar Azad. Over the decades it has contributed in retaining some very bright outstation students. The hostel gives a sense of



community to its dwellers who are part of a cultural group 'Samvad' which organizes film shows, debates and post-dinner discussions.

- ❖ The science laboratories are an asset to the College. They are spacious and well equipped with modern technology and facilities.
- ❖ Hindu College was selected under the Department of Biotechnology's 'Star College Scheme' (2012).
- ❖ The College provides parking space for cars, motorbikes/scooters and cycles separately. The parking space is barricaded leaving the academic blocks untouched.

### WEAKNESSES

- ❖ Increased student intake has, so far, not been matched by the expansion of physical infrastructure. This results in cramped classrooms.
- ❖ Shortage of cubicles/rooms for the faculty on individual basis, particularly for non-science departments, hinders consultations and research efforts on the part of the faculty. Even departmental rooms are not available evenly across the college.
- ❖ Our repertoire is constrained in terms of academic subject offerings. For example, the College offers almost the entire range of conventional subjects as 'Honours' courses; however, the emerging fields and application-based courses like bio-technology, computer sciences, psychology and geography are not offered as 'Honours' courses.
- ❖ Inadequate provision for seminar/committee rooms result in the College losing out in hosting several seminars/talks and even campus-placement related activities.
- ❖ The on-campus stay (hostel) provision for increased student strength is rather limited, especially for girl students. This is also true for the inadequate and extremely limited on-campus housing facilities for the faculty/staff.
- ❖ The IT potential needs to be taken full advantage of. More overhead projectors need to be provided in the classrooms.
- ❖ The spacious science laboratories seem to have shrunk in space because of the increase in the number of students over the years.
- ❖ The College auditorium over the years is in need of repair and renovation.
- ❖ With a cluster of public institutions located in close proximity to the College, traffic jams are endemic and are a perpetual problem on the roads leading to the College.

### OPPORTUNITIES

- ❖ The collaborative culture between the academia and student affairs can help us with both strategic planning and decision making to maintain high employee morale. The willingness to recognize weaknesses and make improvements can help us create an atmosphere of success for the faculty, staff and students.



- ❖ The ongoing construction of the new academic block is likely to ease the physical infrastructural constraint in terms of bigger classrooms, departmental rooms, an expanded library and more conference rooms. The increased space can be utilized to introduce new skill based courses.
- ❖ With the construction of a new girls' hostel fast becoming a reality, the College is likely to retain outstation girls who generally by-pass Hindu College during the admissions and opt for other colleges of matching repute.
- ❖ The College acquired a state-of-the-art sports pavilion during the 2010 Commonwealth Games when it was a venue for the Rugby practice matches. With a few modifications, this facility can be customized to the sports' requirements of our students and thus leverage the added facilities in the College.
- ❖ There is scope for expansion of science laboratories with the construction of the new academic block.

### **CHALLENGES**

- ❖ It is not easy being at the top. It is all the more tough to retain that position.
- ❖ With the number of private universities fast coming up around Delhi, the College will have to continuously upgrade its physical infrastructure and also think of innovative ways to retain its highly qualified faculty.
- ❖ Over the last few years Hindu College has experienced extraordinary enrollment of students. There is a need to monitor our admission policy and supply and demand data to make intentional adjustments in undergraduate enrollments at the time of admissions.
- ❖ Inadequate work spaces and technology support create some challenges.
- ❖ Another challenge is to deal with the societal and student perception of education as solely a means to a job.
- ❖ Parking space is just about adequate.



## PROFILE OF THE INSTITUTION

### 1. Name and Address of the College:

Name	Hindu College	
Address:	Delhi University, University Enclave	
City: Delhi	Pin: 110007	State: Delhi
Website:	www.hinducollege.com	

### 2. For Communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Principal	Dr. Anju Srivastava (Officiating Principal)	011-27662401	+919810515169	011-27667284	principal@hinducollege.org
Vice Principal	-	-	-	-	-
Steering Committee Co-ordinator	Dr. P.K. Sinha	-	+919891227921	-	pksinha_15@yahoo.com

### 3. Status of the Institution:

Affiliated College	
Constituent College	X
Any Other (Specify)	

### 4. Type of Institution:

#### a. By Gender

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



b. By Shift

i.	Regular	X
ii.	Day	
iii.	Evening	

5. Is it a recognized minority institution?

Yes	
No	X

If yes, specify the minority status (Religious/linguistic/ any other) and provide documentary evidence.

6. Sources of Funding:

Government	
Grant in-aid	X
Self-financing	
Any other	

7. a. Date of establishment of the College: .....1899..... (dd/mm/yyyy)  
b. University to which the College is affiliated /or which governs the College (If it is a constituent college): Delhi University  
c. Details of UGC recognition:

Under Section	Date of recognition	Remarks (if any)
i. 2(f)	01.01.1956	Yes
ii. 12(B)		Yes

- d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.) Not Applicable

Section/ clause	Recognition/Approval details Institution/ Department Programmeme	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.				
ii.				
iii.				
iv.				



(Enclose the recognition/approval letter)

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

Yes  No

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

Yes  No

9. Is the College recognized?

a. By UGC as a College with Potential for Excellence (CPE)?

Yes  No

If yes, date of recognition: ..... (dd/mm/yyyy)

b. For its performance by any other governmental agency?

Yes  No

If yes, Name of the agency ..... and

Date of recognition: ..... (dd/mm/yyyy)

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

Location*	Urban
Campus area in sq.mts	89030.8
Built up area in sq.mts	20351.0

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

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

❖ Auditorium

Auditorium with 3362 Sq. Ft. area has a sitting capacity of 900 individuals. It has 02 green rooms, 01 washroom and a balcony.

❖ Seminar Room Complex

- An air-conditioned state-of-the-art Seminar Room with a dedicated desktop, LCD projector, 70 table-top mikes, powerful sound system and with a seating capacity of 150.



### ❖ Sports Facilities

- Playground: 200m x 123m including a Cricket field (125m x 70 m) with 05 Cricket pitches and Football field (100m x 75m).  
Net Practice Area: 50m x 24m  
Basket Ball Court: 28m x 15m  
Volley Ball Court: 18m x 19m  
Sports Complex: 468.21 Sq.m.  
The complex has a Table Tennis room, Sports room, Chess room, 02 Physiotherapy rooms, 02 Changing rooms, Kitchen and 05 washrooms including one for physically challenged sportspersons.
- Swimming Pool: None
- Gymnasium:  
Air-conditioned Gymnasium with all the modern fitness equipment.  
(02 Treadmills, 02 Walkers, 03 Gym Cycles, 01 Leg Press, 01 Pecfly and 01 Chest Press).

### ❖ Hostel

- Boys' Hostel
  - Number of hostels: 01
  - Number of inmates: 220
  - Facilities:
    - A Common Room, where the residents can read daily newspapers and magazines, and play indoor games like Carrom Board, Chess and Table Tennis.
    - A Badminton court and a Volleyball court.
    - An air-conditioned Television Room hosting a big screen plasma TV with a state-of-the-art audio visual system.
    - Two fully furnished, air-conditioned Guest Rooms.
    - Laundry
    - Solar heating and solar lighting is provided in the washrooms.
    - Special washrooms for differently-abled students on the ground floor.
    - Constant supply of safe drinking water through R.O. unit and water cooler.
    - Hostel mess run on no- profit-no-loss basis having a seating capacity of more than 100 students.
    - First aid and minor medical emergency.
    - The entire Hostel campus is Wi-Fi enabled.



- A fully furnished air conditioned computer room having 07 computers with internet connection and a printer.
- An in-house Library.
- Round the clock CCTV surveillance.
- Girls' Hostel: Presently under construction. Would be operational from the academic session 2016-17.
  - Number of hostels: 01
  - Number of inmates: 168
  - Facilities:
    - Fully air conditioned.
    - Differently abled friendly.
    - Wi-Fi enabled.
    - Hostel Mess
    - Laundry with fully automatic washing machines.
    - First aid and minor medical emergency.
    - A common room with recreational facilities like television, indoor games, newspapers and magazines etc.
    - Washrooms with solar heating and lighting.
    - An in-house library.
    - Round the clock CCTV surveillance.
- ❖ **Residential facilities for teaching and non-teaching staff** (Give numbers available- Cadre wise)  
Number of Residential Quarters for Teaching Staff: 21  
Warden's Residence: 01  
Principal's Residence: 01  
Number of Residential Quarters for Non-Teaching Staff: 30
- ❖ **Cafeteria**
  - A Canteen with a modern kitchen, serving healthy and hygienic food at reasonable rates for the staff and students of the College. It has an indoor seating capacity of 100 and outdoor seating capacity of 200.
  - An open-air kiosk (*Pizza-and-More*), a student-friendly hang-out joint which provides a number of vetted fast-foods and hot and cold drinks.
- ❖ **Health Centre**
  - The health services are made available to the hostel residents by the WUS Health Centre, located within the University Campus. The College is in



close proximity of four hospitals - the Hindu Rao Hospital, St. Stephen's Hospital, Tirth Ram Hospital and the Sant Parmanand Hospital.

- First aid box is available in the Chemistry Laboratory and Hostel Office.
- MI Room is available with a Full time Nurse and a Doctor on call facility.

❖ **Banking Facilities**

A branch of State Bank of India is located in the College premises.

❖ **Photostat Shop**

Photocopy and Binding facilities are available.

❖ **Stationery Shop**

All important stationery items are available.

❖ **Transport facilities to cater to the needs of students and staff:** Not Available

❖ **Animal House:** Not available

❖ **Biological Waste Disposal:** Compost pits are available across the College campus.

❖ **Generator or other facility for Management/Regulation of Electricity and Voltage**

02 Generator sets with 250 KVA and 40KVA capacity respectively.

❖ **Solid Waste Management Facility**

- Waste is picked up by Municipal Corporation of Delhi on regular basis.
- Waste paper recycling tie up with an NGO for collecting waste paper and making useful products out of it.

❖ **Waste Water Management**

- Waste water from RO plant is used in the washrooms.
- Sewer lines and drains are constantly maintained.

❖ **Water Harvesting**

Several water harvesting sites across the College campus.



11. Details of programmes offered by the College (Give data for current academic year)

S.No.	Programme Level	Name of the programme/ Course	Duration (Years)	Entry Qualification	Medium of Instruction	Sanctioned/ Approved Student Strength	No. of students admitted
1.	Under Graduate	B.A.(Hons)					
		English	3	School leaving examination conducted by CBSE/ISC or any recognized board.	English	39	48
		Hindi	3		Hindi	31	37
		Sanskrit	3		Hindi	23	44
		Economics	3		English	54	74
		History	3		English	39	46
		Political Sc.	3		English	39	80
		Philosophy	3		English	39	50
		Sociology	3		English	39	52
		Music	3		English	15	23
		B.A. Programmeme	3		English	39	54
		B.Com. (Hons.)	3	+2 Commerce	English	62	70
		B.Sc. (Hons).					
		Botany	3	+2 Science	English	31	41
		Chemistry	3	+2 Science	English	62	76
		Mathematics	3	+2 Any stream with Mathematics	English	39	51
		Statistics	3	English	31	32	
		Physics	3	+2 Science	English	62	71
		Zoology	3	+2 Science	English	31	32
		B.Sc. Physical Science					
Chemistry	3	+2 Science	English	46	45		
Electronics	3	+2 Science	English	31	39		
2.	Post Graduate	M.A.	Years				
		English	2	Graduation from a recognised university.	English	23	28
		Hindi	2		Hindi	31	27
		Sanskrit	2		Hindi	23	16
		History	2		English	15	32
		Political Sc.	2		English	15	47
		Philosophy	2		English	15	25
		M.A. /M.Sc. Mathematics	2	English	40	42	
		M.Com.	2	B.Com.	English	15	20
		M.Sc.					
		Botany	2	B.Sc.	English	20	25
		Chemistry	2	B.Sc.	English	50	50
		Physics	2	B.Sc.	English	50	47
		Zoology	2	B.Sc.	English	20	16
		Statistics	2	B.Sc.	English	25	32
Operational Research	2	B.Sc.	English	10	17		
3.	Certificate Courses	1	French	9 months		English	20
		2	German	9 months		English	25
		3	Russian	9 months		English	20
		4	Spanish	9 months		English	20



13. Does the College offer self-financed Programmes?

Yes	X
No	

If yes, how many? 04

14. New programmes introduced in the College during the last five years if any?

Yes	No	X	Number	--
-----	----	---	--------	----

15. List the departments: (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments	
	UG	PG
Science	Botany, Chemistry, Mathematics, Physics, Statistics, Zoology	Botany, Chemistry, Mathematics, Physics, Statistics, Zoology
Arts	English, Hindi, Sanskrit, Economics, History, Political Science, Philosophy, Sociology	English, Hindi, Sanskrit, History, Political Science, Philosophy, Mathematics
Commerce	Commerce	Commerce

16. Number of Programmes offered under (Programme means a degree course like BA, BSc, MA, and M.Com...)

a.	Annual System	None
b.	Semester System	19 UG +13 PG
c.	Trimester System	None

17. Number of Programmes with

a.	Choice Based Credit System	19 UG courses
b.	Inter/Multidisciplinary Approach	19(CBCS courses in Part I)+19(Semester Scheme Courses in Part II)+17(Erstwhile FYUP Courses in Part III) + 13 PG Courses.
c.	Any other (specify and provide details)	None



18. Does the College offer UG and/or PG programmes in Teacher Education?

Yes  No

If yes,

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

b. NCTE recognition details (if applicable)

Notification No.: ..... Date: ..... (dd/mm/yyyy)

Validity: .....

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

Yes  No

19. Does the College offer UG or PG programme in Physical Education?

Yes  No

If yes,

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

b. NCTE recognition details (if applicable)

Notification No.: ..... Date: ..... (dd/mm/yyyy)

Validity: .....

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

Yes   
No

20. Number of teaching and non-teaching positions in the Institution:

Positions	Teaching Faculty						Non-teaching Staff		Technical Staff	
	Professor		Associate Professor		Assistant Professor		*M	*F	*M	*F
	*M	*F	*M	*F	*M	*F				
<b>Sanctioned by the UGC/University/State Government</b>	-	-	**Only by promotion		141		93		47	
Recruited			21**	24**	44	28	55	5	25	3
Yet to Recruit	-	-	-	-	24		33		19	
<b>Sanctioned by the Management/ Society or other authorized bodies</b>	-	-	-	-	-	-	-	-	-	-
Recruited										
Yet to Recruit	-	-	-	-	-	-	-	-	-	-

\*M- Male \*F-Female



21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
<b>Permanent Teachers</b>							
D.Sc./D.Litt.	-	-	-	-	-	-	
Ph.D.	-	-	19	22	24	18	83
M.Phil.			02	02	17	08	29
PG			-	-	03	02	05
<b>Temporary/ Adhoc Teachers</b>							
Ph.D.	-	-	-	-	4	5	9
M.Phil.	-	-	-	-	7	10	17
PG	-	-	-	-	6	6	12
<b>Part-time Teachers</b>							
Ph.D.	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-
PG	-	-	-	-	-	-	-

22. Number of Visiting Faculty/Guest Faculty engaged with the College. 27\*  
 \* including Foreign Language Teachers

23. Furnish the number of the students admitted to the College during the last four academic years.

a. UG Courses:

Categories	2011-12		2012-13		2013-14		2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	75	33	90	37	93	55	98	46
ST	31	14	40	11	50	30	50	28
OBC	148	64	207	56	230	70	164	88
General	231	236	212	241	228	301	193	178
Others	30	14	55	27	68	23	54	27

b. PG Courses:

Categories	2011-12		2012-13		2013-14		2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	18	28	29	41	22	30	29	28
ST	17	7	11	12	11	12	11	18
OBC	45	35	73	40	47	49	59	61
General	108	165	89	175	61	157	58	128
Others	09	05	17	03	14	03	08	08



24. Details on students enrolment in the College during the current academic year:

Type of Students	UG	PG
Students from the State where the College is located	320	127
Students from other States of India	632	296
NRI students	-	-
Foreign students	13	-
<b>Total</b>	<b>965</b>	<b>423</b>

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

UG  PG

26. Unit Cost of Education

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

(a) Including the salary component

(b) Excluding the salary component

27. Does the College offer any programme/s in distance education mode (DEP)?

Yes  No

If yes,

(a) Is it a registered centre for offering distance education programmes of another University?

Yes  No

(b) Name of the University which has granted such registration.

(c) Number of programmes offered

(d) Programmes carry the recognition of the Distance Education Council.

Yes  No



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

S.No.	Courses offered by the Department	Teacher-Student Ratio
1	English [B.A.(H) English and B.A. Programme]	1:18
2	Hindi[B.A.(H) Hindi and B.A. Programme]	1:21
3	Sanskrit[B.A.(H) Sanskrit and B.A. Programme]	1:25
4	Commerce [B.Com.(H)]	1:21
5	Economics[B.A.(H) Economics and B.A. Programme]	1:24
6	History[B.A.(H) History and B.A. Programme]	1:18
7	Political Science[B.A.(H) Pol. Sc. and B.A. Programme]	1:18
8	Philosophy[B.A.(H) Philosophy and B.A. Programme]	1:29
9	Sociology[B.A.(H) Sociology ]	1:21
10	Botany[B.Sc.(H) Botany ]	1:12
11	Chemistry[B.Sc.(H) Chemistry and B.Sc. Physical Science]	1:17
12	Mathematics[B.Sc.(H) Mathematics, B.Sc. Physical Science]	1:32
13	Physics[B.Sc.(H) Physics and B.Sc. Physical Science]	1:25
14	Statistics[B.Sc.(H) Statistics]	1:10
15	Zoology[B.Sc.(H) Zoology]	1:12

29. Is the College applying for

Accreditation: Cycle 1  Cycle 2  Cycle 3  Cycle 4   
Re-Assessment:

(Cycle 1 refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation).

30. Date of accreditation\* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: ..... (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 2: ..... (dd/mm/yyyy) Accreditation Outcome/Result.....

Cycle 3: ..... (dd/mm/yyyy) Accreditation Outcome/Result.....

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

31. Number of working days during the last academic year.

290

32. Number of teaching days during the last academic year.

169

(Teaching days means days on which lectures were engaged excluding the examination days.)

33. Date of establishment of Internal Quality Assurance Cell (IQAC) IQAC 07/05/2015 (dd/mm/yyyy)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC. N.A

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

❖ Bharat Ram Centre for Art and Culture.

❖ House Keeping and Security arrangements of the College are out-sourced.



## CRITERIA WISE ANALYTICAL REPORT

### CRITERION-I: CURRICULAR ASPECTS

#### 1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution and describe how these are communicated to the students, teachers, staff and other stakeholders:

##### **The Vision**

##### *History and Tradition*

- ❖ Hindu College was founded more than a century ago in 1899, by Late Shri Krishan Dassji Gurwale with the objective of providing affordable modern education to students from less well-off families. Initially housed in Kinari Bazaar, the College then moved to Kashmiri Gate in 1908 and then to its present location in 1953. The founders had a vision of an education that would enable the youth to take part in the polity of the nation and become capable of impacting policy and decision making while at the same time retaining their rootedness in the core cultural and civilizational values that India stands for. Hindu College, true to this vision, indeed became a center for intellectual and political debate during India's freedom struggle, especially during the Quit India Movement.
- ❖ This is the only College in Delhi to have a Students' Parliament - an institution that was established in the 1920s and is still continuing in strength. This provided a platform for many national leaders including Mahatma Gandhi, Moti Lal Nehru, Jawaharlal Lal Nehru, Sarojini Naidu, Annie Besant, Mohammad Ali Jinnah, and Subhas Chandra Bose for motivating the youth during the freedom struggle. The College has played the leading role in India's freedom struggle as some teachers and students of the College even went to prison during the time. Hindu College also played an integral part in the establishment of the University of Delhi.

##### *The Present: Continuity of Commitment*

- ❖ The College continues to be guided by its founding father's vision of providing education to as wide and varied a student population as possible. This is evident in its concern with regional diversity as well as with gender parity, so that students, both boys and girls, from outside Delhi and all over India are well represented in our student community. The College offered residential facilities, first as a boarding house, and later as a hostel, from the very beginning. It was also a co-educational institution from its inception, which was remarkable in the nineteenth century context.
- ❖ At the present date, the College's commitment to building a pan-Indian rather than a merely local student body is visible in its 'Vision 2020,' an ambitious infrastructure expansion programme. An academic block and new hostel for female students are the chief components of the first phase of *Vision 2020*, which will get operationalized from the academic year 2016. The details of *Vision 2020* are provided in Criterion IV and VII.



- ❖ The College's ideal is of empowering young men and women to grow into well-rounded citizens who can contribute to the community from the local to the global level. It aims at this ideal by furnishing its students with freedom, democratic institutions, and opportunities for learning both within and outside the classroom.

### **The Mission**

- ❖ In the backdrop of the nationalist struggle against the British rule, some prominent citizens along with Shri Gurwale of Delhi had decided to start a college that would, while being non-elitist and non-sectarian, provide nationalist education to the youth. Hindu College was founded with the noble mission "to give quality education in English up to the highest university standards". Till date this remains the most cherished objective of the institution and all our endeavours are directed towards attaining this goal that was set forth by our visionary founders. Notwithstanding its name, students from all religions have grown here and excelled in their chosen areas of interest, be it academics, sports, or extra-curricular activities. The College has evolved over the years into a pre-eminent institution of higher learning in the University of Delhi and the country.

### **The Motto:** The motto of the College "Music of Truth"

- ❖ Reverberates with the legacy of the ideals on which Hindu College was founded. It stands for the inner voice that expresses with truth and fearlessness - steadfast in all times - good or bad.

### **Objectives**

- ❖ Enabling self-actualization in students and teachers through ample opportunities of intellectual exploration,
- ❖ Developing a strong culture of responsible and democratic functioning, through structures of debate and interaction like the Student Parliament,
- ❖ Maintaining active and continuously innovating relationships with fields of participation outside the College, including academia, entrepreneurship, industry, and society,
- ❖ Nurturing students with a keen analytical and scientific bent of mind, with sensitivity to their responsibilities, and human values, so that they grow as the best citizens of India.

**Communication of Vision, Mission and Objectives:** The College communicates its guiding principles as detailed above to all members of its community and the general public through:

- ❖ Its website, [www.hinducollege.org](http://www.hinducollege.org), as well as the College prospectus.
- ❖ Alumni meets, reunions and other events at which its illustrious past students, including several eminent personages interact with the present faculty and students. An indicative list of illustrious alumni is in Annexure 1.1.
- ❖ Annual Founder's Day celebrations at which the College community commemorates Sri Gurwale's vision, and collectively renews its commitment to the same. On the Founder's Day the College also invites alumni and former teachers, to maintain a continuity with the past.



- ❖ Orientation programmes held for every year's new entrants, both at the College level and in Departments. At this orientation programme, students are shown a documentary made on the College, depicting the historical development of the College, including its vision and mission.

**1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).**

Hindu College being an affiliated College of the University of Delhi strictly adheres to the curriculum set forth by the university. That being said, sincere efforts are made to implement the curriculum in letter and spirit both at the level of the College and at the level of each department with its individual teachers.

To facilitate effective implementation of the curriculum the College functions through a system of staff council mandated committees as follows:

- ❖ **Academic Affairs and Research Committee**

Makes recommendations with regard to introduction of new teaching courses, filling of teaching staff vacancies, and all matters pertaining to teaching, examination results and research activity. The academic calendar of the College is also printed under the guidance of this Committee

- ❖ **Timetable, Attendance and Prospectus Committee**

This committee helps prepare and publish the prospectus of the College including that on the website. Further, it frames the timetable for the various classes, get the attendance register and the tutorial notebooks printed.

- ❖ **Library Committee**

This committee engages in decisions regarding purchase of books and other library matters.

These committees function synchronously and synergistically with one another and in collaboration with the faculty for a smooth implementation of the curriculum.

The timetable is uploaded on the website well in advance so that students can access it. Further a college level orientation programme is held in the auditorium where the Principal addresses the young entrants and an audio-visual presentation on the College is screened. This exercise helps instil a spirit of belonging in the students. Senior students set up help desks to guide the new students on various co-curricular and logistical aspects such as profiles of various student societies and the available off-campus accommodation. These initiatives provide a parallel support system that sets the tone for a smooth implementation of the curriculum. Each department also meets its students on the orientation day where the faculty introduce themselves and their respective department's profile to students. In addition, the academic calendar of the College within which all activities are circumscribed is distributed to the students and this acts as a normative guideline for both students and teachers.

Every department meets prior to the commencement of the academic session to distribute the teaching workload. Teachers are allocated courses according to their specialization but they also try to enhance their scope by taking new papers and exploring newer disciplinary areas.



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

### **Support from the University**

#### *Procedural Support*

- ❖ University departments prepare the syllabi with collaborative inputs from college teachers.
- ❖ University departments initiate periodic revision of syllabi with college teachers.
- ❖ Departments organize workshops to formulate the framework for syllabus.
- ❖ The university provides guidelines for course specifications, internal assessment and examinations. The university provides the date-sheets and organizes the conduct of final examinations including setting of question papers and maintenance of secrecy and evaluation of answer scripts.

#### *Practical Support*

- ❖ Practical support from the University is readily available on various fronts.
- ❖ The CPDHE at DU regularly holds orientation, refresher and short-term courses for teachers and non-teaching staff for their career advancement and skill development.
- ❖ Colleges have access to the Delhi University Library System and all of its subscribed journals and periodicals through the internet.
- ❖ Colleges are connected to the e- resources of the University in the form of e-lectures, e-laboratories, etc. through the intranet network.
- ❖ Around 1,000 Laptops have been provided to students for use in their curriculum.
- ❖ The University has provided special software for the visually impaired.

### **Support from the College**

- ❖ Any informational inputs received from the University or other agencies are immediately notified to the teachers.
- ❖ Any faculty member is welcome to freely interact with the Principal for any specific concerns they may have.
- ❖ Duty Leave is readily granted to teachers for faculty capacity building initiatives.
- ❖ The College provides financial assistance as available to teachers to attend and participate in academic events outside the College.
- ❖ Many classrooms have been equipped with overhead LCD projector facility to enable teachers and students to make power point presentations.
- ❖ Teachers are provided laptop computers on demand to use in research and teaching purposes.
- ❖ College has well equipped laboratories, with latest equipment and relevant software.
- ❖ Dedicated laboratory space is provided for faculty committed to pursuing research and engaged in research projects. The library is fully air- conditioned and well stocked with latest books.
- ❖ The College provides special software and devices, such as ANGEL, for the visually challenged students.
- ❖ The entire campus is Wi-Fi enabled in the new academic block that is rapidly coming up, designated spaces have been provided for faculty, more research and reading rooms



in library, ICT enabled classrooms and more and state of the art laboratory work stations and equipment.

- ❖ Facilities like conference centres, research centres, and a guest house are also on the anvil.
- ❖ The overall institutional environment is one that encourages teaching and research. Criterion IV provides the details of laboratories, libraries and other facilities in the College.

#### 1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the curriculum provided by the affiliating University or other statutory agency

- ❖ The College publishes a detailed prospectus that provides all necessary information about the College, its courses on offer, the fee structure, faculty, etc. so that students are empowered to make informed choices.
- ❖ Apart from the hitherto mentioned staff council committees, there are other committees with specific roles to this end. The Monitoring Committee and Moderation Committee ensure checks and balances on internal assessment; the Building and Maintenance Committee looks into all infrastructure related matters.
- ❖ The measures mentioned in Criterion 1.1.3 above also contribute directly or indirectly to curriculum delivery.
- ❖ The faculty of the College maintain sustained interactions with their university counterparts and participate in conceptualizing and developing curriculum and fine tuning strategies for implementation such as credit hours for a topic, prescribed reading and reference material.
- ❖ Further, students are encouraged to do research projects to initiate them into research and broaden their understanding of the subject matter, as well as to operationalize the curriculum more effectively.
- ❖ These projects are built into the curriculum through the internal assessment component.
- ❖ Departments take initiative in organizing field visits, talks and seminars that enhance the scope of the curriculum. Details of field trips organized for students are provided in Criterion 3.1.4. Students are encouraged to undertake project work and make presentations on the same. Figure 1.1 shows key committees that work synergistically to ensure effective curriculum delivery and transaction.

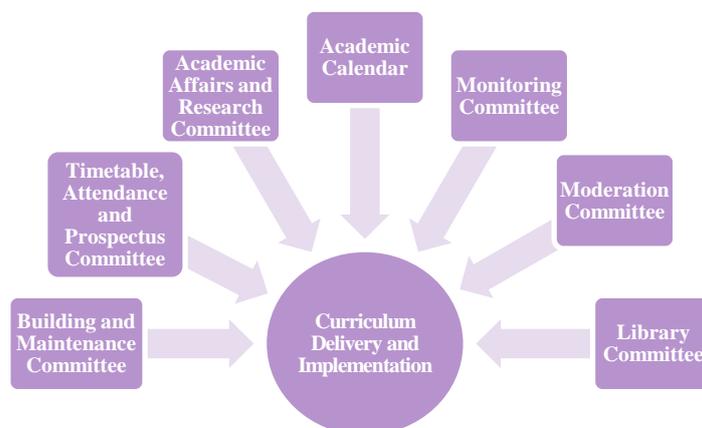


Figure 1.1: Institutional Arrangements Pertaining to Curriculum Delivery and Implementation



1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?

### **Interaction with Industry**

The College has a systematized mechanism of interaction with the industry through its popular societies *Disha* and *Abhyas*.

- ❖ *Disha* - The Placement Cell organizes seminars and workshops on career-related matters and conducts placement sessions from time to time. Some of the organizations that have participated in the Placement Programme are Google, Deloitte, HDFC, KPMG, Maruti, Jaypee, Ernst and Young, Protiviti, DE Shaw, Essar and Royal Sundaram Alliance.
- ❖ *Abhyas* - the internship cell is specifically dedicated to securing internship assignments for students.

Details of placements and internships are given in Criterion V and in Criterion VII.

- ❖ Some of the members of the patron trust that are constituent of the College Governing Body are also key industry figures and interact with the students
- ❖ The College has an active alumni association many members of which are well placed in industry and continue to maintain formal and informal linkages with the institution.

The various departments and societies of the College organise talks and seminars of personalities from industry.

### **Interaction with Research Bodies and the University**

- ❖ All academic and research initiatives of the University, UGC, CSIR, ICSSR, and other national and international research and financing bodies are communicated to the various departments of the College.
- ❖ Many teachers in the College have secured prestigious research projects from reputed research agencies by the sheer dint of their merit combined with unequivocal institutional support.
- ❖ The College has been awarded several (15) 'Innovation Research Projects' funded by the university which involve the coming together of faculty and students under an interdisciplinary umbrella.
- ❖ Teachers of the College contribute to the academic journals and present papers in national and international conferences.
- ❖ Many of the teachers take post graduate classes and tutorials that are held in the university. They also guide research.
- ❖ The College has also lent support to the novel concept of the 'Cluster Innovation Centre' of the university by sending its faculty on deputation to the centre as Mentor.
- ❖ Students at the Cluster Innovation Centre of the university are enabled to audit classes in the College in their respective disciplines.
- ❖ On a parallel track the College also participates in *Gyanodaya* - an educational train journey unique to the University of Delhi in which students and teachers from across the various colleges embark as travellers getting to know and share knowledge with people from different parts of the country.



- ❖ The College also has active chapters of the National Cadet Corps (NCC) and NSS, for which Delhi University is the immediate nodal agency.
- ❖ The College is an active participant in the cultural showcase of the university – *Antardhwani* – ‘the voice within’ - the annual intra-university cultural festival. The voice-over of the annual sound and light show organized by the university has been given by one of the faculty members of the College.
- ❖ Teachers from the College have been active in the Culture Council of the university.
- ❖ The head of the institution maintains regular interaction with the Vice Chancellor and other university officials.
- ❖ Students and faculty members can maintain direct link with the university through the National Knowledge Network and listen actively to webcasts by eminent personalities. The National Knowledge Network provides a forum for all including the students to interact directly even with the Vice Chancellor of the University and the President of the Country.
- ❖ The College has been an enthusiastic participant in the university wide “*Swachh Bharat Abhiyan*” of the nation, and the *World Yoga Day* celebrations.

Through all its interactions – academic, cultural and organisational – Hindu College is an integral part of the University of Delhi and the pedagogic firmament of the country.

**1.1.6** What are the contributions of the institution and/or its staff members to the development of the curriculum by the University? (Number of staff members/ departments represented on the Board of studies, student feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc)

The faculty is actively engaged in syllabus development in close association with their respective university level departments particularly in the wake of the advent of semester system and then the Choice Based Credit System.

Table 1.1 below is an indicative list of College faculty who have been involved in Curriculum Development for various course structures that have been adopted by the University from time to time.

**Table 1.1: Indicative List of Faculty Involvement in Curriculum Development**

Name of the Department	CBCS	FYUP	Semester System
<b>Chemistry</b>	Dr. C.K. Seth Dr. Ram Sharan	Dr. Anju Srivastava Dr. Reena Jain Dr. Devanshi Magoo	Dr. Anju Srivastava Dr. Reena Jain Dr. Sudershan Kumar
<b>Economics</b>		Ms. Rubina Naqvi	Ms. Rubina Naqvi
<b>English</b>		Shri Siddharth Kanoujia	
<b>Hindi</b>	Dr. Rameshwar Rai Dr. Pallav Kumar Dr. Vijaya Sati	Dr. Rameshwar Rai Dr. Harinder Kumar Dr. Pallav Kumar	Dr. Rameshwar Rai Dr. Bimlendu Tirthankar Dr. Harinder Kumar
<b>History</b>	Dr. Shankar Kumar	Dr. Shankar Kumar	
<b>Mathematics</b>	Dr. Kanta Garg Ms. Seema Paliwal Dr. Sachin Vashistha	Dr. Kanta Garg Ms. Seema Paliwal Dr. Samridhi Mehta Dr. Sachin Vashistha	
<b>Philosophy</b>	Dr. Rekha Basu Dr. Devasia M. Antony	Dr. Devasia M. Antony	Dr. Rekha Basu Dr. Devasia M. Antony



Name of the Department	CBCS	FYUP	Semester System
Physics	Ms. Anita Vishen Dr. Manish Kansal	Dr. Pragati Ashdir Dr. Adarsh Singh Dr. Amit Tanwar	---
Sanskrit	Dr. Anita Rajpal Dr. Vijay Garg	Dr. Balram Shukla	Dr. Balram Shukla
Sociology	Dr. Ravi Nandan Singh	Dr. Achla Tandon Dr. Twinkle Pal Dr. Ravi Nandan Singh Dr. Gitika De	Dr. Achla Tandon Dr. Twinkle Pal Dr. Ravi Nandan Singh Dr. Gitika De
Statistics	Dr. Kamal Nain Dr. Priyanka Aggarwal	Dr. Nirmal Jain Dr. Sudhir Kapoor Dr. Debasree Goswami Shri Kamal Nain Shri Narendra Kumar Dr. Priyanka Aggarwal Dr. Manoj Varshney Shri Kabir Soeny	Dr. Nirmal Jain Dr. R.B. Nain Dr. Sudhir Kapoor Dr. Debasree Goswami Shri Kamal Nain Shri Narendra Kumar Dr. Priyanka Aggarwal Dr. Manoj Varshney Shri Kabir Soeny
Zoology	---	Dr. Soma M. Ghorai Dr. P.K. Sinha Dr. Anupam Varshney	Dr. Soma M. Ghorai Dr. P.K.Sinha

- ❖ Since the Delhi University underwent major restructuring of its undergraduate programme from annual to semester mode and most recently to the Choice Based Credit System there has been an extensive process of curricular development in which college faculty have been intensively involved. The offshoot of this has been also that faculty have become abreast with the latest in their disciplines.
- ❖ Table 1.2 below is an indicative list of faculty involvement with content/e-content development.

**Table 1.2: Faculty Involved in Content Development**

Name and Department	Contribution Made/ Designation Held
<b>Dr. Anuradha Sharma (Botany)</b>	<ul style="list-style-type: none"> <li>❖ Content expert in Botany to preview the programme and Consortium of Education Communication (CEC) and Inter University Center of UGC from 2004, till date.</li> <li>❖ e-lesson on Electron microscopy for undergraduate courses, ILLL, University of Delhi, 2013.</li> </ul>
<b>Dr. Monika Ram (Botany)</b>	<ul style="list-style-type: none"> <li>❖ e-lesson on Essential Oils, ILLL, University of Delhi, 2015.</li> <li>❖ e-lesson on Xanthophyceae, ILLL, University of Delhi 2013.</li> </ul>
<b>Dr. Mani Arora (Botany)</b>	<ul style="list-style-type: none"> <li>❖ e-lesson on Chlorophyceae: Introduction in Phycology and Microbiology, ILLL, University of Delhi, 2014.</li> <li>❖ e-lesson on Chlorophyceae: Cell structure and evolutionary significance of Prochloron, ILLL, University of Delhi, 2014.</li> <li>❖ e-lesson on Chlorophyceae: Reproduction, ILLL, University of Delhi, 2014.</li> <li>❖ e-lesson on Morphology and life cycles of Chlamydomonas and Oedogonium, ILLL, University of Delhi, 2014.</li> <li>❖ e-lesson on Role of algae in environment, biotechnology and industry. In Phycology and Microbiology, ILLL, University of Delhi, 2014.</li> </ul>
<b>Dr. Anju Srivastava (Chemistry)</b>	<ul style="list-style-type: none"> <li>❖ Contributor in content Enhancement of Book, "Organic Chemistry", by Morrison, Boyd, and Bhattacharjee Seventh Edition, Pearson Education Inc., Prentice Hall 2011.</li> <li>❖ Coordinator, CBSE- International PAT Question Bank Class IX and X, for International Schools in India and abroad following CBSE-International Curriculum, 2011.</li> <li>❖ Author, On-line Resources, for B.Sc.(H)Chem, ILLL, DU, (i)MCQs in Organic Chemistry, (ii) Substitution Reactions Chapter for B.Sc. (H) Chemistry, ILLL, DU, 2010.</li> <li>❖ Contributor in Book, Monograph on Green Chemistry Laboratory Experiments for UG and PG students, DST, (<a href="http://www.dst.gov.in/green-chem.pdf">http://www.dst.gov.in/green-chem.pdf</a>)</li> <li>❖ Author, Class XII, NCERT, Sakshat- Education Portal of MHRD, Government of India, 2006: (i)Basic Concepts of Organic Chemistry (ii) Hydrocarbons.</li> </ul>



Name and Department	Contribution Made/ Designation Held
	<ul style="list-style-type: none"> <li>❖ Author, NSDL, NISCAIR (CSIR), 2006 for: (i) Alkyl Halides and Aryl Halides, (ii) Fundamental Concepts of Organic Chemistry,</li> <li>❖ Ideator and Co-Author for the following CBSE International Chapters for class IX and X.: (i) All about Matter, (ii) Elements, (iii) Compounds, (iv) Mixtures, (v) Acids, Bases and Salts, (vi) Metals, (vii) Carbon and its compounds</li> <li>❖ These are available online, (<a href="http://www.cbse-international.com/cbse-portal/auth/">http://www.cbse-international.com/cbse-portal/auth/</a>)</li> </ul>
<b>Dr Reena Jain (Chemistry)</b>	<ul style="list-style-type: none"> <li>❖ Member, Content Generation Team, involved in generating content for Manuals/CD for Vigyan Prasar, Department of Science and Technology, Government of India, 2012.</li> <li>❖ Author, Compounds, CBSE- International PAT Question Bank, for International Schools in India and abroad following CBSE-International Curriculum, 2011.</li> <li>❖ Author of Quiz on various topics of Inorganic Chemistry, Atomic Structure, for the development of on line Question Bank, a project undertaken by ILL, DU, 2010.</li> <li>❖ Author, e-content, 's- and p- block elements' for Restructured B.Sc. (Programme) under e-content generation project of ILL, DU, 2009-10.</li> <li>❖ Member, Development of Chemistry curriculum for Inorganic Chemistry Papers and Analytical Paper, B.Sc.(H) Chemistry, in Semester mode, University of Delhi, 2009-2010.</li> <li>❖ Author, Chapter on 'Chemistry of Lanthanoides' for e-books on Chemistry for undergraduates under National Science Digital Library project (NSDL) of NISCAIR (CSIR), 2006.</li> <li>❖ Author, Chemistry of d and f block elements, NCERT book, as part of the Sakshat Programme run by HRD, December 2006.</li> <li>❖ Developed Curriculum for the short term Add-on course on 'Green Chemistry – Towards a Sustainable Future', 2006.</li> <li>❖ Author, Metal and Non-metals, CBSE- International PAT Question Bank, for International Schools in India and abroad following CBSE-International Curriculum.</li> </ul>
<b>Dr. Geetika Bhalla (Chemistry)</b>	<ul style="list-style-type: none"> <li>❖ Author, e-content on 'Atomic Structure' for undergraduates BSc. (Phy. Sci.), ILL, DU 2011.</li> <li>❖ Author, e-content on 'Quantum Mechanics' for undergraduates BSc. (Phy. Sci.), ILL, DU, 2010</li> <li>❖ Developed Co – curriculum for 'CBSE' for Classes XI and XII, 2010</li> </ul>
<b>Dr. Devanshi Magoo (Chemistry)</b>	<ul style="list-style-type: none"> <li>❖ Author of Chapters: All About Matter, Elements for CBSE- International PAT Question Bank, for International Schools in India and abroad following CBSE-International Curriculum, 2011.</li> </ul>
<b>Ms. Rubina Naqvi (Economics)</b>	<ul style="list-style-type: none"> <li>❖ Member, expert group on course formulation at IGNOU during September- 2012.</li> </ul>
<b>Mr. Siddharth Kanoujia (English)</b>	<ul style="list-style-type: none"> <li>❖ Member, Syllabus Revision Committee of the Department of English, DU for DC-1, DC-2 and AC in 2013.</li> <li>❖ Teacher for the M.Phil. (Correspondence) course at Madurai Kamraj University.</li> <li>❖ Instructor for an English Language Proficiency Course conducted at Hindu College, Aug-Nov. 2012, at CIE, ILL Building, Aug-Oct 2014 and at Department of Adult and Continuing Education, Jan-March 2015.</li> </ul>
<b>Dr Rachna Singh (Hindi)</b>	<ul style="list-style-type: none"> <li>❖ Writing lessons for the B.A. Curriculum, ILL, Delhi University.</li> </ul>
<b>Dr. Pallav Nandwana (Hindi)</b>	<ul style="list-style-type: none"> <li>❖ Writing lessons for the B.A. Curriculum, ILL, Delhi University.</li> </ul>
<b>Dr. Shankar Kumar (History)</b>	<ul style="list-style-type: none"> <li>❖ Convenor, Syllabus Redesigning for the Generic Elective Paper on 'Delhi: Ancient'.</li> <li>❖ Member, Syllabus Redesigning Committee of BA Programme core course carried out by the Department of History, University of Delhi.</li> <li>❖ Coordinator for DU Massive Open Online Course.</li> <li>❖ Resource Person, Workshop on Indian History and Culture, Foundation Course (Three Cycles), ILL, Delhi University, 2013-14.</li> <li>❖ Coordinator, Workshop on Indian History and Culture, Foundation Course (Three Cycles), ILL, Delhi University, 2013-14.</li> </ul>
<b>Dr. Archana Verma (History)</b>	<ul style="list-style-type: none"> <li>❖ e-Article entitled- "Food Production: Beginnings of Agriculture, Animal Husbandry and Sedentary Settlements", ILL, Delhi University.</li> <li>❖ e-Article "The Biological and Cultural Evolution of Mankind", ILL, Delhi University, 2014.</li> </ul>
<b>Dr. I.J. Gupta (Physics)</b>	<ul style="list-style-type: none"> <li>❖ Member of the Committee to revamp and finalize the course curriculum of B.Tech. Programme in Food technology and management (Ministry of Food Processing, Government of India) January 19-20, 2011.</li> <li>❖ Member of Board for setting up examiners and moderation committee for PHE-13 (Physics of the Solids) of IGNOU, Delhi</li> </ul>
<b>Dr. Shalini Suryanarayan (Sociology)</b>	<ul style="list-style-type: none"> <li>❖ Author, six Modules for course titled 'Society and Education' under the PG e-Pathshala Project of UGC.</li> </ul>
<b>Dr. Sudhir Kapoor</b>	<ul style="list-style-type: none"> <li>❖ Member of Indian Society for Probability and Statistics.</li> </ul>



Name and Department	Contribution Made/ Designation Held
(Statistics)	❖ Member of Indian Science Congress
Dr. Priyanka Aggarwal (Statistics)	❖ Life member of Indian Bayesian Society. ❖ Life member of Indian Society Agricultural Statistics.
Dr. P K Sinha (Zoology)	❖ Convenor for the paper on Physiology and Functional Histology 2011. ❖ Overall Convenor for the syllabus revision committee for FYUP.
Dr. Devasia M. Antony (Philosophy)	❖ Convenor of the committee constituted by the Department of Philosophy, University of Delhi, for developing the content and designing the syllabus for the Course 'Indian Philosophy' for FYUP syllabus. ❖ Member, committee constituted by the Department of Philosophy, University of Delhi, for developing the content and designing the syllabus for the Course 'Continental Philosophy'. ❖ Member, committee constituted by the Department of Philosophy, University of Delhi, for developing the content and designing the syllabus for the PG Course 'Philosophy of Religion'.
Dr. Monika Ram	<ul style="list-style-type: none"> <li>• Member, Committee of Courses and Studies for Undergraduate Studies (excluding honours) in Botany, 2011-13.</li> <li>• Member, Core Committee (Botany) for framing the Course Outline under FYUP, 2013.</li> </ul>

Table 1.3 further shows how faculty memberships in editorial boards, academic institutions and curriculum and content-development boards and committees both within and outside Delhi University enrich the College academically.

**Table 1.3: Faculty as members in National, International and Editorial Board**

Name of Faculty	Members of Boards/ Committees/Editorial Board
Dr. Anuradha Sharma	<ul style="list-style-type: none"> <li>❖ Life member, Delhi University Botanical Society (DUBS)</li> <li>❖ Life member, International society of Plant Morphologists</li> </ul>
Dr. K.K. Koul	❖ Life members, Delhi University Botanical Society (DUBS)
Dr. Monika Ram	<ul style="list-style-type: none"> <li>❖ Life member, Delhi University Botanical Society (DUBS)</li> <li>❖ Life member, International society of Plant Morphologists</li> </ul>
Dr. Rajesh Kumar	Life members, The International Society of Plant Morphologists.
Dr. Anju Srivastava	<ul style="list-style-type: none"> <li>• Member of Royal Society of Chemistry (RSC)</li> <li>❖ Life member, GCNC, Delhi University</li> <li>❖ Life member, Indian Society of Analytical Scientists, ISAS</li> </ul>
Dr Reena Jain	<ul style="list-style-type: none"> <li>❖ Member of Royal Society of Chemistry (RSC)</li> <li>❖ Life member, GCNC, Delhi University</li> <li>❖ Life member, Indian Society of Analytical Scientists, ISAS</li> <li>❖ Jury Member, "INSPIRE" (Innovation for Scientific Pursuit For Inspired Research), National Level Exhibition And Project Competition 2011, organized by DST, August 2011</li> </ul>
Dr. Devanshi Magoo	<ul style="list-style-type: none"> <li>❖ Member of Royal Society of Chemistry (RSC)</li> <li>❖ Life member, Indian Society of Analytical Scientists, ISAS</li> </ul>
Dr Neera Sharma	❖ Life Member of Association of Chemistry Teachers (ACT)
Dr Neha Kapoor	<ul style="list-style-type: none"> <li>❖ Life Member of NMR Society</li> <li>❖ Member, Editorial Board, International Journal of Nano-Dimension</li> </ul>
Dr Sudershan Kumar	❖ Life Member of Association of Analytical Scientists
Mrs Rinku Manocha	❖ Experts, Regional Direct Taxes Advisory Committee (RDTAC)
Mrs. Sangeeta Arora	❖ Experts, Regional Direct Taxes Advisory Committee (RDTAC)
Dr. Lovleen Gupta	❖ Experts, Regional Direct Taxes Advisory Committee (RDTAC)
Dr. Kulwinder Kaur	❖ Board Member, International Journal of Multidisciplinary Research and Modern Education, RandD Modern Research Publication, Tamil Nadu.
Mr. Atul Gupta	<ul style="list-style-type: none"> <li>❖ Life Member, Indian Accounting Association</li> <li>❖ Life Member, Indian Commerce Association</li> <li>❖ Life Member, Vaish Education Society</li> <li>❖ Life Member, UBS Panjab University, Placement Committee</li> </ul>
Mrs. Archana Aggarwal	❖ Faculty of Social Sciences w.e.f. 13.01.2015



Name of Faculty	Members of Boards/ Committees/Editorial Board
Mrs. Rubina Naqvi	❖ Faculty of Social Sciences since 2012
Dr. Pallav Kumar Nandwana	❖ Editor – <i>Banaas Jan</i> , ISSN 2231-6558
Dr. Harinder Kumar	❖ Assistant Editor, <i>Kalpant Magazine</i> (1996-1998)
Dr. S. Gunasekaran	❖ Academic Advisory Committee, Institute of Social Science, New Delhi and Pondicherry ❖ Member, Governing Board, Centre for Education and Communication, Labour Resource Organisation, New Delhi
Dr. Shankar Kumar	❖ Member, Task Force on “Enabling the Young Redefining Education”, Delhi University, 2012 ❖ Member, Empowered Committee on Indian History and Culture, Delhi University, 2013
Dr. Samridhi Mehta	❖ Jury member at INSPIRE awards organized by Department of Science and Technology, Govt. of India in 2011, 2012
Dr. Devasia Muruppath Antony	❖ General Secretary, Indian Association for the Study of Religions (IASR)
Dr. Krishna Mani Pathak	❖ People for Animals (PFA), since 2012 ❖ The Kant Society, Germany, Annual Member 2008-2009 ❖ Asia Association for Global Studies, Japan Annual Member 2009-2011
Dr. Ananya Barua	❖ Advisory member of All Assam Students Union Body, Delhi ❖ Advisory Member of editorial board of Harhi College, Lakhimpur, Assam ❖ Life Member, ICPR, Delhi ❖ Life Member, ICSSR
Dr. Vivek Verma	❖ Member of Magnetic Society of India (MSI) ❖ Guest Editor, <i>Journal of Material Sciences</i>
Dr. Amit Tanwar	❖ Life Member, Indian Association of Physics Teacher (IAPT).
Dr. Ranjeet Kumar	❖ Optical Society of America (OSA)
Dr. Jagdish Chander	❖ Associate Fellow, Developing Countries Research Centre , Delhi ❖ Member of the Canadian Disabilities Studies, Canada ❖ Member of the Society for Disability Studies, United States
Dr. Maneesha Pandey	❖ Life Member, Indian Institute of Public Administration, Delhi
Dr. Shikha Gupta	❖ On the panel of Associate Editors of <i>The International Journal of Civic, Political, and Community Studies</i> published by Common Ground Publishers, United States ❖ On the panel of Associate Editors of <i>The International Journal of Humanities</i> published by Common Ground Publishers, United States ❖ On the panel of Associate Editors of <i>The International Journal of Literary Humanities</i> published by Common Ground Publishers, United States ❖ On the panel of Associate Editors of <i>The International Journal of Communication and Linguistic Studies</i> published by Common Ground Publishers, United States ❖ On the panel of Associate Editors of <i>The International Journal of Adult, Community and Professional Learning</i> published by Common Ground Publishers, United States
Dr. Anita Rajpal	❖ Editorial Advisory Board, “Nature and Society”, An international bilingual multi-disciplinary quarterly research journal, Thar Indian Institution, Jaipur ❖ Life Member, Bhandarkar Oriental Research Institute, Pune ❖ Life Member, Akhil Bharatiya Darshan Parishad
Dr. Balram Shukla	❖ Member, Board of Studies, Faculty of Arts Science and Commerce, Modi Institute of Science and Technology, Rajasthan
Dr. Shalini Suryanarayan	❖ Life Member, Indian Sociological Society ❖ Member, Research Committee on Urban and Industrial Studies, Indian Sociological Society
Dr. Debasree Goswami	❖ Expert in Committee on Plan Scheme ‘Capacity Development of CSO’, Ministry of Statistics and Programmeme Implementation, Government of India
Dr. Soma Ghorai	❖ Executive member, Indian Society of Comparative Endocrinology ❖ Life Member, Indian Immunology Society ❖ Life Member, The Society of Biological Chemists, Bangalore, India ❖ Member, International Society for Developmental and Comparative Immunology ❖ Faculty Member, International Federation of Comparative Endocrinology Society ❖ Member, Department of Education in Science and Mathematics, NCERT
Dr. Achla Pritam Tandon	❖ Life Member, Indian Sociological Society



Teachers also serve on various high level committees of the university from time to time such as the Academic Council, Executive Council, Deanships of student welfare, Committees of Courses and Studies for sciences, social sciences, humanities and commerce, and the like.

Table 1.4 shows the staff members on various committees and boards of the University.

**Table 1.4: College Faculty on Various University Boards**

S.No.	Name of Teacher	Designation	Board/Committee	Years
1.	<b>Dr. Anju Srivastava</b>	Member	University Student Grievance Committee (North Campus)	2015-2016
2.	<b>Dr. Anuradha Sharma</b>	Deputy Proctor	Delhi University	2012-2015
		Member	University Garden Committee	Present
3.	<b>Dr. N. Santakrus Singh</b>	Deputy Dean	Student Welfare Committee	2010-15
4.	<b>Dr. Suchitra Gupta</b>	Deputy Dean In-charge	Students Welfare The Culture Council	More than 10 Years
5.	<b>K.M. Pathak</b>	Deputy Dean Member Member Member Member	Students Welfare Advisory Comm. For Univ Website Managing Comm, Gandhi Bhawan Purchasing Comm, Gandhi Bhawan Committee for PWDs Admission	Aug 2011- Jun 2013 Aug 2011- Jun 2013 Sept 2011-Aug 2015 Sept 2011-Aug 2013 2012-2013
6.	<b>Dr. Archana Verma</b>	Member	Cultural Council, University of Delhi	2005-2015
7.	<b>Dr. Ahmad Hasan</b>	Coordinator	Persons with Disability Students (PWD)	2011-2014
8.	<b>Dr. P K Sinha</b>	Member	Faculty of Science, University of Delhi	2015-17
9.	<b>Dr. Anita Rajpal</b>	Convenor	Mind Body Centre, Delhi University Women's Association	2014 onwards ongoing
10.	<b>Dr. Devasia M. Antony</b>	Member/Special Invitee	Post Graduate Course Committee, Under Graduate Course Committee, University of Delhi	2012-15
11.	<b>Dr. Kulwinder Kaur</b>	Member Member	DRC, Delhi School of Economics, University of Delhi Faculty in Commerce and Business, Delhi University	2014 2015 onwards.
12.	<b>Mr. Siddharth Kanoujia</b>	Member	Syllabus Revision Committee of the Department of English, DU for DC-1, DC-2 and AC	2013
13.	<b>Dr. Achla Pritam Tandon</b>	Programmeme Coordinator, Humanities and Social Sciences	Cluster Innovation Centre, University of Delhi	Jan 2015-May 2016

### Feedback System

- ❖ The feedback system from the stakeholders, including students, was initiated at the time the University launched the (erstwhile) Four-Year Undergraduate Programmeme (FYUP).
- ❖ A feedback form was designed and students were enabled to contribute their impressions and opinions on the available facilities for learning.
- ❖ In addition to this formal feedback system, student feedback opportunities are ensured by the College's long-established practice of Departments maintaining open communication with students throughout the academic term. The Student Parliament also acts as a democratic voice for the student body.



- ❖ A suggestion box kept in the library encourages student feedback on library resources and functioning.

**1.1.7** Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university) by it? If 'yes', give the details on the process ('Needs Assessment', Design, Development and Planning) and the courses for which the curriculum has been developed

- ❖ The College strictly adheres to the university charter; therefore, the curricula taught in the College as part of full-fledged degree programmes are those that have been instituted by the university.
- ❖ The College has at various times offered auxiliary programmes, some of which are designed by the College faculty and are self-funding. These are:

**Foreign-Language Courses:** The College offers short-term certificate courses in French, German, and Spanish. Upon completion of the course, examinations are conducted and certificates issued by the University. Further details of these courses are set out under 1.2.4 below.

**Value-Added Courses:** The College has offered short-term courses in the following areas: (a) Acting Skills, (b) Electronics and Computers for Chemists, (c) Green Chemistry—Towards a Sustainable Future.

These courses have also been discussed as self-financing courses, under 1.2.4 below.

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

The College has a systematized mechanism for analysing and ensuring that the objectives of the curriculum both in letter and spirit are being adequately and consistently met. The institution functions through the committee system for this.

- ❖ As per directive of the committee, guidelines are issued to teachers providing a time frame to cover the syllabus and its internal assessment component. These are also incorporated in the printed college calendar that is given to the faculty at the commencement of the academic session.
- ❖ Each department meets at the close of the session to distribute courses to be taught in the forthcoming academic session. This gives teachers ample time to prepare their teaching plan and strategies as well as to fill any lacuna in their knowledge.
- ❖ At the commencement of the academic session teachers meet to formally take charge of their time tables and teaching courses.
- ❖ Each department has a Moderation Committee that oversees the internal assessment and ensures that parity is maintained in evaluation
- ❖ The Monitoring Committee reviews the compliance with internal assessment and other regulations.
- ❖ Monthly records of students' attendance are mandatorily submitted in the office and uploaded on the website.
- ❖ Department wise review of examination results is done both at the department level and at the level of the College in association with the principal and corrective measures are taken as necessitated.



- ❖ Teachers themselves engage in introspection and self-improvement based on feedback from students and suggestions from peers and superiors.
- ❖ Wherever necessary remedial classes and extra classes are organized.

## **1.2 Academic Flexibility**

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

The College has a systematized mechanism for analysing and ensuring that the objectives of the curriculum both in letter and spirit are being adequately and consistently met. The institution functions through the committee system for this.

- ❖ As per directive of the committee, guidelines are issued to teachers providing a time frame to cover the syllabus and its internal assessment component. These are also incorporated in the printed college calendar that is given to the faculty at the commencement of the academic session.
- ❖ Each department meets at the close of the session to distribute courses to be taught in the forthcoming academic session. This gives teachers ample time to prepare their teaching plan and strategies as well as to fill any lacuna in their knowledge.
- ❖ At the commencement of the academic session teachers meet to formally take charge of their time tables and teaching courses.
- ❖ Each department has a Moderation Committee that oversees the internal assessment and ensures that parity is maintained in evaluation
- ❖ The Monitoring Committee reviews the compliance with internal assessment and other regulations.
- ❖ Monthly records of students' attendance are mandatorily submitted in the office and uploaded on the website.
- ❖ Department wise review of examination results is done both at the department level and at the level of the College in association with the Principal and corrective measures are taken as necessitated.
- ❖ Teachers themselves engage in introspection and self-improvement based on feedback from students and suggestions from peers and superiors.
- ❖ Wherever necessary remedial classes and extra classes are organized.

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

The College does not offer any programme that facilitates twin degree as it is an affiliated institution of the University of Delhi and the university has no such provision thus far.

### **1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skill development, academic mobility, progression to higher studies and improved potential for employability**

Though the curriculum follows its strictly structured course as per university norms, teachers instil creativity in their teaching that lends fluidity to the structure.

- ✓ The College offers the following Core options to its undergraduate/post graduate students for the award of Bachelor's/Master's Degree:



**Table 1.5: Courses Offered in the College**

Subject	Undergraduate Programmeme	Postgraduate Programmeme	Subject	Undergraduate Programmeme	Postgraduate Programmeme
Botany			Physical Science (Chemistry)		---
Chemistry			Physical Science (Electronics)		---
Commerce			Political Science		
Economics		---	Sanskrit		
English			Sociology		----
Hindi			Statistics		
History			Zoology		
Mathematics			BA (Prog.)		---
Music		---	Operational Research	----	
Philosophy					
Physics					

Various electives are offered as components of the above degree programmemes, details of which are set out in Table 1.6.

**Table 1.6: Range of Core/Elective Options Offered by the College**

Department	IDC Course	Department	DC Course
English	Individual and Society	Economics	Principles of Economics
Hindi	Hindi Language, Literature and Culture	English	Modern Indian Literature Cultural Diversity
History	Environmental Issues in India	Hindi	Hindi Literature
Mathematics	Mathematical Awareness	History	Ancient Delhi Cultures in India: Ancient
Philosophy	Ethics in the Public Domain	Mathematics	Linear Algebra and Calculus (for Economics (H) only)
Political Science	Reading Gandhi Understanding Ambedkar; Gandhi and the Contemporary World (Allied Courses) Democracy and Governance [Optional Course for B.Com (H)]	Economics	Real Analysis (for Economics (H) only)
Sanskrit	Nationalism and Indian Literature	Philosophy	Formal Logic
Sociology	Gender and Society	Political Science	Citizenship in a Globalizing World
		Sanskrit	Sanskrit Literature

Such elective courses enable students to explore various areas of interest outside their core curriculum, and give them flexibility in their résumé-building and academic progression. They also provide the students with a more holistic and skill-oriented academic experience.

For example:

- ✓ Two Language Courses: As part of the B.A. Programmeme degree, all students have to study two languages compulsorily, with exceptions for students from the North-East



and foreign students. The College offers a choice between English, Hindi, and Sanskrit. Each language can be studied as a Qualifying or Credit language. In addition, students enrolled in the Honours programmes also choose qualifying/ credit languages to study.

- ✓ The B.A. Programme course also provides for flexibility and choice in non-language courses. A student has to choose four papers in each semester: two languages and two discipline courses.
- ✓ Inter Disciplinary Credit Courses (IDCC) are offered for students of the Three-Year Undergraduate Programme (TYUP), who are in their second year in the Academic Year 2015-16.
- ✓ Discipline-Centered Courses (DCC) are offered to second-year TYUP students.
- ✓ Two allied courses have to be chosen under the erstwhile FYUP 2013 scheme in III and IV semester, presently applicable to the students of 3<sup>rd</sup> year.

### Choice Based Credit System and range of subject options

The Choice Based Credit System (CBCS), introduced by the University in the Academic Year 2015-16 facilitates the utmost flexibility and choice for students. First-semester students had a wide choice of Generic Elective (GE) courses. These are enumerated below.

**Table 1.7: Generic Elective Courses Offered under CBCS (Odd Semester, 2015)**

Department	Title of Course
Botany	Biodiversity
Commerce	a) Micro Economics b) Insurance and Risk Management
Chemistry	a) Organic and Inorganic Chemistry b) Physical and Organic Chemistry
Economics	Introductory Micro Economics
English	Academic Writing and Composition
Hindi	Popular Literature
History	Issues in Contemporary World
Mathematics	Calculus
Political Science	Nationalism in India
Philosophy	Ethics in the Public Domain
Physics	Electricity and Magnetism
Sanskrit	Sanskrit and Other Modern Indian Languages
Sociology	Indian Society: Images and Realities
Statistics	Statistical Methods
Zoology	Animal Diversity

**Compulsory Course in Environment Studies:** The University introduced a compulsory course in Environment Studies from 2014. Earlier, it was a non-credit qualifying course, to educate students through a multidisciplinary perspective into being ecologically aware and conscious citizens. Under the newly introduced CBCS, it has become a compulsory credit course.

**Courses offered in Modular Form:** As such there is no provision yet under the university system for modular course structure in the regular teaching modes.



**Credit Transfer and Accumulation Facility:** So far the university ordinances do not provide any such provision

**Lateral and Vertical Mobility within and across Programmes and Courses:** The College offers Post-Graduate courses as given in Table 1.5.

### **Enrichment courses**

- ❖ The College has instituted an enduring mechanism for academic flexibility and skill development of students through its various societies with designated faculty advisors. As on date there are over thirty co-curricular societies active in the College. Annexure 1.2 depicts the vivid canvas of college societies.
- ❖ Details of flagship events organized by some of these societies, such as annual debates and achievements and contributions by these societies are available in Criterion V and VII.
- ❖ Membership to these societies is partly voluntary and partly through selection. Every society represents a microcosm of the ethos and spirit of Hindu College. Apart from these co-curricular societies, the College also has a dedicated NSS unit, NCC, Women's Development Cell and Equal Opportunity Cell to foster holistic growth of students and their meaningful engagement with the wider community.
- ❖ In addition, each department has its own society constituted by all the students of the department and with elected office bearers which under the guidance of faculty organises a number of intra and inter departmental activities and establishes linkages with students from other colleges and universities who share the same disciplinary engagement. The list of various Departmental Societies is given in Annexure 1.3.

**1.2.4** Does the institution offer self-financed programmes? If 'yes' list them and indicate how they differ from other programmes, with reference to admission, curriculum, fee structure, teacher qualification, salary, etc.

### **Short-Term Certificate Courses in Foreign Languages**

- ❖ The College offers one-year certificate, self-financing courses in the following foreign languages: German, Spanish, and French. Foreign language skills equip the students for seeking employment in different parts of the world. The courses are conducted in collaboration with Goethe Institute/Max Mueller Bhawan, Institute Cervantes, and Alliance Francaise de Delhi. Teachers for foreign languages are appointed by their respective institutes with whom Hindu College has entered into a joint collaboration. Curriculum is designed by the collaborating institutes/ Departments, unlike the syllabus for regular courses which is designed by the university.
- ❖ Despite being self-financing in nature, the courses have a reasonable fee structure and fall in the low fee range, to enable students from all walks of life to acquire internationally viable education (Table 1.8).



**Table 1.8: Fee Details of Certificate Courses in Foreign languages (Self-Financed Programmemes)**

Language	Spanish	French	German	Russian
Year	Fee	Fee	Fee	Fee
2014-15	Rs. 19,500	Rs. 17,500	Rs. 16,500	Rs. 5000
2013-14	Rs. 16,000	Rs. 16,000	Rs. 16,000	
2012-13	Rs. 16,000	Rs. 16,000	Rs. 16,000	Rs. 5000
2011-12	Rs. 15,000	Rs. 15,000	Rs. 15,000	Rs. 5000

**Auxiliary Value-Added Courses Offered:**

- ❖ From time to time, the College offers short-term auxiliary courses designed by its faculty members, which have also been discussed under Criterion 1.1.7 above. Fee details of these courses are as follows:

**Table 1.9: Fee Details of Auxiliary Value-Added Courses (Self-Financed Programmemes 2010-11)**

Course	Period	Fee	Brief Description
Short-Term Course on Acting Skills	3 Months	Rs. 3,000	This course would impart instruction on acting theory and practice, role analysis and character development, improvization, interaction and voice exercises.
Short-Term Course in Electronics and Computers for Chemists	15 Weeks	Rs. 2,000	Covers topics of: (a) Power supply, (b) Operational Amplifier-based Instruments, (c) Micro-controller Based Measuring Device, and (d) PC Interface Instrument
Short-Term Course on Green Chemistry—Towards a Sustainable Future	3 Months	Rs. 3,500	The goal of this course would be to introduce the field of 'Green Chemistry' and the tools required to design, synthesize and make materials in an environmentally benign way.

**1.2.5 Does the College provide additional skill oriented programmemes, relevant to regional and global employment markets? If 'yes' provide details of such programmeme and the beneficiaries**

- ❖ Although apart from the foreign language courses detailed above, the College does not offer any other additional skill-oriented programmemes, the solid foundation that our students get in the regular programmemes formats vastly stimulates their employability in national, regional and global markets.
- ❖ The various academic and co-curricular societies of the College provide a wide range of skills and knowledge that both complement and supplement the curricular disciplinary grounding, aiding a rounded and holistic development of the student.
- ❖ In that sense the College truly equips the student with the skills and knowledge necessary for competing victoriously in diverse professional domains.
- ❖ Skill-development is a high priority for the College. The erstwhile FYUP programmeme had a component of 'Applied Courses' (ACs) which were intended to complement more theoretical courses and provide the students with task-based



capabilities. The CBCS (introduced in Academic Year 2015-16) has similarly included Ability Enhancement Compulsory Courses (AECCs) in every discipline. The goal of AECCs is to enhance the students' real-world potential and employability.

- ❖ Further, the students of the College have access to several institutes and centers such as the Institute for Life-Long Learning (ILL) and the University Computer Centre, to improve their skills through practice. They are also encouraged to access the facilities provided through the mobile online courses offered by the National Knowledge Consortium through [www.nptel.ac.in](http://www.nptel.ac.in). As elaborated above, College faculty have been actively involved with DU Massive Open Online Course, which also greatly extends the students' opportunities.
- ❖ *Disha* - Placement Cell, *Abhyas* – Internship cell as well as *Enactus* are regularly organizing workshops to enhance the career oriented skills of the students. Details of programmemes, placements and beneficiaries are provided in Criterion V.

**1.2.6** Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice? If 'yes', how does the institute take advantage of such provision for the benefit of students?

Under the recently introduced CBCS mode students do have a range of choices in terms of subjects they can opt for. However as yet there is no provision to simultaneously pursue distance and class room mode. Under the Choice Based Credit System that has been introduced in the College (and the entire university) at the undergraduate level, students have been given the opportunity to opt for Generic Elective courses from the entire gamut of available courses cutting across disciplinary boundaries. This is a novel measure that provides an inbuilt flexibility to the under graduate Honours programmeme. The College also offers its facility as a centre for conducting examinations for these programmemes.

### 1.3 Curriculum Enrichment

**1.3.1** Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programmemes and Institution's goals and objectives are integrated

- ❖ Each department regularly organizes talks by eminent scholars and experts in various disciplinary areas in order to enhance the learning of students beyond the curriculum and in keeping with the dynamic changes in each discipline. This is supplemented by seminars, workshops, field trips, etc. organized by the departments (Details are provided in the ERDs).
- ❖ The College's vibrant student democracy and extra-curricular life also add to the students' classroom learning and help to connect the campus to the University, community, employment market and global academia.
- ❖ Details of all the above enhancements to students' experience, as well as discussion of the philosophy and structure of this interconnectivity, are available in Criterion VII.
- ❖ Remedial classes for underprivileged students and the slow learners are conducted.
- ❖ Scholarships are provided to needy students to enable them to continue their education unimpeded.



- ❖ To sensitize students into community consciousness, the College also actively participates in the *Swachh Bharat Abhiyan*, Blood Donation Camp, Unity Day.
- ❖ The College has entered into collaborative exchange agreements with the National University of Singapore, and also admits several foreign students into its fold, which broadens and diversifies the vision of students.

### 1.3.2 What are the efforts made by the institution to modify, enrich and organize the curriculum to explicitly reflect the experience of the students and cater to needs of the dynamic employment market?

- ❖ The College as an institution and the teachers at the individual level, spare no efforts in organizing activities that can act as enrichment for the curriculum.
- ❖ Teachers also often use powerpoint presentations for teaching along with the traditional methods to enhance the interest in learning.
- ❖ The College has a well-stocked library with extra readings and references beyond the prescribed syllabi.
- ❖ In order to improve and enhance the learning experience of the differently-abled, the College has a software and remedial facility where technical aids for differently abled including JAWS and other software, are available.
- ❖ There has been a spurt in the number of students undertaking summer projects and internship with industry with the help and guidance of teachers and the concerned societies, and this develops their personality also.
- ❖ The College has also run innovative 'Add- On' courses such as 'Green Chemistry—Towards a Sustainable Future' and 'Electronics and Computers for Chemists'.
- ❖ Similarly, the '*Star College Project*' funded by Department of Science and Technology for which the College has been selected provides financial and infrastructural support to the sciences departments to create enhanced facilities.
- ❖ The College is also a constituent of the newly created '*Science Setu*' concept of the National Institute of Immunology.
- ❖ The College fosters active relationships with key leaders of industry and innovation, especially through its highly successful programmes of on-campus skill-development events, job fairs, lectures and interactions, internships, and job recruitment. The student societies *Abhyas* (internships) and *Disha* (placement) are prime movers in this regard.

### 1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum

The university itself provides for a cross cutting orientation in its undergraduate syllabus structure, particularly with the introduction of CBCS, whereby students are required to opt for inter-disciplinary courses as a part of their credit requirements. Many courses on offer include gender, human rights, environment and ethics in their subject matter. In addition, a course on environmental studies has been made mandatory for students under the CBCS in order to introduce them to crucial environmental concerns.



## Gender

- ❖ It is worth repeating, as said in the College's mission and vision statement, that gender sensitivity is among its key principles, as is evidenced by its inception as a co-educational college right from its inception in the nineteenth century. Today, the NSS unit of the College and WDC take up issues pertaining to gender, health and human rights.
- ❖ The Hindu College chapter of the National Service Scheme (NSS) has an exemplary record of community service activities. It has a very high enrolment and participation rate among students.
- ❖ The Women's Development Cell of Hindu College (WDC) is committed to nurture the strength of female students as well as to create a sensitized environment leading to gender equality. Human resource development and awareness programmes on issues relating to gender discrimination, women's right and empowerment are key functions of the Cell. Established in 2006, the Cell endeavours to involve both male and female students in its information dissemination and sensitization activities, so as to foster a healthy man-woman relationship based on mutual trust, respect and co-operation. On average, more than a 100 students register for the WDC per year.
- ❖ The footfall at WDC's annual fest *Swabhiman* 2015 has been recorded as more than 200.
- ❖ Stage plays and street plays such as "*Ramkali*" by Arvind Gaur on International Women's Day and "*Voices of Men*" by Ben Atherton Zeman, a multimedia play on the role of men in sexual assault, domestic violence and marital rape (28 August 2014) have seen large audiences.
- ❖ The Cell has successfully organized a plethora of seminars, panel discussions and interactive sessions on various issues varying from women empowerment to gender discrimination. A few examples are: (a) "*Young Voices on Human Trafficking*" on International Women's Day (8 March 2014), in association with *Shaktivahini*, (b) "*Demystifying Masculinities and Femininities*", with Kamla Bhasin and Karen Gabriel (September 2014), and (c) "*Freedom of Choice in Marriage*", a panel discussion with eminent speakers, Kavita Krishnan and Tripta Wahi.
- ❖ Self-defense workshops have been organized in the College in association with Delhi Police (2014, 2008, 2007 and 2006)

**Climate Change and Environmental Education:** The College is committed to, and continuously striving towards, the ideal of a 'green campus.' To this end, it has developed a holistic and integrated approach to campus management, involving both student participation through ecological societies, and administrative contributions. The College has integrated mechanisms for sustainability, ranging from solar lights to paper-recycling. Also practiced are tree plantation, waste disposal and eco-friendly gardening, reduction of carbon footprint, energy conservation and use of renewable energy.

The administration and students in synergy, also makes constant innovations towards managing the campus as a space for thoughtful and aware co-existence with nature. The Bharat Ram Centre has been created as a site of history, nature and art, making the College a symbiotic composite eco system.

The ecological societies of the College, *Panchtatva* and *Earthlings*, are extremely active and popular. Their efforts both evidence the success of the College's commitment to environmental education, and generate such education and awareness for the rest of the



College's members. Further, the NSS Cell of the College regularly organizes cleanliness drives in the College Campus, and participated in the *Swachh Bharat Abhiyan*.

### Human Rights

- ❖ The NSS Wing of the College focuses its activities on three key sectors of providing equal rights, access and opportunities to the underprivileged and/or differently-abled: education, health, and work with the visually challenged.
- ❖ NSS volunteers have been conducting classes (mainly Mathematics and English) at Gandhi Ashram for students from 1<sup>st</sup>-5<sup>th</sup> standard, starting from July 2013. They also conduct free tuitions, educational and co-curricular activities for underprivileged children at Timarpur slum near Wazirabad from January 2015.
- ❖ Volunteers are assigned to act as readers and scribes for the visually impaired students of the College to assist them with their academics and examinations.
- ❖ NSS volunteers have collaborated with a number of NGOs and external organizations, including 'Save the Quest' (self-reliance for the visually challenged), celebrated White Cane Day (15 October 2015), to mark the achievements of the visually impaired and to pledge never to discriminate on the basis of disability.
- ❖ NSS educates students and society regarding many issues like health, sanitation, palliation, etc. Various health camps and cleanliness drives across campus and slum areas near it have been taken out to create awareness and also to motivate people to work towards a clean environment. They have been conducting free medical camps at various slums in Timarpur, Kabir Nagar, Shakti Nagar, etc. as well as '*Health and Sanitation Camps*' in similar areas.
- ❖ The volunteers have conducted orientation/sensitization programme by DNipCare (Delhi ties National Initiative in Palliative Care) and are doing various collaborative projects with them.
- ❖ The NSS blood-donation and disaster relief efforts are discussed under Criterion 1.3.4 below.
- ❖ The NSS provides a platform for NGOs like 'Save the Quest', 'Teaching for a Cause', 'Helpiez', 'DNipCare' etc. to raise awareness across campus, and also give an opportunity to students to intern in these NGOs.

Details of all student societies such as *Panchtatva*, *Earthlings* and the NSS are set out in Criterion V.

### ICT

- ❖ The College has developed three well-equipped ICT laboratories for student's use. Students are also provided laptops for use. Further, differently abled students are issued personal laptop computers that they can retain through the academic session. In 2015 a week long computer literacy workshop was conducted in the College to help students in using new technology.
- ❖ The Science Forum of Hindu College was instituted by a group of inspired students and devoted faculty members to pursue science outside the classrooms and to facilitate open dialogue between the science departments of the College taking along social sciences and humanities. Acknowledging the significance of interdisciplinary research, the forum regularly organizes talks and seminars of inter disciplinary nature.



- ❖ As part of the *Vision 2020* expansion project, under which construction is briskly under way, the institution is significantly enhancing its multi-purpose ICT-enabled and up-to-date study and research spaces, and adding new ones.

In addition to the above structures for integrated consciousness-raising on important social issues, several of the aforementioned societies are focused around the themes of gender, environment, and other important concerns of today's changing world. Details of the activities of these societies are elaborated under Criterion V of this report.

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

##### **Moral and Ethical Values**

- ❖ 'Ethics in public domain' is a popular academic inter-disciplinary course that integrates the ideas of ethics and morality in everyday life within the structured curriculum.
- ❖ NCC, NSS and Women's Development Cell of the College provide a solid moral foundation for students and channelize their energy into meaningful causes.
- ❖ The College maintains anti-smoking and clean environment concerns.
- ❖ The College observes a zero tolerance policy towards ragging and sexual harassment. Students, teachers and all staff are made to feel completely secure on the campus.
- ❖ Human values and diversity among students are respected and Hindu College has students and faculty from diverse socio-economic and regional backgrounds.

##### **Employable and Life Skills**

As mentioned in the preceding sections each and every society of the College provides visible exposure and training in life skills to the student.

##### **Better Career Options**

- ❖ In addition, some societies like *Disha*, *Abhyas* and *Enactus* have been constituted specifically with this end in mind to enable students to access and evaluate their career options. The *Finance and Investment Cell* of the department of commerce gives area specific career guidance and counseling.

##### **Community Orientation**

- ❖ Collaboration with 'Save the Quest' NGO for spreading awareness and conducting self-reliant activities for the visually impaired
- ❖ *White Cane Day* (15 October 2015) was observed to mark the achievements of the visually impaired and to pledge never to discriminate on the basis of disability.
- ❖ The NSS wing organizes and conducts teaching and extra-curricular activities for underprivileged children, health and sanitation camps and medical and dental services access for several slum areas, and aid for visually challenged students. Details are set out in Criterion 1.3.3 above.
- ❖ Blood Donation Camp(s) conducted in the College, in association with agencies like with Blood Connect, Rotary Club, etc.



- ❖ The NSS has also consistently spearheaded the College community's contribution to disaster relief efforts. It collected essential amenities for the victims of various natural calamities (such as for victims of the J&K flood, one such drive was organized in collaboration with the Kashmir Foundation for Social Change). The volunteers also organized collection of winter clothes for refugees (such as from Rohingya and Assam), collaborating with human rights activist Mr. U. Sainulabdeen, a registered member of Amnesty International.
- ❖ The ecological society of the College, *Panchtatva*, is actively engaged in campaigns to keep the environs clean and green – both of the College, and the community in general. *Panchtatva* organizes campaigns for paper recycling every year around the University elections.
- ❖ Students of *Ibtida*, the Hindi dramatic society perform street plays that generate awareness about burning social issues.
- ❖ *Enactus* launched Project *Shreshth* in collaboration with the Khadi Department of the Ministry of Small and Medium Enterprises, GOI, to inculcate entrepreneurship skills among women living in Badli Industrial Area.
- ❖ *Earthlings*: The Wildlife Society organizes trips to zoological and biodiversity parks such as Kamla Nehru Ridge, National Zoological Park and Asola Bhatti wildlife sanctuary. The society has active collaboration with bigger organizations such as WWF engaged in fund raising and awareness campaigns.

### 1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum

- ❖ Teachers frequently seek the students' perspective on course content, its employability and contemporariness. These views are taken into consideration while revising the syllabus or drafting new syllabi.
- ❖ Furthermore, based on feedback received, teachers often invite eminent scholars for talks on concerned themes of choice to further enrich disciplinary grounding in the area.
- ❖ From the past year the system of collecting feedback has been started college-wide with a standardized questionnaire that outgoing students fill under complete confidentiality.
- ❖ A suggestion box is maintained in the library.
- ❖ The College magazine, "*Indraprastha*", publishes articles by students and reports of the educational, cultural, social and sports activities of the College. Each section of the magazine is edited by a Student Editor under the supervision of a member of the teaching staff. This, in addition to skill enhancement for students, also provides them an opportunity to express their honest feedback and opinions on various matters.
- ❖ The College Parliament: The College Parliament is a forum for discussions on academic and other issues. It is an excellent training ground for public speaking and leadership qualities as well.
- ❖ The entire style of leadership in the College is based on democratic principles. The Principal has an open door policy for students, faculty, alumni, parents, media and any other stake holders. This transparency in functioning instils assurance in the organization – its agendas and their implementation.
- ❖ Governance is through genuine principles of devolution of authority and most decisions are participatory and not top down.



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

- ❖ The various co-curricular societies draw a very good response and provide an open forum for students to air their views.
- ❖ The College staff council is a statutory body that periodically assesses the enrichment programmes for their content and functionality among its other functions.
- ❖ The high standard of writing that is visible in the College magazine and those brought out by the various departments are evidence of the success of these initiatives.

## 1.4 Feedback System

### 1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

Several teachers of the College have been closely involved in devising syllabi for various courses. Many have functioned as convenors of university level committees for syllabus designing/revision at various points of time. The most recent case in point is the design of syllabus for the newly introduced Choice Based Credit System (as cited in Table 1.1). The College faculty have worked in close association with university faculty to design and develop viable syllabi comparable with international standards. Under the Delhi University System, while the university departments play a steering and facilitating role, it is the College teachers who have hands on experience of under graduate teaching who have a prime role in devising new syllabi.

### 1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programme.

Yes, the College now follows a standardized system for collecting feedback from students through suitably designed feedback forms. This has also been discussed in response to Criterion 1.1.6 above.

- ❖ Feedback was collected from the students having 75% or above attendance, on various benchmarks to gauge their experience in the classrooms and to help improve the infrastructure. The charts in Figure 1.2(a-d) illustrate some of this data.

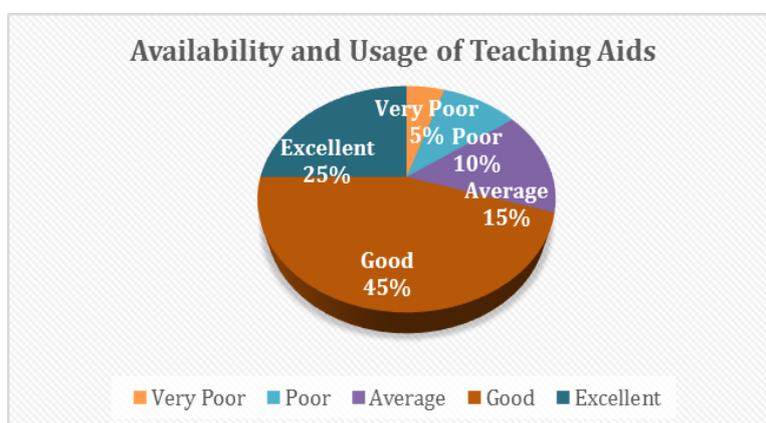


Figure 1.2(a): Availability and Usage of Teaching Aids

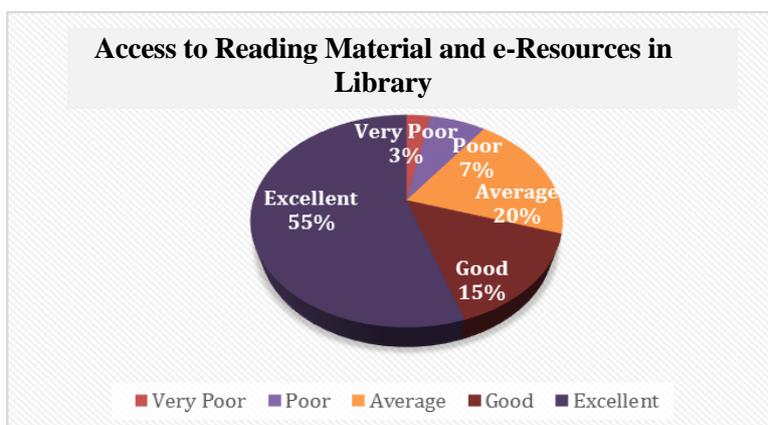


Figure 1.2(b): Access to Reading Material and e-Resources in Library

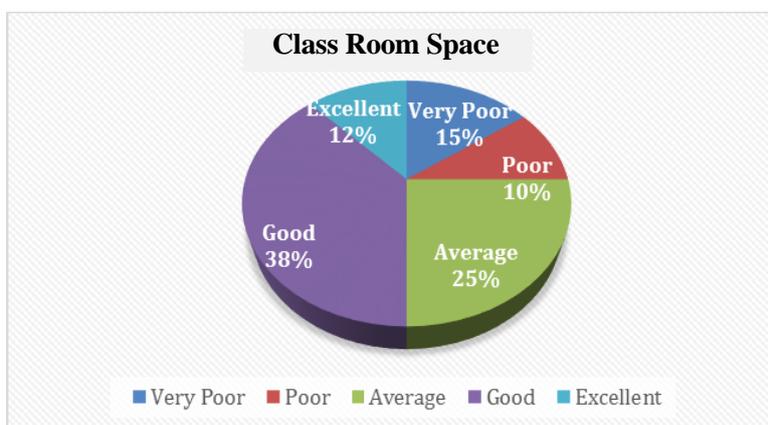


Figure 1.2(c): Class Room Space

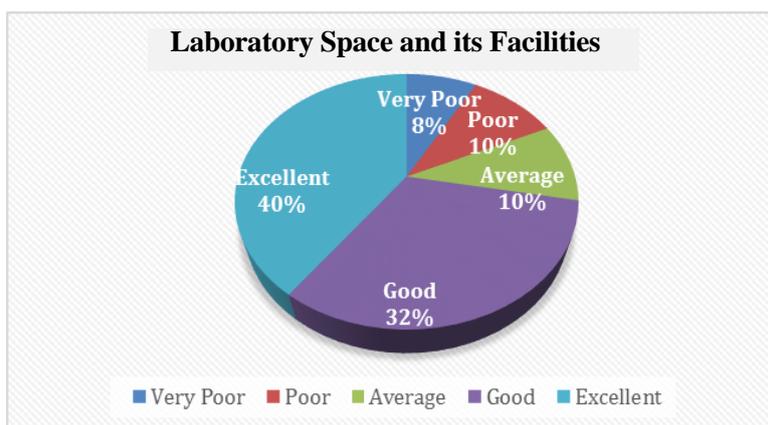


Figure 1.2(d): Laboratory Space and its Facilities

In addition to the formal feedback system, all individual departments have regular student-teacher interactions to discuss academic concerns and related matters where students can freely air their opinions.



- ❖ Some of the opinions that emerge are collated and are communicated to University Departments by college teachers and are kept in mind while formulating future course content. Teachers of the College are in constant touch with their parent Departments and work in close proximity with them.

For instance: In the Social Sciences stream, courses on gender, development, environment, etc. have been introduced and revised taking into account popular perceptions and requirements. Themes such as globalization have also been integrated into the curriculum.

- ❖ Student-faculty councils of the various departments are also convened periodically to plan department activities and manage grievances and other such concerns. The Principal also interacts with students and other stakeholders and encourages feedback.

#### **1.4.3** How many new programmes/Courses were introduced by the institution during the last 4 years? What was the rationale for introducing new courses/programmes?

In 2010 the university modified its curricular structure at the under graduate level from annual mode to semester mode. Subsequently, as per the directives of the UGC, the Choice Based Credit System has been introduced effectively from the current academic session and is being rigorously implemented both in letter and spirit. In view of this, no new degree programme has been introduced in recent times. The College is however open to introducing new courses as and when present infrastructural requirements are adequately met.



## **CRITERION-II: TEACHING LEARNING AND EVALUATION**

### **2.1 Student Enrolment and Profile**

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

The admission process is absolutely transparent. The College strictly follows the guidelines for admission framed by the University of Delhi for all undergraduate and postgraduate courses.

The College website and prospectus carry all relevant details regarding the admission process, such as admission schedules, departmental profiles, fee structures, etc.; the information on the website is updated regularly.

- ❖ The information regarding the admission to the College Hostel is made public through the Hostel prospectus as well as the College Website.
- ❖ A Staff Council meeting is convened to discuss all admission related matters before admissions begin.
- ❖ Information hand-outs received from the University are distributed among Teachers In-Charge, members of the Central Admission Committee (CAC) and members of the Grievance Committee. Volunteers from the NCC and NSS, and the students at the help desk for admission seekers are all provided with copies of the admission guidelines.
- ❖ Flex boards carrying vital information pertaining to the admission process are placed at various strategic points in the College.
- ❖ To ensure ample dissemination of information regarding courses, admission procedure, etc., the University of Delhi organizes open days in which principals of various colleges interact with admission seekers and guardians.
- ❖ The CAC members, Teachers In-Charge and the Principal meet regularly and collectively determine cut-offs for each course. Each department convenes a meeting in which the data provided by the University and records from previous years are analyzed rationally to determine a cut-off. This is presented to the CAC for approval and is ratified by the Principal later.
- ❖ The cut-offs for each category (Gen, OBC, SC, ST, PwD) are then communicated to the University, which communicate the same for display in leading newspapers as well as on its website. The cut-offs are also uploaded on the College website as well as displayed on College notice boards.
- ❖ Information regarding the number of seats filled under each category is provided on the College website at the end of each admission day.
- ❖ The College follows a three-tiered procedure in the screening of admission forms. First, respective Teachers In-charge check the forms and the certificates attached. These are then verified by the CAC and passed on to the Principal, who does a final round of verification before signing the form. The office checks the form and the certificates once more before issuing the student a fee-slip.
- ❖ The sports quota admissions come under the purview of the College, and utmost care is taken to ensure transparency. The number of seats for various sports is put on notice boards and the College website well in advance of the start of the undergraduate admission process. Admissions are done in the presence of an admission committee comprising of a Chairman i.e. the Principal, one faculty member nominated by the Staff Council of the College, the physical education teacher, an expert from the Department of Physical Education and personnel nominated by the University. All sports trials



conducted in the College are video-graphed. For admission under the extracurricular activities (ECA) quota, students get themselves registered in the College. The dates for the preliminary and final trials are notified and displayed on the College website and the College notice board. The list of shortlisted candidates for the final trials is also put on the College website and notice board. All trials are conducted in the presence of an ECA admission committee nominated by the Staff Council of the College. Two external experts from the fine arts are invited to be part of the admission committee.

- ❖ Hostel Admissions are done strictly on the basis of merit. The process of these admissions is supervised by the Hostel Warden, along with the Hostel Committee, whose members are nominated by the Staff Council of the College. A total of five seats are reserved in the Hostel for sports admissions. Seats are also reserved in the categories such as SC, ST, PwD, ECA, Foreign Nationals, Sikkim and Army personnels, as per the rules and regulations of the University of Delhi.
- ❖ The College ensures that a Grievance Committee is set up well in advance and its details are made available on the College website and notice boards. The committee looks into grievances registered by students of all categories.
- ❖ After completion, the Staff Council is apprised of all details regarding admissions in all categories, including the sports and ECA categories.

**2.1.2** Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programmes of the Institution.

#### **UG Courses**

- ❖ For admission to various undergraduate courses in the College, students of all categories (Gen/SC/ST/OBC/PwD) fill the pre-admission form, on-line or off-line. Cut-offs decided separately for each category (Gen/SC/ST/OBC/PwD), are displayed on the College Notice Board and Website, University website and in leading newspapers as per schedule. Admission is strictly according to merit, as per the admission policy framed by the University of Delhi. The qualifying examination for the purpose of admission to UG programmes is SSSC, organized by the CBSE, the ICSE or any equivalent organization.
- ❖ Upto the year 2012 admission to B.A (H) English was governed by the Common Aptitude Test in English (CATE), a centralized system of admissions governed by the Department of English, Delhi University. A merit base was created out of a ratio of 70:30 (70% of marks in the centralized test, and 30% of the XII class marks).

#### **Sports/ECA**

Admission under sports and ECA quotas is always based on the overall performance of candidates in trials/auditions. Besides, documentary evidence (in the form of degrees, sports certificates, newspaper cuttings), reflecting their proficiency and achievements in respective fields is evaluated. 50% marks are allotted for performance during field trials and 50% are allotted for certificates. All students who apply under sports quota, and qualify in the preliminary physical test, are called for trials.

#### **PG Courses**

For admission to PG courses, the College receives a merit list made by the respective departments of the University and every year the College admits a fixed number of students to various courses.



PG students are provided hostel and library facilities by the College.

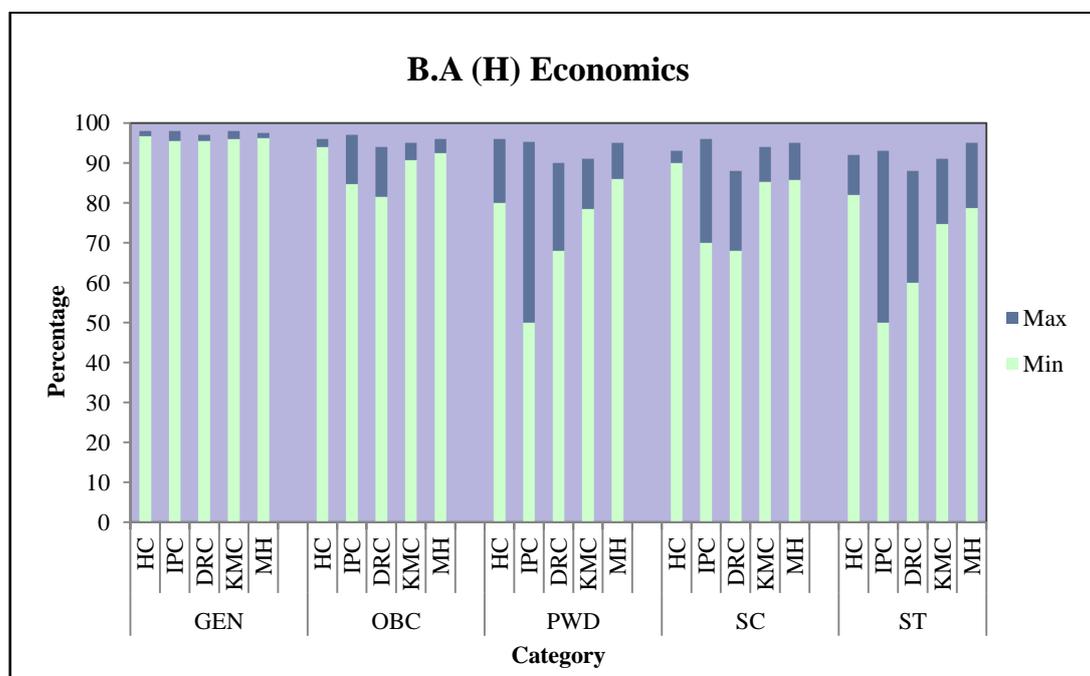
2.1.3 Give the minimum and maximum percentage of marks for admission at entry level for each of the Programmes offered by the College and provide a comparison with other colleges of the affiliating University within the city/district.

Table 2.1(a-r) and Figure 2.1(a-r) below depict the maximum and minimum cut-off percentages for various courses for all categories of students at the entry level. These percentages for Hindu College are compared with four other North Campus Colleges, such as IPC, DRC, KMC, MH and others.

**Table 2.1(a-r) and Figures 2.1 (a-r): Minimum and Maximum % of Marks for Admission at Entry Level (2015) for various courses**

**Table 2.1(a): BA (H) Economics**

Course	Cat.	HC		IPC		DRC		KMC		MH	
		Max %	Min %	Max %	Min %	Max %	Min %	Max %	Min%	Max %	Min %
B.A (H) Economics	SC	93	90	96	70	88	68	94	85.25-85.5	95	85.75
	ST	92	82	93	50	88	60	91	74.75-75	95	78.75
	OBC	96	94	97	84.75	94	81.5	95	90.75-91	96	92.5
	PwD	96	80	95.25	50	90	68	91	78.5-78.75	95	86
	GEN	98	96.75	98	95.5	97	95.5	98	96-96.25	97.5	96.25



**Figure 2.1(a): BA (H) Economics**



Table 2.1(b): BA (H) English

Course	Cat.	HC		IPC		DRC		HRC		KMC	
		Max %	Min %								
B.A (H) English	SC	94	90	96	84	91	83	93	91	94.75	84-84.75
	ST	94.75	88.75	95	84	91	75	93	87	93.75	88-89.75
	OBC	96.25	93	96	84	91	84.5	95.5	90.25	95.75	89-90
	PwD	94.75	90.5	96	65	91	77	96	78	93.75	88-89.75
	GEN	97.75	96.25	97	94.25	96	94	97.5	95.5	96.75	94.75-95.5

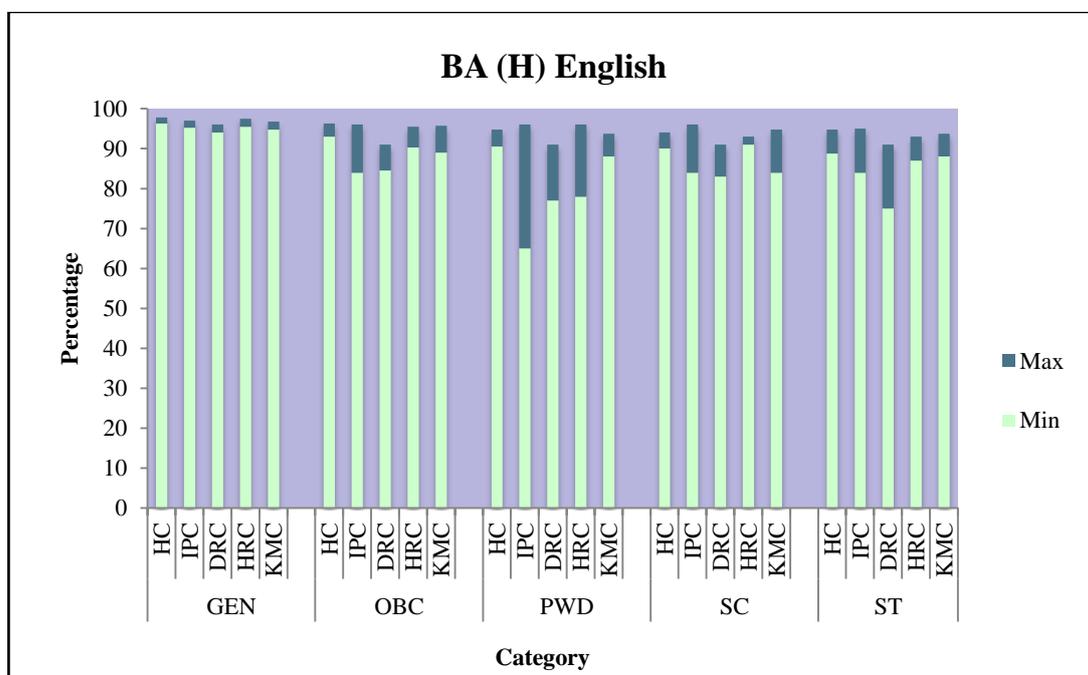


Figure 2.1(b): BA (H) English



Table 2.1(c): BA (H) Hindi

Course	Cat.	HC		IPC		KMC		MH		RC	
		Max %	Min %								
B.A (H) Hindi	SC	89	80	85	78	85	81-83	80	79	88	75
	ST	85	68	85	64	85	60-70	78	71	88	65
	OBC	90	89.5	86	69.5	88	80-81	80	78.5	85	75.5
	PwD	89	89	86	80	85	85	85	85	88	84.5
	GEN	92	92	87	81.5	90	82-84	85	84.5	90	84.5

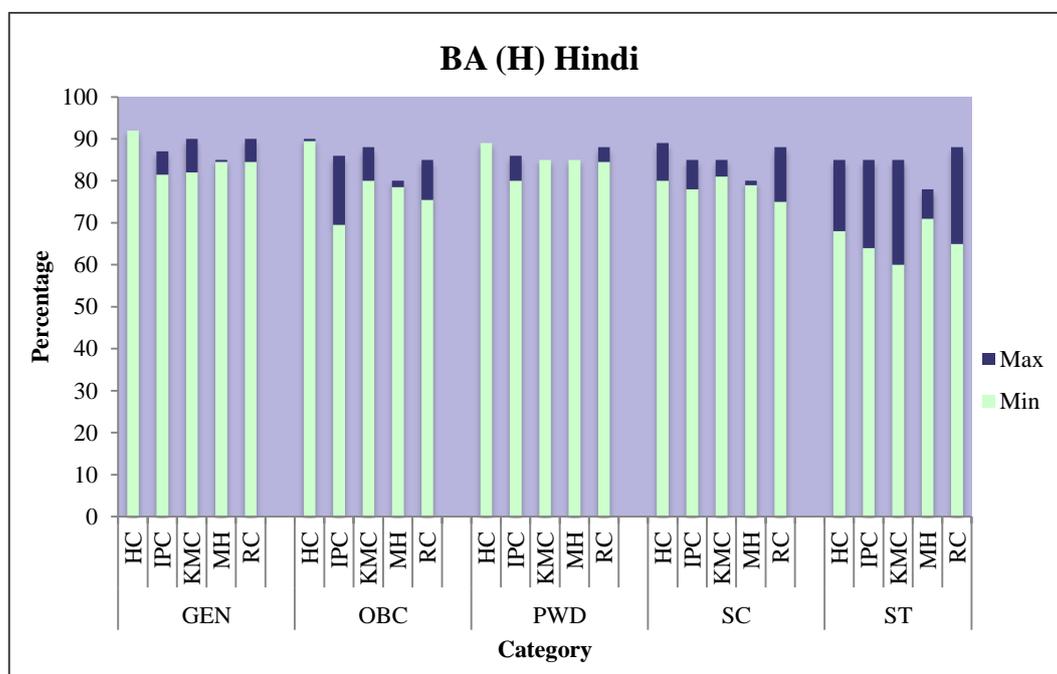
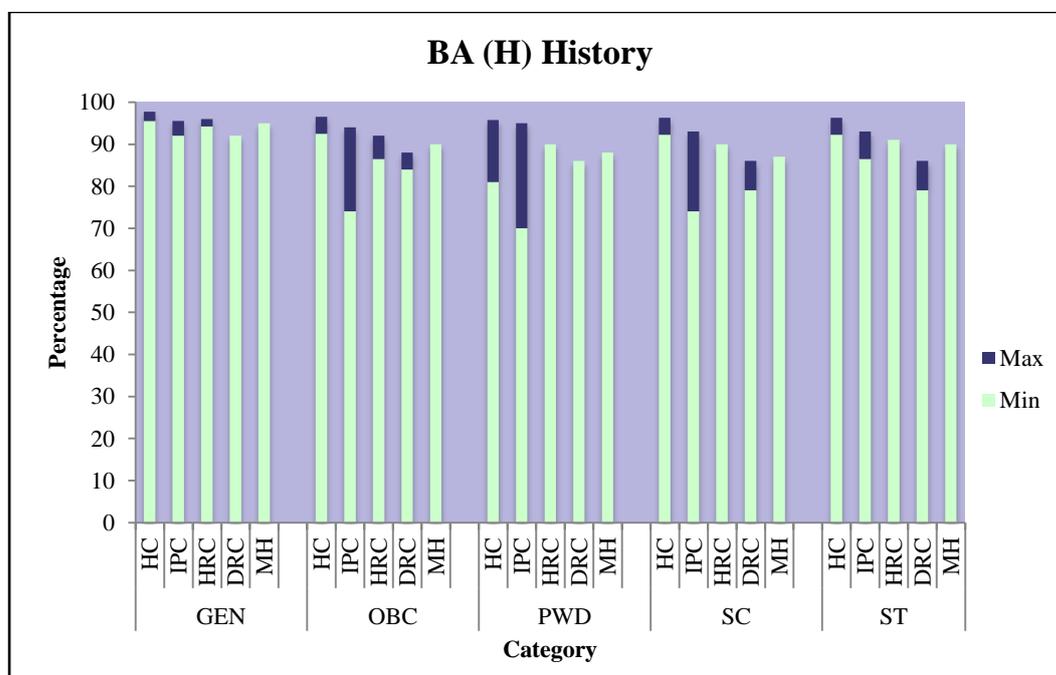


Figure 2.1(c): BA (H) Hindi



**Table 2.1(d): BA (H) History**

Course	Cat.	HC		IPC		HRC		DRC		MH	
		Max %	Min %								
B.A (H) History	SC	96.25	92.25	93	74	90	90	86	79	87	87
	ST	96.25	92.25	93	86.5	91	91	86	79	90	90
	OBC	96.50	92.5	94	74	92	86.5	88	84	90	90
	PwD	95.75	81	95	70	90	90	86	86	88	88
	GEN	97.75	95.5	95.5	92	96	94.25	92	92	95	95



**Figure 2.1(d): BA (H) History**



Table 2.1(e): BA (H) Philosophy

Course	Cat.	HC		IPC		MH		KMC		DRC	
		Max %	Min %								
B.A (H) Philosophy	SC	91	74.25	87	60	91.75	91.75	81	66	85	78
	ST	91	81.75	87	74	91.75	91.75	81	74	89	80
	OBC	93	81.75	89	55	-	-	82	73	90	78.5
	PwD	91	63	89	45	91.75	91.75	80	67	90	89
	GEN	95	90.75	90	84.75	96.75	96.75	86	85.5	92	88.5

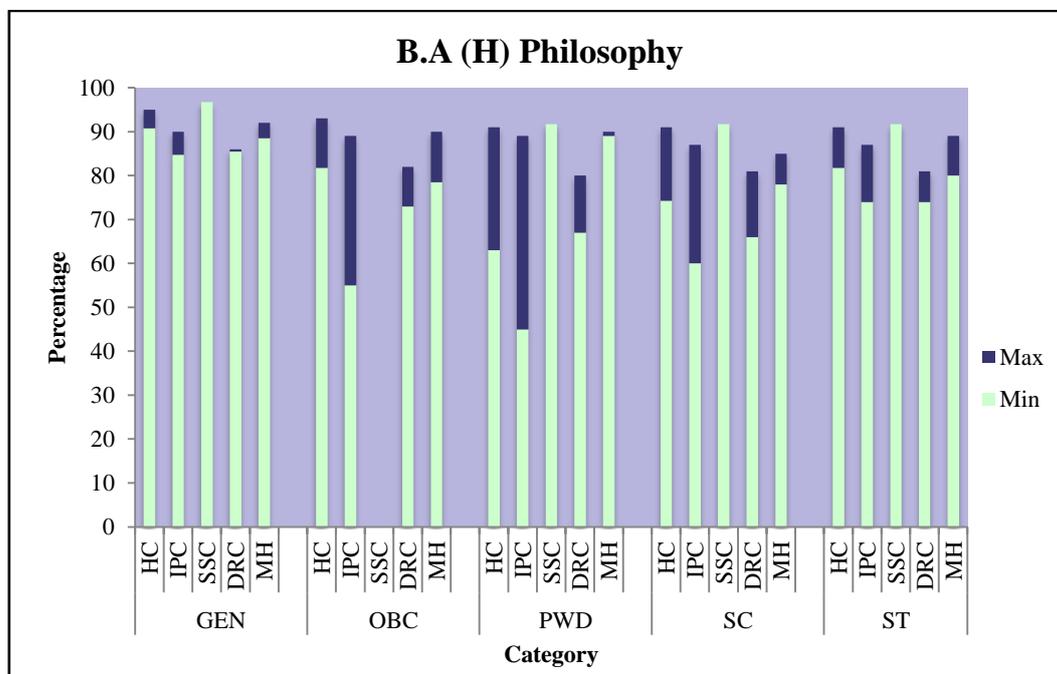
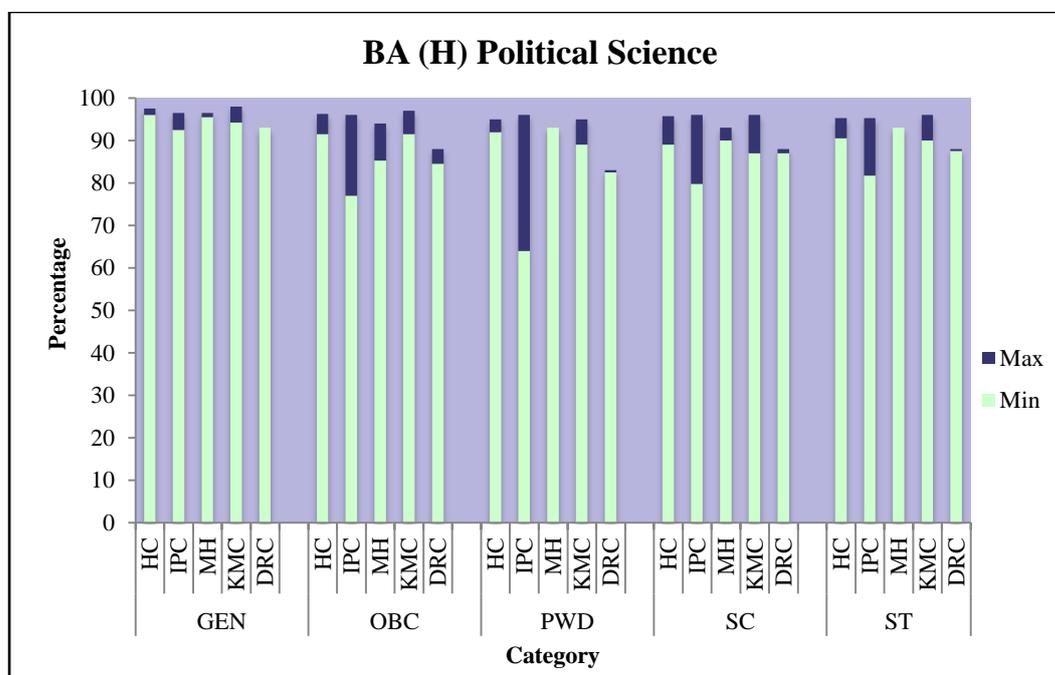


Figure 2.1(e): BA (H) Philosophy



**Table 2.1(f): BA (H) Political Science**

Course	Cat.	HC		IPC		MH		KMC		DRC	
		Max %	Min %	Max %	Min %						
B.A (H) Political Science	SC	95.75	89	96	79.75	93	90	96	87-88	88	87
	ST	95.25	90.5	95.25	81.75	93	93	96	90-90.5	88	87.5
	OBC	96.25	91.5	96	77	94	85.25	97	91.5-92	88	84.5
	PwD	95	92	96	64	93	93	95	89-90.5	83	82.5
	GEN	97.5	96	96.5	92.5	96.5	95.5	98	94.25-95	93	93



**Figure 2.1(f): BA (H) Political Science**



Table 2.1(g): BA (H) Sanskrit

Course	Cat.	HC		IPC		DRC		MH		RC	
		Max %	Min %								
B.A (H) Sanskrit	SC	68	56	63	40	56	48	72	60	65	57.5
	ST	68	45	63	40	56	45	72	60	65	55
	OBC	67	56	64	40	58	47	74	60	70	55
	PwD	67	45	64.5	40	56	45	72	68	65	55
	GEN	70	70	65	46	58	57.5	75	61	75	67

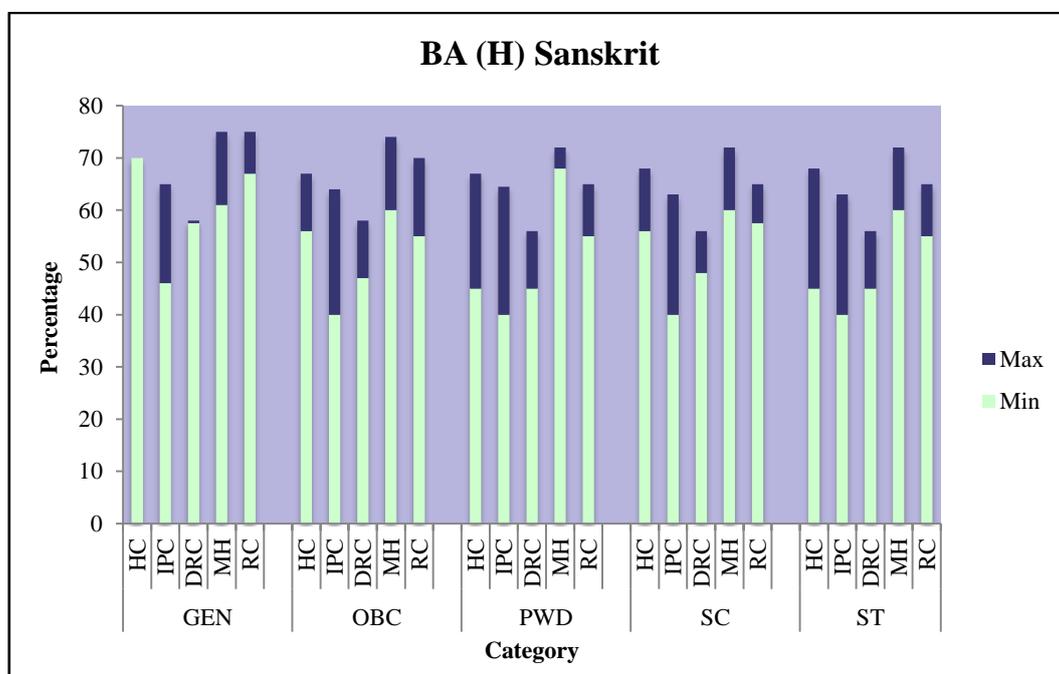


Figure 2.1(g): BA (H) Sanskrit



Table 2.1(h): BA (H) Sociology

Course	Cat.	HC		KNC		LSR		SVC		MH	
		Max %	Min %								
B.A (H) Sociology	SC	92.5	79	88	67	95.75	87.5	86	77.5	91	83.5
	ST	93.5	91	88	75	95.5	92.5	85	85	92	91.5
	OBC	93.5	89	88	68	96	91	88	82	93	85
	PwD	92.5	85	88	67	96.25	89	87	77	94	90
	GEN	95.5	95.5	93	89.75	97	95.5	92	92	95.5	94.75

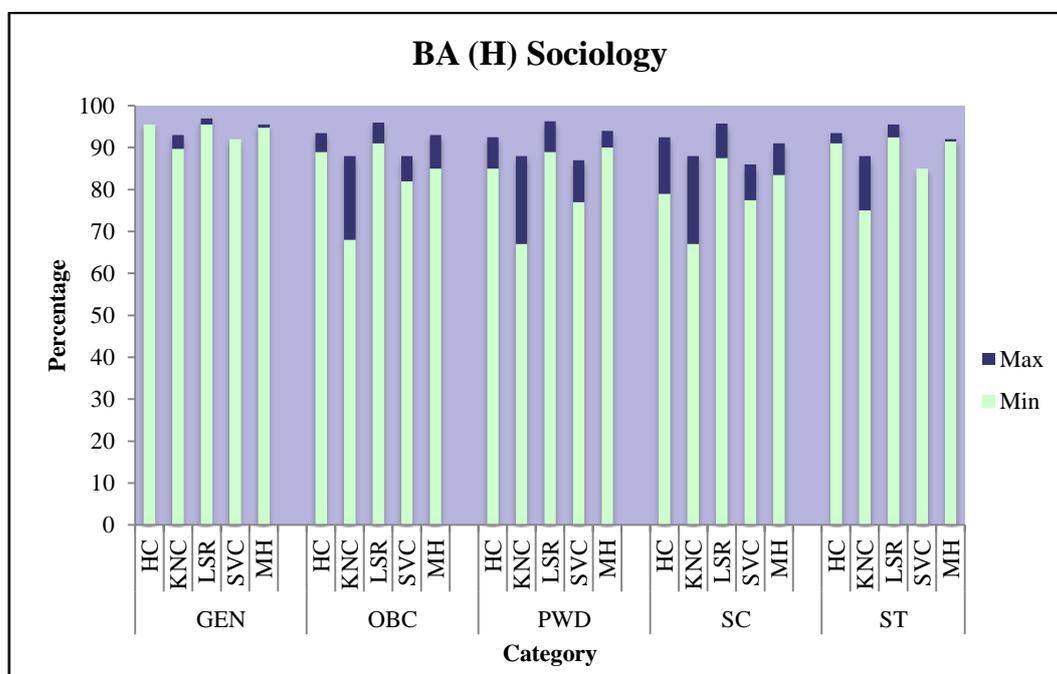


Figure 2.1(h): BA (H) Sociology



Table 2.1(i): BCom (H)

Course	Cat.	HC		IPC		KMC		SRCC		HRC	
		Max %	Min %	Max %	Min %	Max %	Min %	Max %	Min %	Max %	Min %
B.Com (H)	SC	93	91	94	77	92	85.5-86.5	93.25	93	93	90.25
	ST	86.5	82.5	92	60	92	70-72	87.5	84.25	87.25	73
	OBC	95	93.25	96	87	95	91.5-92.75	95.14	95	95	93
	PwD	94.5	85.75	93.5	45	94	77.5-78.5	89.25-94.5	60.25	94	72
	GEN	97.25	96.75	97	95.5	97.25	96.25-96.5	97.75	97.75	97.25	96.75

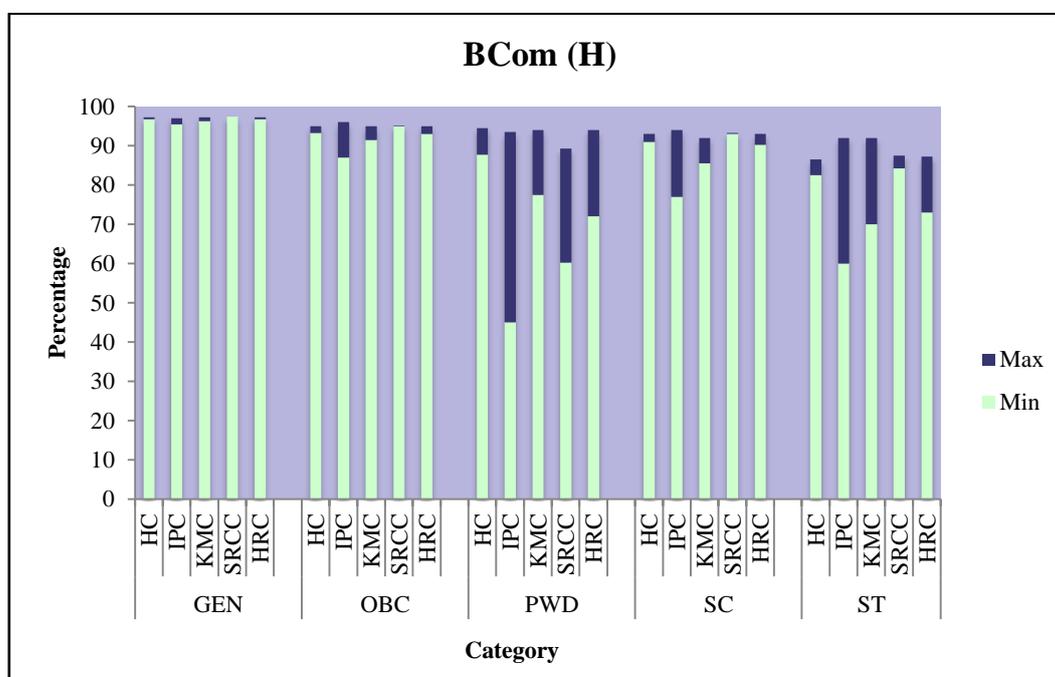


Figure 2.1(i): B.Com (H)



Table 2.1(j): BSc (H) Botany

Course	Cat.	HC		HRC		KMC		DRC		MH	
		Max %	Min %	Max %	Min %	Max %	Min %	Max %	Min %	Max %	Min %
BSc (H) Botany	SC	90	80	92	78	91	79-79.9	87	80	90	86
	ST	90	75	92	71	89	77-78	85	74	85	80
	OBC	92	87.66	93	84	92	85.33-86	89	85.33	94	87.33
	PwD	89	68	92	60	85	60-64.9	90	80	85	82
	GEN	94	94	94	92	95	90-93	91	88.33	96	93

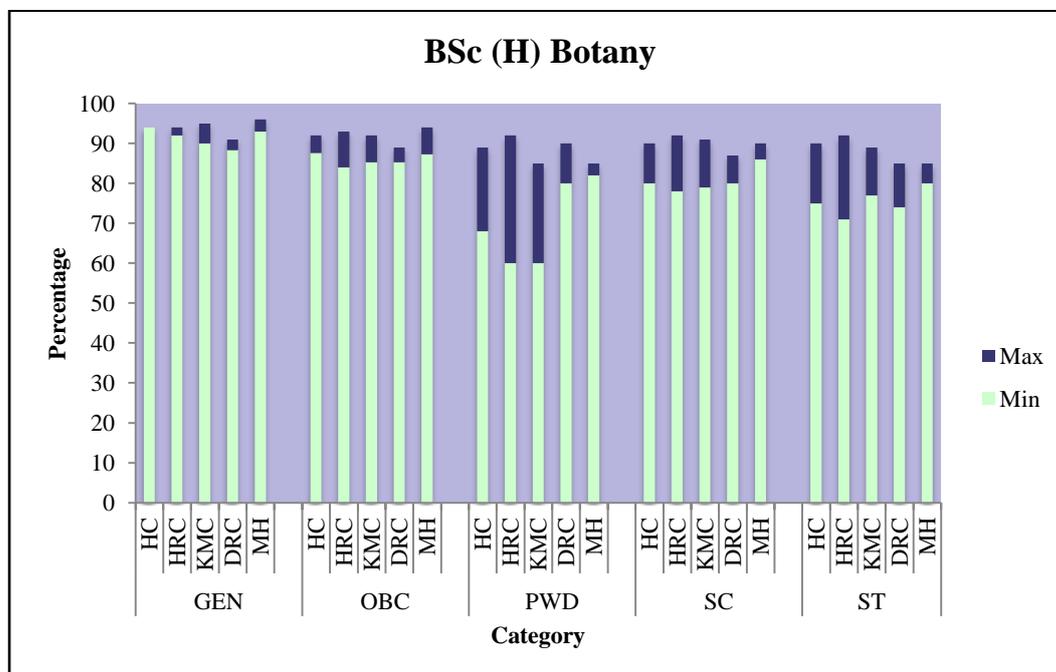


Figure 2.1(j): BSc (H) Botany



Table 2.1(k): BSc (H) Chemistry

Course	Cat.	HC		HRC		KMC		MH		SSC	
		Max %	Min %	Max %	Min %	Max %	Min %	Max %	Min %	Max %	Min %
BSc (H) Chemistry	SC	95.33	87	92	84	89	83-84	93.33	87	92.66	92.66
	ST	94.33	74.33	85	62	84	63-67	85	79	91.66	91.66
	OBC	96.33	94	95.33	93	95	91-91.66	95.67	92	-	
	PwD	94.33	75	90	61	84	80-82	90.33	90	81.66	81.66
	GEN	97.33	95.66	97.33	95	96.66	94-95.33	96.67	95	96.66	96.66

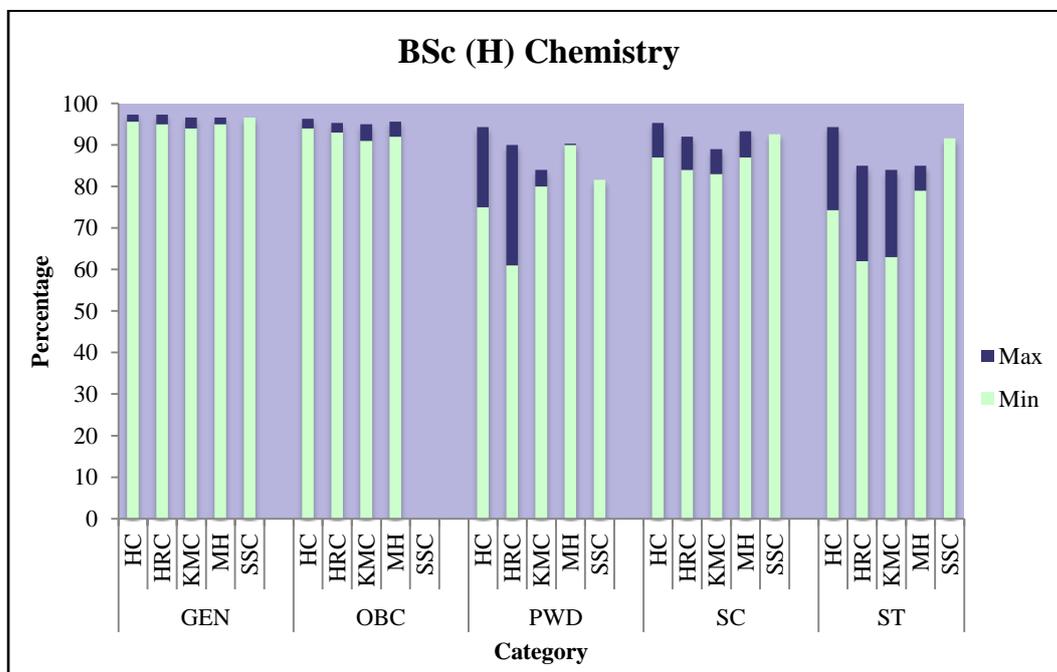


Figure 2.1(k): BSc (H) Chemistry



Table 2.1(I): BSc (H) Mathematics

Course	Cat.	HC		IPC		HRC		KMC		MH	
		Max %	Min %	Max %	Min %						
BSc (H) Mathematics	SC	95.5	91	95	65	94	93.75	90	90	93.5	86
	ST	94	85.5	95	55	94	87	90	75-76	90.25	77
	OBC	96.5	95.5	96	88	95	95	95.5	92.5-92.75	95.25	93
	PwD	94	94	96	45	94	60	90	70-73	90	84
	GEN	97.5	96	97	93.75	97	95.75	97.5	95-95.5	96.75	95

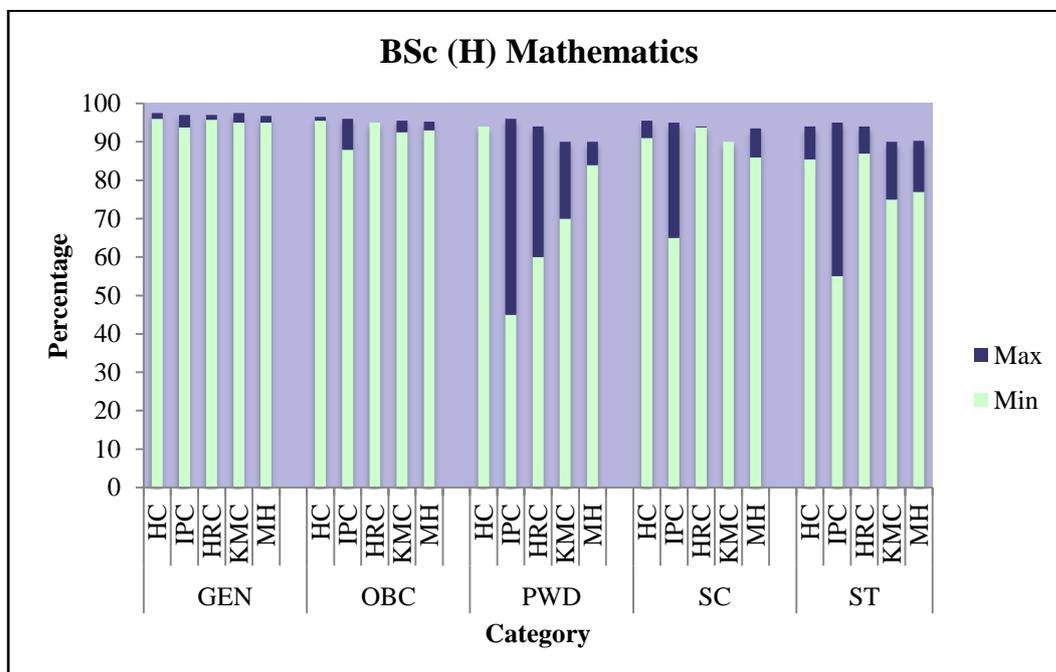


Figure 2.1(I): BSc (H) Mathematics



Table 2.1(m): BSc (H) Physics

Course	Cat.	HC		HRC		KMC		SSC		MH	
		Max %	Min %	Max %	Min %	Max %	Min %	Max %	Min %	Max %	Min %
BSc (H) Physics	SC	95	95	94	90.66	93.67	87-88	93	93	92	90
	ST	92	84	93	79	82	66-68	93	93	85	76
	OBC	97.33	95.33	95.33	95.33	96	94.33-96	-	-	95.33	92
	PwD	92	62	93	60	85.33	65-67	82	82	90	89
	GEN	98	96	97.33	95.33	97	95-95.33	97	97	96.67	95

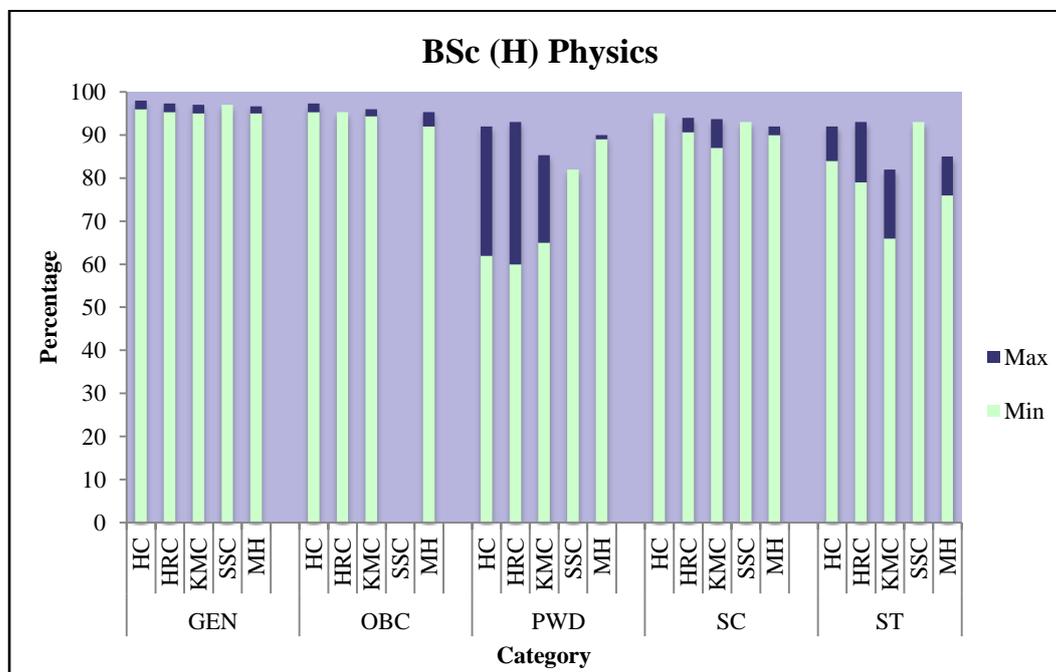


Figure 2.1(m): BSc (H) Physics



Table 2.1(n): BSc (H) Statistics

Course	Cat.	HC		RC		KMC		LSR		SVC	
		Max %	Min %	Max %	Min %	Max %	Min %	Max %	Min %	Max %	Min %
BSc (H) Statistics	SC	96	84	92	75.5	94	79.5-80.5	95.25	84.5	91	77.75
	ST	93.5	78	90	73.5	90.5	66-68	94	84	90	70
	OBC	97	93.75	96	88	95	89.75-90.5	97	91	95	88.75
	PwD	93.5	79	90	73.5	93	62-65	93.5	65	91	70
	GEN	97.75	96.25	97.5	95	97	95-95.5	97.25	95.75	97	95

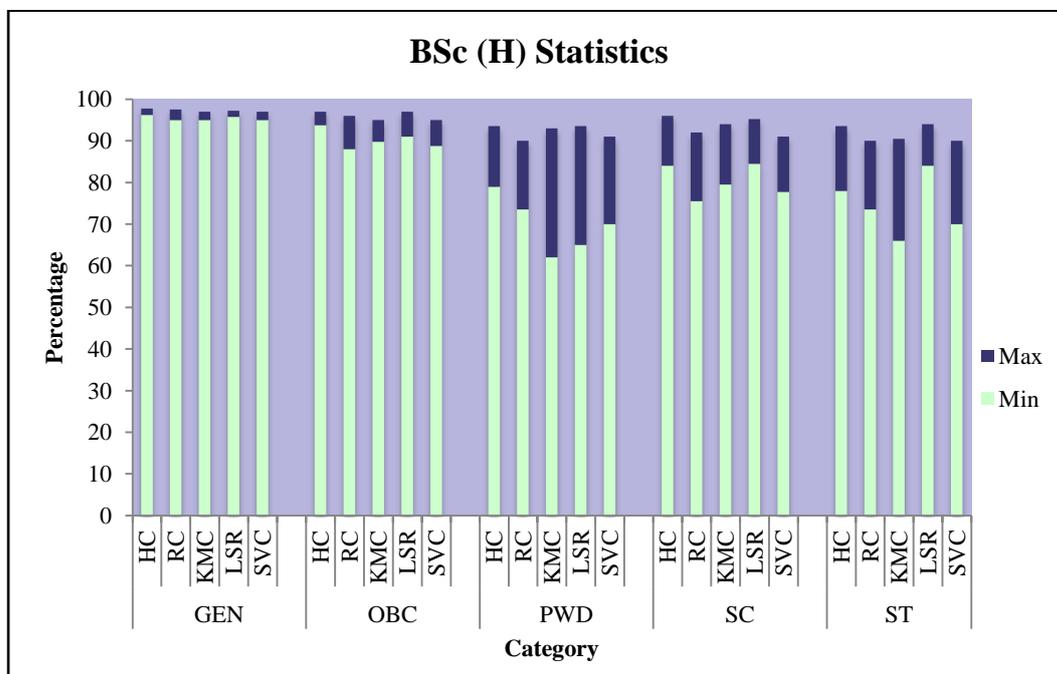


Figure 2.1(n): BSc (H) Statistics



Table 2.1(o): BSc (H) Zoology

Course	Cat.	HC		HRC		KMC		DRC		MH	
		Max %	Min %	Max %	Min %	Max %	Min %	Max %	Min %	Max %	Min %
BSc (H) Zoology	SC	95	91	92	89	92	84-86	89	80	92	88.67
	ST	90	83	86	80	90	80-84	85	78.66	85	85
	OBC	95.66	91	94	89	93	87-88	91	87	95.33	90
	PwD	88	80	86	62	88	62-64	90	90	87	83.67
	GEN	96.66	95.33	96	94	96	93.67-94	93	91	96.67	94

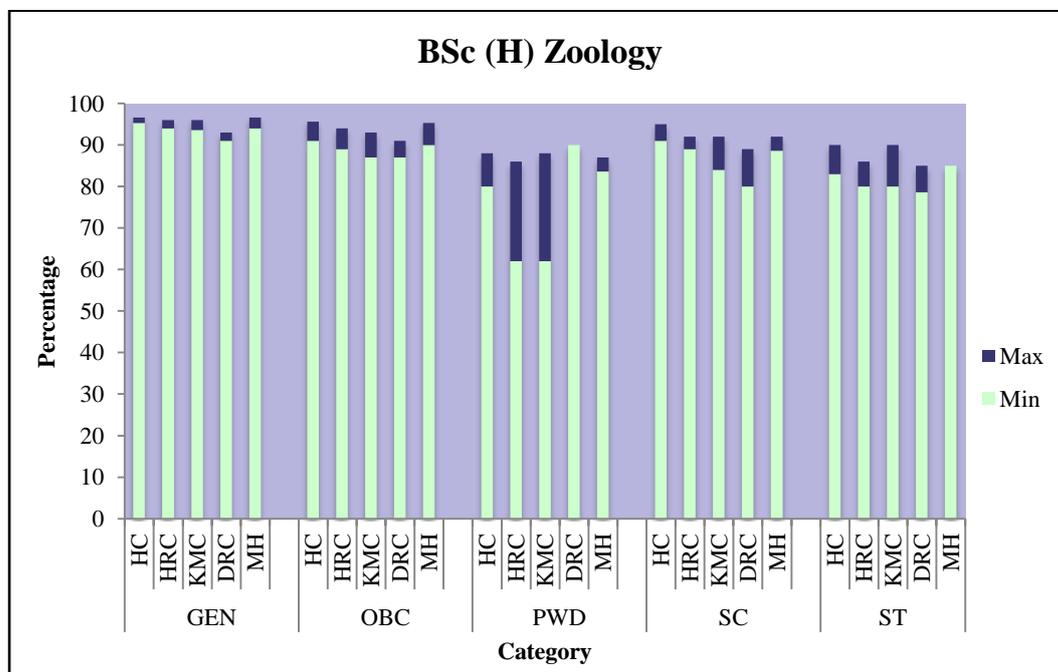


Figure 2.1(o): BSc (H) Zoology



Table 2.1(p): BA Programmeme

Course	Cat.	HC		IPC		KMC		MH		SSC	
		Max %	Min %	Max %	Min %	Max %	Min %	Max %	Min %	Max %	Min %
BA Programmeme	SC	92	91.5	91	67	89	85-85.75	87.5	65	92-92.5	92-92.5
	ST	90	90	88	60	89	83-86	87.5	80.25	92-92.5	92-92.5
	OBC	94	89.5	92.5	56	90	83.5-84.25	90.5	68	-	-
	PwD	92	92	93	83.5	89	89	87.5	87.5	92-92.5	92-92.5
	GEN	96	93.5	96	82	91	91	95.5	90.25	96-96.5	96-96.5

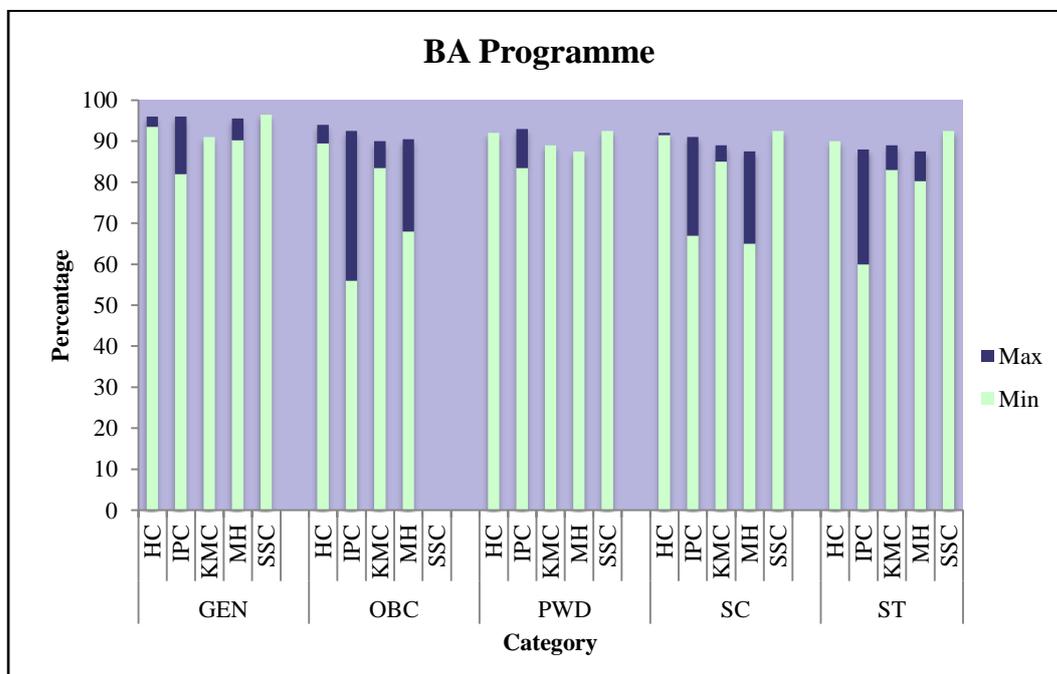


Figure 2.1(p): BA Programmeme



Table 2.1(q): BSc (Physical Science with Chemistry)

Course	Cat.	HC		HRC		SGTB		ARSD		DDU	
		Max %	Min %								
BSc (Physical Science with Chemistry)	SC	95.33	72	90.33	71	86	67	87	56	78	65
	ST	91	55	90.33	55	80	55	85	50	75	44
	OBC	96.66	87	92.33	84	-	-	90	70	83	67
	PwD	91	50	90.33	65	75	54	85	55	65	35
	GEN	97	90.66	94.33	89	92.33	87	92	79	88	83

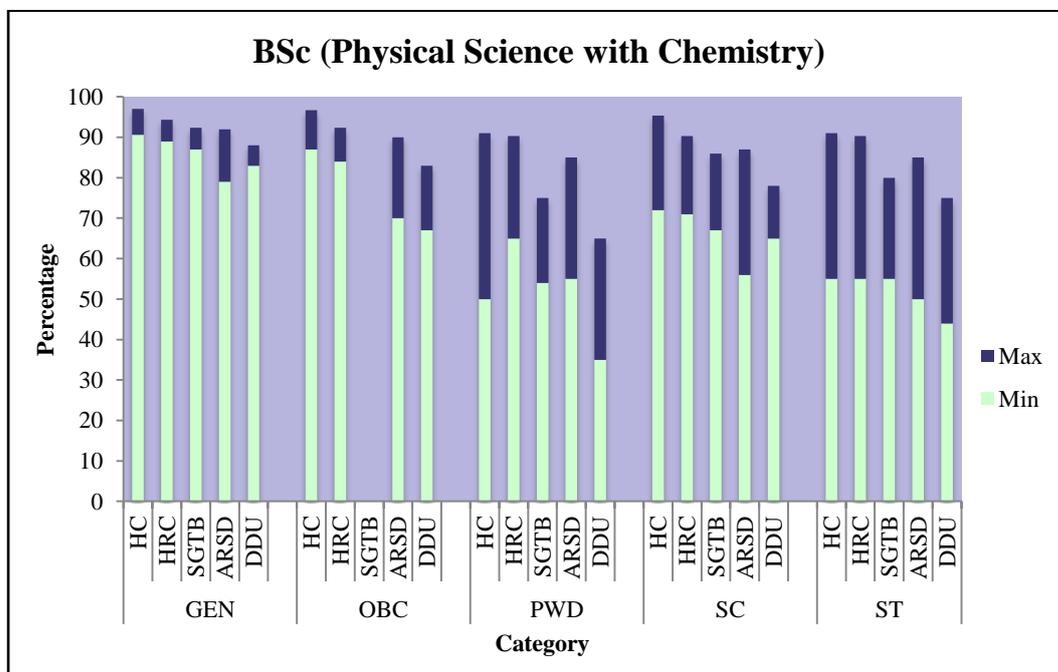


Figure 2.1(q): BSc (Physical Science with Chemistry)



Table 2.1(r): BSc (Physical Science with Electronics)

Course	Cat.	HC		SGTB		ANDC		ARSD		RDC	
		Max %	Min %								
BSc (Physical Science with Electronics)	SC	90	70	86	67	72	61	88	57	72	65
	ST	85	70	80	55	65	52	85	50	67	54
	OBC	95	83	-	-	80	71	92	71	77	75
	PwD	89	55	75	54	65	45	85	55	67	54
	GEN	96	90	92	84.66	87	78	94	78	82	82

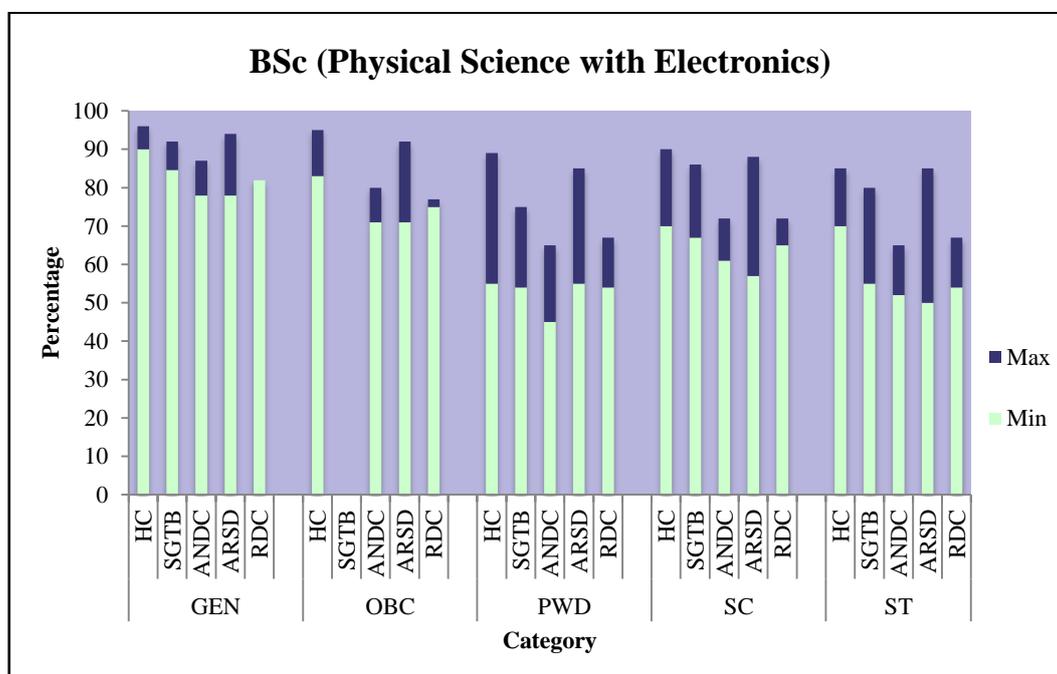


Figure 2.1(r): BSc (Physical Science with Electronics)



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

- ❖ During the admission process itself review is done prior to bringing out the subsequent cut-off list. This is done by each department individually and then within the central admission committee along with the principal before releasing the subsequent admission list.
- ❖ Further, grievance cell constituted during admissions helps resolve students' concerns even as the admissions are ongoing.
- ❖ The admission process is reviewed in a Staff Council meeting every year. The CAC reports the admissions for approval. Suggestions are noted to improve the process for the following year. Such meetings have streamlined the process of admission in the College and have shaped a satisfactory merit based admission procedure.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the national commitment to diversity and inclusion

- \* SC/ST
- \* OBC
- \* Women
- \* Differently abled
- \* Economically weaker sections
- \* Minority community
- \* Any other

Hindu College, in keeping with the cherished values with which the College was established, has always adopted a proactive and empathetic approach towards economically and socially deprived students.

The College strictly adheres to the reservation policy of the Government of India and the University of Delhi for SC/ST/OBC/PwD students and the students belonging to other minorities, and encourages them without any prejudice. Students belonging to economically weaker sections receive financial support in the form of the Vice Chancellor's Fellowship and other students' aid funds of the College.

- ❖ Differently-abled students admitted under the PwD quota are granted 100% fee waiver by the College. In addition, 50% concessions in Hostel mess charges are also granted to such students.
- ❖ Candidates selected under the special scholarship scheme for J&K are admitted directly. Similarly, foreign nationals and wards of armed forces personnel are also admitted directly.
- ❖ The Equal Opportunity Cell of the College is proactive in ensuring that there is no discrimination against any student on the basis of disability.
- ❖ The North East Cell of the College enables the integration of the students from North Eastern States into the wider community.
- ❖ All in all, the College has a good representation of students from diverse backgrounds and the College encourages diversity.
- ❖ The College societies, *Friends' Corner* and NSS, help in ensuring that foreign nationals and students from outside Delhi are made to feel comfortable and settle in smoothly.

Admissions for various courses in the different categories for the last four years are tabulated as follows in Tables 2.2 (a-e) with their respective graphical representations in Figures 2.2(a-e).



Tables 2.2(a-e): Category wise Admissions

Table 2.2a: 2011-12

Category-Wise distribution 2011-12									
S. No.	Course	GEN	OBC	SC	ST	PH	FS	OTHERS	Total
1	BA Programmeme	12	11	5	4	0	1	4	37
2	B.A (H) Economics	26	15	6	4	1	0	3	55
3	BA(H) English	18	10	8	4	1	0	1	42
4	BA(H) Hindi	30	7	6	1	1	0	2	47
5	BA(H) History	33	8	6	2	1	1	1	52
6	BA(H) Philosophy	19	3	5	4	1	0	1	33
7	BA(H) Political Science	25	11	7	4	1	0	2	50
8	BA(H) Sanskrit	29	5	4	0	0	0	1	39
9	BA(H) Sociology	21	11	6	3	1	1	1	44
10	B.Com.(H)	31	18	11	5	2	2	4	73
11	BSc (H) Botany	35	15	5	1	0	0	0	56
12	BSc (H) Chemistry	40	20	5	3	0	0	1	69
13	BSc (H) Mathematics	17	13	3	2	0	1	1	37
14	BSc (H) Physics	27	24	9	1	0	0	1	62
15	BSc (H) Statistics	19	10	5	2	0	0	3	39
16	BSc (H) Zoology	24	7	5	1	1	0	0	38
17	BSc (Physical Science with Chemistry)	34	14	5	2	1	0	0	56
18	BSc (Physical Science with Electronics)	15	9	5	2	0	1	0	32
<b>Total</b>		<b>455</b>	<b>211</b>	<b>106</b>	<b>45</b>	<b>11</b>	<b>7</b>	<b>26</b>	<b>861</b>

Figures 2.2(a-e): Graphical Representation of Category Wise Representation of Students

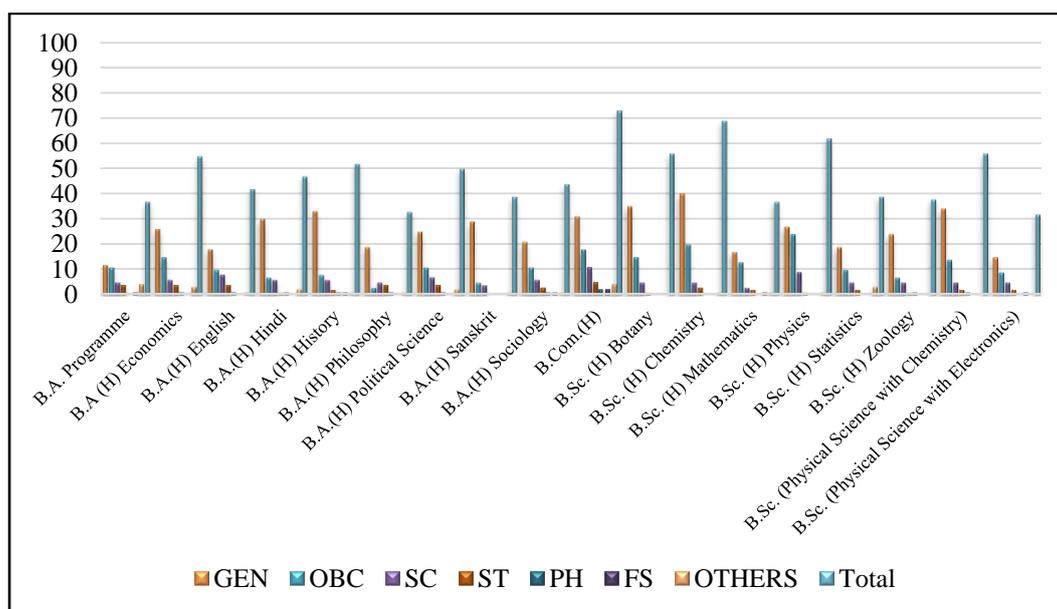


Figure 2.2a: 2011-12



Table 2.2b: 2012-13

Category-Wise distribution 2012-13									
S. No.	Course	GEN	OBC	SC	ST	PH	FS	OTHERS	Total
1	BA Programmeme	14	9	6	2	5	1	12	49
2	B.A (H) Economics	30	16	7	0	1	1	6	61
3	BA(H) English	20	13	4	3	1	0	4	45
4	BA(H) Hindi	22	11	7	1	1	0	1	43
5	BA(H) History	16	12	5	3	1	0	1	38
6	BA(H) Philosophy	17	9	7	1	1	0	2	37
7	BA(H) Political Science	27	16	6	4	2	0	4	59
8	BA(H) Sanskrit	18	5	6	0	1	0	1	31
9	BA(H) Sociology	46	22	9	6	1	0	2	86
10	B.Com.(H)	34	12	9	5	2	0	5	67
11	BSc (H) Botany	40	21	12	7	0	0	1	81
12	BSc (H) Chemistry	38	22	12	4	2	1	4	83
13	BSc (H) Mathematics	14	19	5	2	0	1	3	44
14	BSc (H) Physics	23	19	8	3	1	0	2	56
15	BSc (H) Statistics	19	9	6	3	0	0	2	39
16	BSc (H) Zoology	18	10	6	3	1	0	1	39
17	BSc (Physical Science with Chemistry)	25	27	6	3	0	0	1	62
18	BSc (Physical Science with Electronics)	19	10	6	2	0	0	3	40
<b>Total</b>		<b>440</b>	<b>262</b>	<b>127</b>	<b>52</b>	<b>20</b>	<b>4</b>	<b>55</b>	<b>960</b>

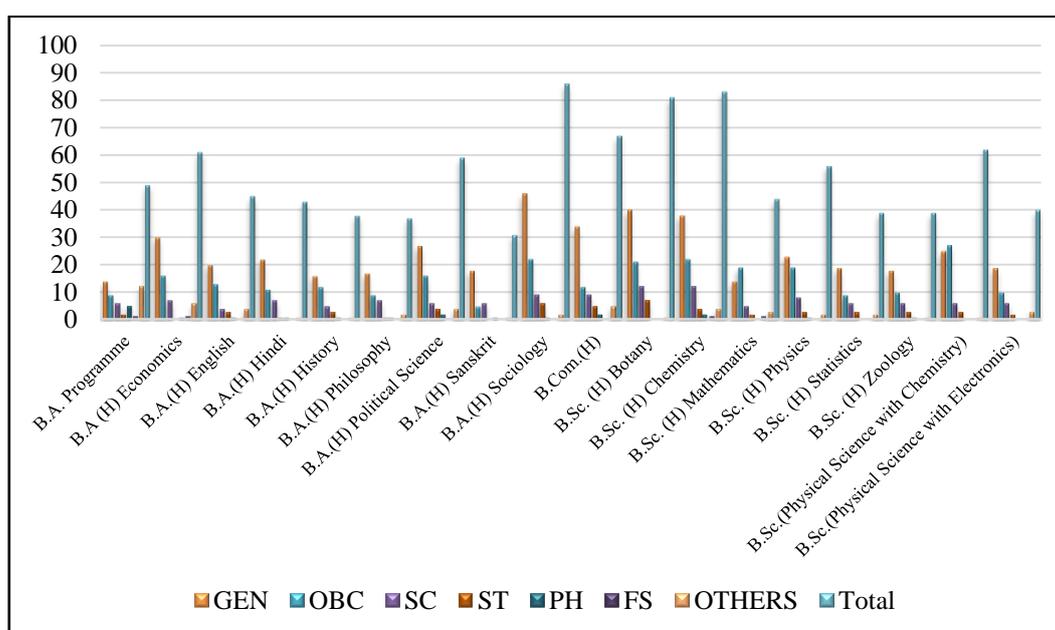


Figure 2.2b: 2012-13



Table 2.2c: 2013-14

Category-Wise distribution 2013-14									
S. No.	Course	GEN	OBC	SC	ST	PH	FS	OTHERS	Total
1	BA Programmeme	0	0	0	0	0	0	0	0
2	B.A (H) Economics	26	14	8	3	1	3	7	62
3	BA(H) English	82	41	20	15	2	2	7	169
4	BA(H) Hindi	40	21	12	5	4	0	5	87
5	BA(H) History	55	26	11	6	3	0	1	102
6	BA(H) Philosophy	49	24	9	6	1	0	1	90
7	BA(H) Political Science	33	20	11	13	4	2	6	89
8	BA(H) Sanskrit	24	10	6	0	0	0	0	40
9	BA(H) Sociology	23	16	5	3	1	0	4	52
10	B.Com.(H)	30	17	9	6	1	3	9	75
11	BSc (H) Botany	13	8	2	1	0	0	0	24
12	BSc (H) Chemistry	36	24	13	5	2	1	7	88
13	BSc (H) Mathematics	26	19	8	3	0	0	1	57
14	BSc (H) Physics	41	31	14	7	2	0	4	99
15	BSc (H) Statistics	14	8	5	3	1	0	2	33
16	BSc (H) Zoology	32	21	10	5	1	0	1	70
17	BSc (Physical Science with Chemistry)	0	0	0	0	0	0	0	0
18	BSc (Physical Science with Electronics)	0	0	0	0	0	0	0	0
<b>Total</b>		<b>524</b>	<b>300</b>	<b>143</b>	<b>81</b>	<b>23</b>	<b>11</b>	<b>55</b>	<b>1137</b>

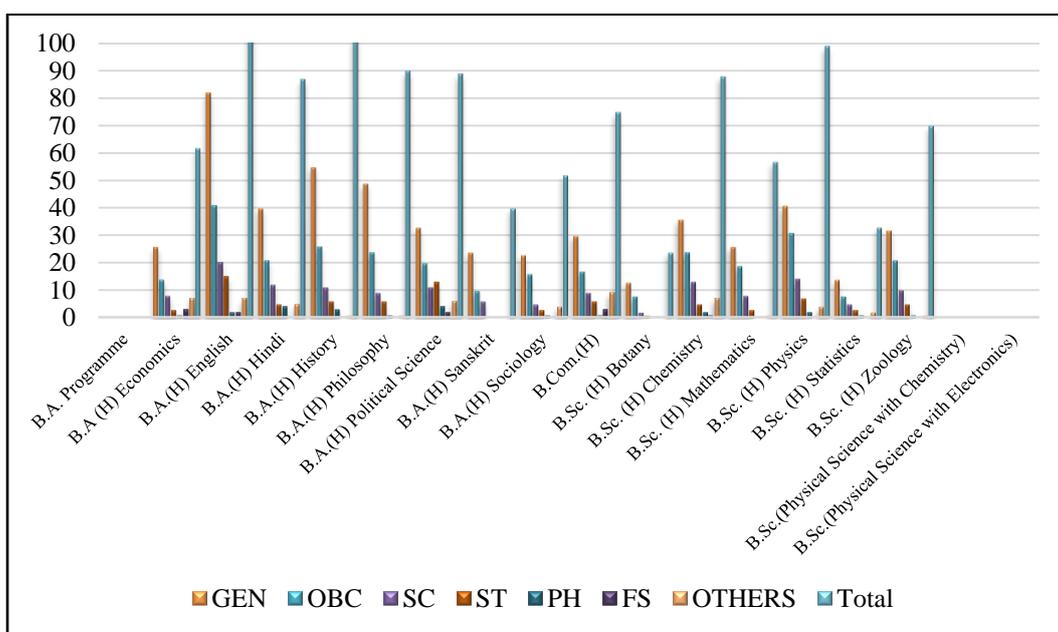


Figure 2.2c: 2013-14



Table 2.2d: 2014-15

Category-Wise distribution 2014-15									
S. No.	Course	GEN	OBC	SC	ST	PH	FS	OTHERS	Total
1	BA Programmeme	11	13	5	5	1	1	4	40
2	B.A (H) Economics	23	15	7	7	1	1	6	60
3	BA(H) English	17	14	8	4	1	1	4	49
4	BA(H) Hindi	22	12	11	2	1	0	3	51
5	BA(H) History	32	28	8	6	1	1	2	78
6	BA(H) Philosophy	14	6	5	6	1	0	1	33
7	BA(H) Political Science	28	22	14	11	5	1	5	86
8	BA(H) Sanskrit	17	11	5	3	1	0	1	38
9	BA(H) Sociology	24	12	8	4	1	2	0	51
10	B.Com.(H)	27	16	9	4	0	2	8	66
11	BSc (H) Botany	16	12	6	1	1	0	0	36
12	BSc (H) Chemistry	25	16	18	10	1	0	6	76
13	BSc (H) Mathematics	13	11	7	5	0	1	3	40
14	BSc (H) Physics	22	17	12	4	0	0	5	60
15	BSc (H) Statistics	16	11	5	0	0	1	0	33
16	BSc (H) Zoology	10	12	4	2	0	2	3	33
17	BSc (Physical Science with Chemistry)	17	12	5	2	0	0	1	37
18	BSc (Physical Science with Electronics)	25	10	4	3	0	0	0	42
<b>Total</b>		<b>359</b>	<b>250</b>	<b>141</b>	<b>79</b>	<b>15</b>	<b>13</b>	<b>52</b>	<b>909</b>

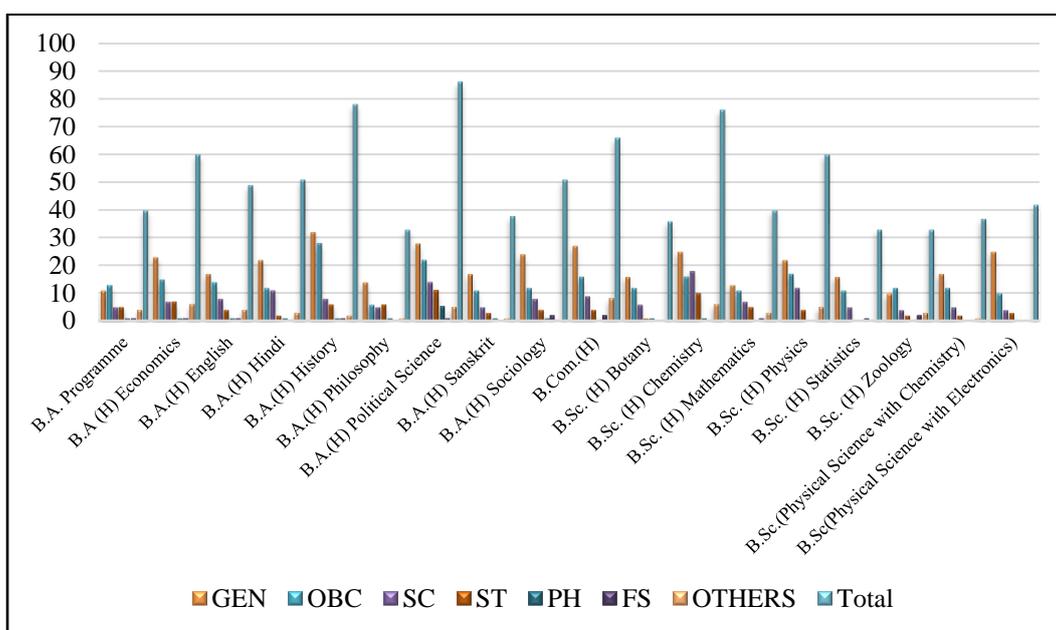


Figure 2.2d: 2014-15



Table 2.2e: 2015-16

Category-Wise distribution 2015-16									
S. No.	Course	GEN	OBC	SC	ST	PH	FS	OTHERS	Total
1	BA Programmeme	20	11	5	6	3	1	8	54
2	B.A (H) Economics	37	18	7	3	1	2	6	74
3	BA(H) English	20	11	6	3	2	1	5	48
4	BA(H) Hindi	17	8	5	1	3	0	3	37
5	BA(H) History	18	12	6	3	2	2	3	46
6	BA(H) Philosophy	21	12	7	3	1	2	4	50
7	BA(H) Political Science	36	17	7	7	2	2	9	80
8	BA(H) Sanskrit	23	13	7	0	1	0	0	44
9	BA(H) Sociology	22	14	6	4	1	1	4	52
10	B.Com.(H)	30	17	9	5	2	0	7	70
11	BSc (H) Botany	31	6	3	1	0	0	0	41
12	BSc (H) Chemistry	36	19	9	5	2	0	5	76
13	BSc (H) Mathematics	18	15	8	2	2	2	4	51
14	BSc (H) Physics	31	21	9	5	2	0	3	71
15	BSc (H) Statistics	17	8	4	1	2	0	0	32
16	BSc (H) Zoology	17	7	2	3	0	0	3	32
17	BSc (Physical Science with Chemistry)	25	12	5	0	0	0	3	45
18	BSc (Physical Science with Electronics)	17	12	7	2	0	0	1	39
<b>Total</b>		<b>436</b>	<b>233</b>	<b>112</b>	<b>54</b>	<b>26</b>	<b>13</b>	<b>68</b>	<b>942</b>

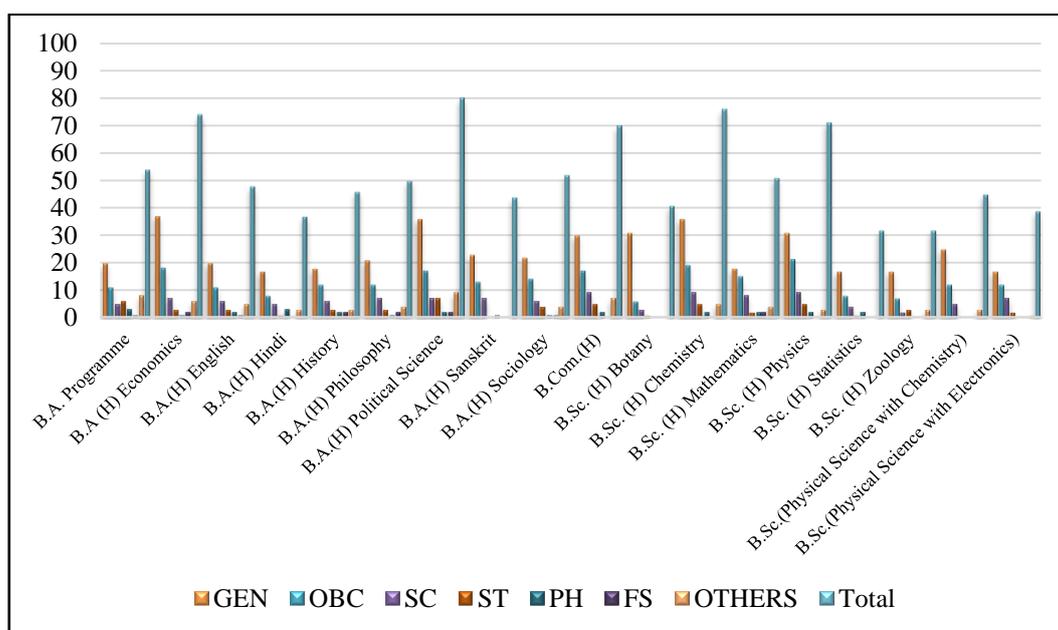


Figure 2.2e: 2015-16



The gender wise admissions for various courses in the past five years are tabulated as follows in Table 2.3.

**Table 2.3: Gender wise break up of Admissions**

S. No	Course	2011-12			2012-13			2013-14			2014-15			2015-16		
		F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
1	BA Programmeme	11	26	37	11	38	49	0	0	0	10	30	40	15	39	54
2	B.A (H) Economics	28	27	55	28	33	61	18	44	62	33	28	61	30	44	74
3	BA(H) English	27	15	42	24	21	45	109	60	169	34	15	49	32	16	48
4	BA(H) Hindi	16	31	47	18	26	44	33	54	87	12	39	51	13	24	37
5	BA(H) History	27	25	52	13	25	38	38	64	102	28	50	78	17	29	46
6	BA(H) Philosophy	7	26	33	12	24	36	24	66	90	10	23	33	11	39	50
7	BA(H) Political Science	27	24	51	22	37	59	42	47	89	32	54	86	33	47	80
8	BA(H) Sanskrit	8	31	39	7	24	31	11	29	40	14	23	37	10	34	44
9	BA(H) Sociology	22	22	44	49	37	86	25	27	52	31	20	51	31	21	52
10	B.Com.(H)	39	34	73	33	34	67	28	45	73	33	34	67	23	47	70
11	BSc (H) Botany	26	30	56	35	44	79	15	9	24	19	16	35	27	14	41
12	BSc (H) Chemistry	28	41	69	27	56	83	41	47	88	27	47	74	32	44	76
13	BSc (H) Mathematics	11	26	37	15	29	44	18	39	57	16	24	40	14	37	51
14	BSc (H) Physics	15	47	62	12	44	56	17	82	99	16	44	60	8	63	71
15	BSc (H) Statistics	18	18	36	21	18	39	13	19	32	18	15	33	6	26	32
16	BSc (H) Zoology	23	15	38	29	10	39	44	26	70	16	17	33	23	9	32
17	BSc(Physical Science with Chemistry)	18	37	55	10	52	62	0	0	0	11	26	37	9	36	45
18	BSc(Physical Science with Electronics)	5	27	32	1	39	40	0	0	0	7	35	42	3	36	39
<b>Total</b>		<b>356</b>	<b>502</b>	<b>858</b>	<b>367</b>	<b>591</b>	<b>958</b>	<b>476</b>	<b>658</b>	<b>1134</b>	<b>367</b>	<b>540</b>	<b>907</b>	<b>337</b>	<b>605</b>	<b>942</b>

**2.1.6** Provide the following details for various Programmemes offered by the institution during the last four years and comment on the trends i.e. reasons for increase / decrease and actions initiated for improvement.

Hindu College offers a total of 19 courses in the field of Languages, Social Sciences, Commerce and Science. Since the admission to colleges under the University of Delhi has been made through a centralized admission form, there is no restriction regarding the number of colleges and the number of courses a candidate can apply to. Hence the total number of applications received by a college for a particular course fails to represent the actual demand for the concerned course.

The University then provides the data to the Colleges, based on which the Colleges decide their respective cut-off lists and students take admission in the course and college for which they are eligible.

Students take admission wherever they meet the eligibility criteria. A fair number of students transfer to other courses in subsequent cut-offs. The demand for various



Programmes has been fluctuating from year to year. It is difficult to assign any particular reason for such fluctuations.

## 2.2 Catering to Student Diversity

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

In accordance with the guidelines prescribed by the University of Delhi the College has a 3% quota of seats reserved for differently-abled students which is over and above the sanctioned students' strength.

- ❖ Student volunteers set up help desks for the differently-abled during admissions.
- ❖ The College society, *Ankur*, which addresses the needs of the differently-abled, works in unison with the Equal Opportunity Cell (EOC) and various student volunteer groups like the NSS, NCC, etc. to create a congenial atmosphere for differently-abled students and to provide them any support they might require.
- ❖ Infrastructural needs of physically challenged students have been addressed in the past few years and the College has taken every possible step to include these students into the mainstream by:
  - creating ramps that ensure safe and easy movement
  - arranging wheelchairs for the free mobility of students with locomotive disability
  - providing special washrooms for the differently abled, providing smart sticks that help the visually challenged in smooth mobility
  - providing technological support like laptops, desktops, scanners, printers and audio CDs and
  - learning aids like Braille books in the library, JAWS and the software "Angel"
  - providing special spaces for writing examinations as well as extended timings and a writer for writing the answer scripts
  - providing full fee waiver and 50% reduction in hostel mess charges
- ❖ Encouraging the differently-abled to hone and showcase their skills and talents. For instance, Diwakar, a visually challenged student performed the invocation song at the *Founder's Day* celebrations of the College, winning accolades all over.
- ❖ Updating the directory of PwD students every year.

Since the present College building dates back to the 1950's, there is no inbuilt provision for elevators. However, utmost care has been taken to incorporate facilities required by the students with any kind of physical disability in the new 4-storeyed building presently under construction and rapidly nearing completion.

### 2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the Programmeme? If 'yes', give details on the process

- ❖ Counseling of students is done at the very outset in order to help them arrive at choices about the course they wish to pursue. The College sets up special counseling help desks during admission days with the participation of student volunteers.
- ❖ Each department also mobilizes its own students and faculty to counsel prospective entrants.



- ❖ The College organizes an orientation Programmememe every year at the beginning of the academic session to acquaint students with the institution and its culture.
- ❖ Following this, these students are directed to their respective departments where the teachers introduce themselves, provide the timetable and orient students about the department and the subject.

Attempts are made to integrate students from diverse backgrounds into the mainstream through classroom sessions as well as efforts of the various societies.

**2.2.3** What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/Add-on/Enrichment Courses, etc.) to enable them to cope with the Programmememe of their choice?

- ❖ The College, from the very beginning, organizes remedial classes in the afternoons for all undergraduate courses, for students who are lagging behind in the curriculum to bring them at par with the others. They are constantly encouraged and their progress is regularly monitored to get the desired improvement
- ❖ Reticent students are also especially encouraged to come forward to make classroom presentations and to participate more actively in discussions.
- ❖ The College conducted cluster classes for students of BSc Physical Science and APS for Chemistry, Botany, Physics and Electronics who were finding it difficult to cope with mainstream learning.
- ❖ The College runs courses in four foreign languages: French, Spanish, German and Russian. The students benefit immensely from these certificate courses.

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

- ❖ The College has a number of vibrant societies like Women's Development Cell, Environment Society -*Panchtatva*, *Earthlings*, NSS, NCC, the discussion forum-*Caucus*, etc. These societies organize seminars, workshops, debates, street plays, film screenings etc. to sensitize the College community in issues pertaining to environment, women rights, gender parity and empowerment.
- ❖ The environment society, *Panchtatva*, along with *Earthlings*, and NSS, organizes plantation drives, nature walks, paper recycling campaigns and workshops to increase awareness among students and College staff about the environment and the need for its protection.
- ❖ The College organizes anti-tobacco campaigns to increase awareness of the ill-health caused by smoking.
- ❖ A committed group of students of the College have launched a Startup called "*#cleanup*" to promote cleanliness in and around the campus. Through the social media, such as Facebook, Instagram and Twitter, they have already attracted more than a thousand volunteers over five campaigns in Delhi University.
- ❖ Many gender based issues confronting society are also tackled through *Nukkad Nataks* (street plays) of the dramatics society *Ibtida*, and group discussions.
- ❖ The College has an Internal Complaints Committee in place to address complaints related to sexual harassment.



- ❖ *Caucus* is a platform that tries to make students more conscious of their role as educated, intelligent individuals in a globalized world.
- ❖ The North East Cell ensures that the students from North-Eastern regions, who often feel isolated as a result of being far from home, become more integrated with the larger College community.

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

College societies working in various fields – drama (*Ibtida, Abhirang, Masque*), debating (*Vagmi*), discussion (*Caucus*), environmental issues (*Panchtatva* and *Earthlings*), fine arts (*Abstractions*), fashion and choreography – organize a vast number of activities each year. These activities help the College identify students with extraordinary aptitude, who are then encouraged to compete and perform at intra-college, inter-college and inter-university levels. The College keeps track of their performances and rewards them through scholarships, prizes/awards. Highly talented students are given extra responsibilities by the College to enable holistic development.

The College helps academically strong students to secure internships in reputed institutions, which allows them to explore avenues beyond their immediate curriculum.

Promising students are encouraged to participate in a wide range of academic events, organized by the College or other institutions. These include paper presentations, workshops, seminars etc. for which teachers provide any help they require.

Students with notable research abilities are identified and taken on board in yearlong research activities under the Delhi University sponsored Innovation Research Projects.

#### 2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the Programmememe duration) of the students at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

- ❖ The College maintains a record of the academic performance of each and every student.
- ❖ Meetings are held in departments to discuss the performance of students. Students who are under-performing are counselled by the teachers; cause of poor performance is ascertained and appropriately addressed. Students are encouraged to work hard and are ensured full support from the faculty.
- ❖ Students from economically weaker sections are granted 50% fee concession. Information in this regard can be accessed on the College website.
- ❖ Students generally do not drop out for lack of support or encouragement from the College. Dropouts are usually transfers to other professional courses.
- ❖ Students rarely drop out due to familial or financial constraints. While financially weak students are provided scholarships, often faculty members personally extend financial support to some students. In case a student is unable to continue studies due to familial circumstances, the student and parents are counseled.



## **2.3 Teaching-Learning Process**

### **2.3.1 How does the College plan and organize the teaching, learning and evaluation schedules? (Academic Calendar, teaching plan, evaluation blue print, etc.)**

The College has an Academic Calendar, within the broader framework of University guidelines, that takes into account both internal evaluation schedules and those of co-curricular activities. The academic calendar also ensures properly spaced evaluation and departmental moderation procedures.

- ❖ Before the start of the new semester/session, all departments convene to decide the division of workload for the forthcoming session/semester.
- ❖ The Timetable Committee of the College prepares the centralized timetable of the College before the start of the new session/semester and Teachers In-charge prepare departmental timetables accordingly. These are displayed on the College website before classes begin. Class Room-wise timetables are displayed outside all classrooms on the first day of the new session/semester.
- ❖ Information regarding various academic activities is regularly displayed on the College website, LED displays and notice boards.
- ❖ Student attendance records are displayed on the College website on a monthly basis.
- ❖ Teachers participate in the mandatory semester-end evaluation process of the university. They also invigilate exams in the College and help the Deputy-Superintendent of examinations conduct examinations smoothly.
- ❖ Practical examinations are conducted by the faculty as per the University schedule and guidelines. For practical examinations the College appoints an overall Coordinator as well as Superintendents for each department.

### **2.3.2 How does IQAC contribute to improve the teaching-learning process?**

- ❖ The College has recently constituted an IQAC of 10 members in an effort to assess and improve academic and administrative standards.
- ❖ The College now has instituted a uniform student feedback form. This is another step in our attempt to use student feedback to strengthen the quality of teaching and college infrastructure.
- ❖ Prior to the constitution of the IQAC, designated Staff Council Committees were engaged with academic and research concerns.

These are:

1. AARC: the Academic Affairs and Research Committee
2. Timetable and Prospectus Committee
3. Maintenance and Development Committee
4. Library Committee

- ❖ The Academic Affairs and Research Committee (AARC) meets regularly and looks into issues related to the teaching-learning process. Each department meets prior to the commencement of the session to determine work load requirements which are then communicated to the AARC for appropriate action. The AARC has been instrumental in devising the Academic Calendar of the College to ensure uniformity, consistency and time compliance of curriculum implementation.



- ❖ The Timetable Committee provides the Master Timetable bearing the parameters within which the individual departments arrange their theory and practical classes. Departments hold regular meetings to monitor the progress of syllabi and performance of students; monthly attendance and IA marks of the students are displayed on the website. Each department discusses its results for introspection and improvement, and furthermore, the Principal also holds meetings with all departments to review their results for improvement.
- ❖ The Maintenance and Development Committee engages itself with matters of renovation, repair and upgradation of infrastructure so as to provide the best of amenities to students.
- ❖ The Library Committee deals with the purchase of books which are usually recommended by teachers of the various departments.

The collaborative endeavour of all these bodies, the Principal and the Management is to maintain consistently high standards of quality in teaching and learning, Now that the IQAC has been constituted it is deemed to function as the pivot for the establishment and maintenance of quality, and the fulfilment of the vision and mission of the Institution with greater focus and dedication.

### **2.3.3 How is learning made more student-centric? Give details on the subject structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?**

- ❖ Departments organize weekly academic events such as paper presentations by students, discussions, seminars, lectures etc., with a view to make the teaching-learning process more student-centric.
- ❖ Tutorial classes are held regularly and are also used for the purpose of presentations/projects by students as part of their internal assessment.
- ❖ Remedial classes are held, for students who lag behind, to enable them to attain their full academic potential.
- ❖ Wi-Fi facility, available to faculty and students on the College campus, is an initiative that facilitates independent learning among students. Students have been provided laptops to assist them in their academic pursuits. Laptops to be used in teaching are made available to teachers when required.
- ❖ 25 LCD projectors and laptops have been provided to various departments. A large percentage of teachers are using the audio-visual and computer aids in teaching.
- ❖ The College plays host to many societies that nurture the myriad talents of its students and allow their creative selves to blossom. These range from debating to photography and classical music to fashion and design. In all of these an empathetic and critical role is played both by faculty as teacher advisors, and the administration, providing a congenial environment for students to pursue their creative work.
- ❖ Refresher and Orientation courses, run by CPDHE (DU), ASC- Jamia Millia Islamia, JNU as well as institutions outside Delhi, are attended by the faculty with a view to upgrade their domain knowledge and keep abreast of the frontiers of the subject. The College grants leave and reimburses the registration fees of those who wish to join such courses.



### 2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

A spirit of enquiry is inculcated among students, through regular stimulations such as debates, discussions and panel discussions on topics of current relevance.

- ❖ Many teachers guide their students through projects that are largely reliant on empirical data, and aid the process of data collection, thereby fostering a scientific temper in students.
- ❖ Hindu College, through its numerous societies for students, is the hub of creative activity, in not only the North Campus, but also the entire Delhi University. The literary societies, *Scribe* and *Samhita*, hone the writing skills of students and boost their creative talents. The Hindi and English dramatics societies (*Ibtida*, started by the well-known film director Imtiaz Ali, and *Masque*) enhance their talents and sensitize students to their social responsibilities.
- ❖ The western dance, classical dance and fashion societies *Aarambh*, *Adhrita* and *Nakshatra* respectively, provide platforms to the budding artists.
- ❖ The Hindi and English debating societies have produced many sharp debaters over the years that have brought many laurels to the College. “*Caucus* - The discussion forum,” The Science Forum and Manthan-the quizzing society have proved to be crucibles where the intellectual abilities of students are refined.
- ❖ *Alankar*, *Aria* and *Abstractions* encourage and develop creativity in music and the fine arts. *Vivre*, the Film and Photographic Society, is one of the College’s most active societies, which by screening films and exhibitions provides exposure to students in these areas as well.
- ❖ *Enactus*, a unit of *Enactus* worldwide brings together students, business and academic leaders, aiming to improve the quality of life and the standard of living of people, through the positive effects of business endeavours.
- ❖ Departmental Societies award office bearers and other students who do good work in organizing academic and co-curricular events through the year, with certificates.
- ❖ Undergraduate students are exposed to research activities through Innovation Projects, under the supervision of the College faculty. These activities take the students into areas beyond their immediate curriculum.
- ❖ Students and faculty of the Science departments are actively involved in projects and workshops under the *Science Setu Programmeme* of the NII.
- ❖ Departments that have their own libraries aim to provide reading material beyond the immediate curriculum to expose students to greater varieties of approaches and methodologies.
- ❖ Wherever there is a scope for such methods, students are taught to engage in practical experiments that enhance their understanding of theoretical concepts.
- ❖ The College has been an active participant in the “*Gyanodaya*” mission of the University of Delhi. In this mission a special train with students and teacher mentors undertakes a journey to another corner of the Country with a view to learning about the different aspects about that place. This is a novel way of fostering national integration and solidarity as well as to develop critical thinking and scientific temper, overcoming biases and preconceived notions about people and places.



2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? E.g. Virtual laboratories, e-learning-resources from National Programme on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

Hindu College has 25 ICT-enabled classrooms, making possible for teaching to evolve into a two way, multidimensional process, with greater interactive sessions.

- ❖ Online e-resources, specially designed computer-aided course materials, multimedia presentations, simulated real time solution to subject-centric case studies, problems, Programmes and projects etc. have made teaching dynamic and result oriented.
- ❖ Online databases, such as SCIENCE DIRECT, JSTOR, PUBMED etc. are made available to students.
- ❖ Faculty members enable the students to access useful information by suggesting websites such as e-pathshala (UGC), Sakshat (MHRD), NISCAIR (NSDL), etc.
- ❖ The Delhi University facility of e-laboratories and e-lessons is made available under the aegis of ILL.
- ❖ Our College has a well-equipped ICT facility with 3 laboratories having 40 computers each, as well as LCD projectors, digital sound system, scanners and printers.
- ❖ Many faculty members of the College have had their EDUSAT lectures (more than 100) published on the CEC-UGC portal and beamed through the Vyas Channel. They can be accessed by students through You Tube.
- ❖ Faculty members feature as Resource Persons for several co-curricular and extra-curricular televised Programmes like “Epic Ke Dus” on Epic Channel and “History in the eyes of Historians” on the Lok Sabha channel.
- ❖ The College has a fully automated library with OPAC subscriptions to the NLIST (National Library and Information services infrastructure for scholarly content) Programme of the INFLIBNET (Information and Library Network), UGC, and enabling in-house as well as remote access to e-publications. Besides, users can also access the DU database through the campus network.
- ❖ The College is Wi-Fi enabled and has 222 PCs and 1096 laptops.
- ❖ In the upcoming academic block, care is being taken to provide all classrooms and laboratories with the state-of-the-art facilities, such as, LCDs, smart board, etc.
- ❖ With these facilities, several faculty members have been able to enhance their teaching methods by incorporation of the following: Powerpoint presentations, demonstrations, use of models, group presentations, educational films and documentaries.
- ❖ With the introduction of such technologies and facilities, it has been observed that there is a marked improvement in the communication skills, confidence and overall personality of the students. This materially increases their job prospects.

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

- ❖ The College encourages faculty members to attend workshops and seminars, and to present papers at conferences outside the College/University. Similar seminars and conferences are held regularly at the departmental level with good participation from students as well.



- ❖ The College also supports orientation and refresher courses for faculty members.
- ❖ The faculty employ blended learning that entails a judicious mix of traditional and modern methods along with innovative pedagogy. For instance, films that would inculcate critical thinking in students are often screened.
- ❖ Field trips for educational purposes are organized by departments to give students a feel of the practical possibilities of their discipline.
- ❖ University sponsored “Gyanodaya” trips (“learning on wheels”) finds regular and enthusiastic participation by, both, faculty and students.
- ❖ Other methods that are amenable to the requirements of particular subjects, such as student presentations, lectures by experts, panel discussions, etc., are also used by the faculty to supplement class room teaching.
- ❖ The College faculty has regularly been attending blended learning workshops such as UKIERI and the U-21 Exchange Programme.
- ❖ A large number of faculty members have been involved in Innovation Projects of the University of Delhi since the inception of this scheme. This has given the undergraduate students involved in such projects tremendous opportunities to advance levels of knowledge and skill.
- ❖ The recently launched *Science Setu Programme*, under the aegis of NII provides another opportunity of interface of the students with eminent scholars and researchers of high repute. It offers them hands on experience of research, laboratory work, handling of sophisticated instruments, which is otherwise not accessible to them.

### 2.3.7 Details (process and the number of students/benefited) on the academic, personal and psycho-social support and guidance services (professional counseling/ mentoring/ academic advice) provided to students?

- ❖ The Principal and faculty members encourage the students to freely voice their opinions on issues of their concern, and addresses them suitably giving advice and guidance as needed.
- ❖ Even outside the classroom, faculty members are always approachable to the students. Individual teachers also mentor and support their students.
- ❖ Teachers also guide both academic and co-curricular activities of departmental societies.
- ❖ The Placement Cell is a dedicated forum for academic support and guidance and enables students to take crucial career decisions with confidence.
- ❖ The College has an in-house counsellor to help students deal with personal, social, academic/non-academic issues.
- ❖ The staff advisor of the Equal Opportunity Cell is in constant touch with students, the Principal, University and other stake holders for addressing their needs and providing all possible facilities for their academic growth. Through this cell the students are also able to organize cultural and social festivals, to showcase their varied talents, which are well appreciated by the entire student community.
- ❖ The North East Cell, since its inception, has grown in strength and has been instrumental in integrating students from the North-Eastern states with the larger college community.



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

- ❖ e-Resources and powerpoint presentations are used by both teachers and students.
- ❖ Teachers supplement blackboard teaching with more interactive methods within the classrooms such as group discussions, group projects and student presentations.
- ❖ Wherever feasible, field trips are organized to supplement classroom learning, e.g. by the departments of History, Economics, Botany, Zoology, Sociology and Political Science.
- ❖ Students participate in Programmes organized under the aegis of reputed bodies such as INTACH.
- ❖ Students have been issued laptops that they can use to access e-resources.
- ❖ Film screenings are used to supplement classroom teaching wherever deemed appropriate.
- ❖ Expert lectures by eminent academicians are organized with a view to exposing students to disciplinary frontiers.
- ❖ Students gain enriching practical experience by doing summer internships, through study tours and by being part of *Gyanodaya* Express venture.
- ❖ Several students are engaged in Innovation Projects that gets them hands on research experience.

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

- ❖ Teachers and the students make effective use of a well-equipped, air-conditioned library laid out on two floors, with the stack hall and reading room on the ground floor and the reserved section on the first floor.
- ❖ The library houses 1,16,968 books, and subscribes to 18 newspapers and 50 journals and magazines. About 1400 books are added to the collection each year.
- ❖ Students can have access to 43000 e-journals through University of Delhi library system and INFLIBNET. They can access a further 97000 e-books and 6000 journals through NLIST.
- ❖ Rare or costly books are made available to students through the library's reserved section.
- ❖ The Library Purchase Committee, in consultation with the Teachers In-charge takes great care to acquire/purchase books that are helpful not only for the course work but also take students beyond the curriculum.
- ❖ Departments also maintain small but useful departmental libraries to address the specific needs of their students.
- ❖ The library remains open on all working days from 9:00 am to 5:00 pm. During the examinations it remains open on all days. However, the timings vary: 9:00 am to 7:00 pm from Monday to Friday and from 9:00 am to 5 pm on Saturdays and Sundays.

**2.3.10** Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approach to overcome these.

Completing the curriculum requires meticulous planning as the College has a vibrant matrix of extracurricular activities.



- ❖ The College functions within the framework of the academic calendar under the semester system of the University.
- ❖ The Academic Calendar of the College provides the broad schedule for the College's curriculum.
- ❖ The Timetable Committee provides the parameters within which the Teachers In-charge of various departments prepare the teaching and laboratory schedule thereby ensuring that syllabi are completed on time.
- ❖ Compensatory lectures and practical classes are held to compensate any teaching losses due to unforeseen circumstances.
- ❖ Extra-curricular Society activities are usually held during late afternoons such that they do not interfere with the teaching schedule.
- ❖ Departments are encouraged to conduct their field trips and festivals during the mid-term break to avoid any disruption in the regular teaching schedule.
- ❖ Teachers are required to finish the syllabus and internal evaluation according to the College's internal academic calendar, which takes the university calendar into account.
- ❖ As with any institution of this size, it is not always possible to control all exigencies. However pre-emptive action combined with compensatory teaching ensures that curricular goals are met in a time bound fashion.
- ❖ When any teachers go on leave, ad hoc appointments are done promptly without any delay so that teaching can continue uninterrupted. Under short term contingency scenarios, guest lecturers are also appointed. The College administration ensures that the classes are held on time and syllabi are completed.

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

All departments hold regular meetings to discuss performance of students.

- ❖ These are also discussed with the Principal.
- ❖ A student feedback form has been introduced to include students' feedback into building quality evaluation.
- ❖ In tutorial classes, departments ensure that optimal-sized student groups are maintained, with fixed teacher-student ratios. This ensures better teaching-learning transaction, since students have more time and space to clarify doubts and interact with teachers.
- ❖ Departments also hold regular meetings between their faculty and students, along with meetings between Teachers In-charge and Class Representatives to get mutual feedback and to take appropriate corrective measures.

## **2.4 Teacher Quality**

**2.4.1** Provide the following details and elaborate on the strategies adopted by the College in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

- ❖ The College strictly follows the norms and ordinances of the University regarding selection procedure of teachers. Selection committees as per UGC guidelines are entrusted with the task of selecting teachers.
- ❖ All positions are filled according to the workload requirement and as per the roster for reservations maintained in the College according to university rules.



- ❖ For short term teaching needs such as when certain faculty is on leave for short durations, Ad hoc appointments are made or guest faculty are called for as the need is perceived.
- ❖ For permanent positions and temporary positions of one year or greater duration all posts are advertised prominently in leading national dailies, College and the University website.
- ❖ Eligibility criteria for various posts are spelled out clearly in the advertisement..
- ❖ For permanent posts the selection committee is constituted by the Chairperson of the governing body or his nominee, the Principal, the head of the concerned department at the University, subject experts, the Teacher In-charge/ senior most teacher of the Department at the College, and SC/ST/OBC observer.
- ❖ For Ad hoc appointments the selection committee comprises of the Principal, the Teacher In-charge and a senior teacher of the concerned department and the SC/ST/OBC observer.
- ❖ All eligible candidates are called for interview without any discrimination.
- ❖ The College takes care to ensure that teachers so meticulously recruited are provided the best of work conditions. The faculty are encouraged to pursue research and participate in upgradation Programmes like orientation and refresher courses. The College management approves study leave for pursuit of Ph.D. All welfare schemes of the university are readily made available for the faculty. The College has on-campus housing provision for teachers. Faculty are encouraged to participate in conferences and seminars in India and abroad. Many of the teachers have contributed to academic journals, written books, organized conferences and workshops and participated in them, as a result of the encouraging approach of the College. The Principal interacts with teachers and there is bonhomie among colleagues which pervades intellectual and personal spaces. Table 2.4 shows the qualifications of the teachers.

**Table 2.4: Educational Qualifications of Teachers**

Highest Qualification	Professor		Associate Professor		Assistant Professor		Total
	M	F	M	F	M	F	
<b>Permanent Teachers</b>							
D.Sc./D.Litt.	-	-	-	-	-	-	-
Ph. D.	-	-	19	22	24	18	83
M.Phil.	-	-	02	02	17	08	29
PG	-	-	-	-	03	02	05
<b>Temporary /Ad hoc Teachers</b>							
Ph. D.	-	-	-	-	04	05	09
M.Phil.	-	-	-	-	07	10	17
PG	-	-	-	-	06	06	12

**2.4.2** How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new Programmes/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years

- ❖ The College faculty constantly update themselves by participating in refresher courses to explore new disciplinary dimensions.



- ❖ The College has recruited young faculty having exposure to latest emerging fields like Bioinformatics, IT and Biotechnology. We also encourage senior faculty to participate in workshops to get hands-on training in these fields. Since Bioinformatics and Biotechnology constitute a major part of the curriculum, particularly of students pursuing higher studies in Botany and Zoology, a number of workshops have been organized in these areas.
- ❖ The College has a state of the art ICT facility for both students and teachers. For those not initiated into the use of computers, the College organizes computer literacy workshops on a regular basis. Further, laptops are provided to students and teachers and along with the across campus Wi-Fi this creates a very useful platform for acquisition and dissemination of new knowledge.
- ❖ There is a high degree of interdisciplinary collaboration in research owing to the innovation research projects scheme through which teachers have considerably broadened their disciplinary horizons.
- ❖ Teachers have actively participated in syllabi formulation and revision, an exercise which updates their own knowledge base as well.
- ❖ At the individual level the faculty members keep themselves abreast with the latest in their fields in order to teach the same to the students.
- ❖ The College strives to have a mix of faculty that specializes in pure and applied as well as newer areas of study and research.

**2.4.3** Providing details on staff development Programmes during the last four years elaborate on the strategies adopted by the institution in enhancing teaching quality.

**(a) Nomination to Staff Development Programmes**

- ❖ Study leave is readily granted to teachers and many have availed the same for Doctoral/Post Doctoral research. A total of 36 teachers have availed study leave in the past five years.
- ❖ Faculty members are given academic leave for attending conferences/workshops/seminars in various institutes.
- ❖ The College regularly sends faculty to attend refresher courses and orientations courses of different professional development institutes across the country.
- ❖ Teaching faculty have gone abroad under Faculty Development Programmeme initiated by Delhi University.

Table 2.5 depicts the faculty participation in various development Programmes, over the past four years. Details are provided in Annexure III.

**Table 2.5: Nomination to Staff Development Programmes During last Four Years**

Academic Staff Development Programmeme	Number of Faculty Nominated
Refresher Courses	Annexure III
HRD Programmes	Annexure III
Orientation Programmes	Annexure III
Staff Training Conducted by the University	Annexure III
Staff Training Conducted by Other Institutions	Annexure III
Summer/Winter Schools, Workshops etc.	Annexure III



**(b) Faculty training Programmes organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning:**

Teaching Learning Methods/Approaches  
Handling new curriculum  
Content/knowledge management  
Assessment  
Cross cutting issues  
Audio visual aids/Multimedia  
OER's

- ❖ Usually the training Programmes for the faculty are organized by the academic staff colleges. University departments also organize short term workshops such as on Research Methodology etc. Our college faculty overwhelmingly participates in these Programmes and even acts as resource persons on these. Details can be accessed from departmental reports.
- ❖ The College also organizes knowledge enhancing workshops and seminars, details of which are provided in Criterion III.
- ❖ A number of teachers from our college served on the University and Departmental Committees that have framed/modified new syllabi for different subjects over the last five years. Details are tabulated in Criterion I, Table 1.1.

The College was selected as one of the hosts to the first ever effort by the University towards Massive Open Online Course. The Programme was beamed at its ICT lab.

**Percentage of Faculty**

- ❖ Invited as resource persons in workshops/seminar/conferences organized by external professional agencies: >20%
- ❖ Participated in external workshop/seminars/conferences recognized by national/international professional bodies: >60%
- ❖ Presented papers in workshop/seminars/Conferences conducted or recognized professional agencies: >25%.

**2.4.4 What policies /systems are in place to recharge teachers? (E.g. providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized Programmes industrial engagements etc.)**

- ❖ The College is governed by the leave rules of the University and the UGC. The College encourages faculty research, and tries to facilitate research leave and leave for other academic/professional purposes.
- ❖ The College encourages faculty members to attend refresher courses and courses for the development of professional skills, organized by various universities and academic bodies.
- ❖ Members are immediately relieved of their duties to enable them to attend orientation, refresher and other upgradation Programmes and alternative arrangements are made to maintain continuity of teaching.
- ❖ Faculty members are provided funding by University of Delhi as well as agencies like UGC, DST, etc. to participate in National/ International Conferences.



- ❖ The College also allocates fund for registration fees for participation in conferences and staff training Programmes to be equally apportioned among participating teachers.
- ❖ Faculty members are permitted to go on deputation to other research institutions. One teacher in the College is currently a Mentor at the Cluster Innovation Centre of the University of Delhi.
- ❖ Moreover the College supports all endeavours of the faculty for their professional and academic growth by way of adjustment of work schedules.
- ❖ In spite of the constraint of space that the College faces, every effort is made to provide laboratory space for teachers to pursue their independent research. The material science lab of Dr. Vivek Verma is a case in point. They are also given use of laboratory equipment and space to keep equipment procured under special grants.
- ❖ Reflecting sensitivity to women colleagues, the College extends full support by sanctioning childcare leave in accordance with University norms.

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

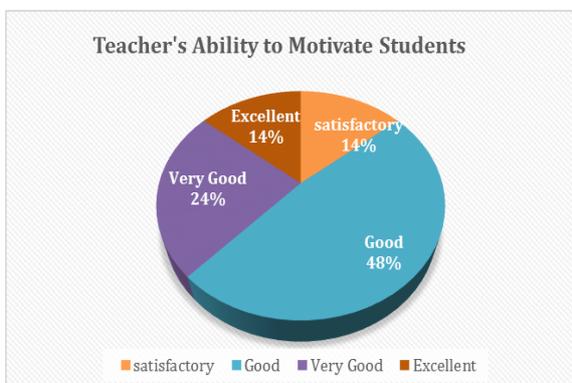
The College provides an environment conducive for the faculty to engage in research and other academic pursuits. 15 teachers have been recognized for their research, teaching or scholastic achievements. In addition, seven teachers have been conferred with Awards for excellence in teaching. Amongst these, three teachers have been awarded Distinguished Teacher Award by Late Dr. A.P.J. Abdul Kalam, former President of India. These awards were instituted by University of Delhi for the first time in 2009.

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

- ❖ The College has initiated a feedback mechanism for the evaluation of the teaching-learning process. The feedback focuses on the responses of students on questions concerning pedagogy, communication skills of teachers, their punctuality and course completion. Some of these responses are graphically represented in Figures 2.3(a) and Figures 2.3(b) below.
- ❖ Students are encouraged to freely express their views on teaching and institutional arrangements.



**Figure 2.3(a): Completion and Coverage of Course**



**Figure 2.3(b): Teacher's Ability to Motivate Students**



- ❖ Marks obtained by students in semester examinations are assessed by department faculty; problems pertaining to teaching-learning that this indicates are addressed in suitable ways.
- ❖ Formal periodic meetings between the Teacher-in-Charge and the student class representative, along with informal discussions/interactions of teachers with their students also bring to the notice of departments areas in the teaching-learning process that need to be addressed to optimize the process. These are addressed without delay.
- ❖ All teachers eligible for promotion to the next grade are required to fill a self-assessment form. In the current promotion scheme this is factored in to calculate the academic performance. A final evaluation is done by a committee which includes external experts.
- ❖ The process of promotion itself necessitates that the faculty is pedagogically abreast of the academic content and method, since the requirements for promotion are both refresher courses in the discipline as well as external peer evaluation.

## **2.5 Evaluation Process and Reforms**

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

- ❖ Delhi University follows the practice of centralized evaluation. The evaluation schedule is detailed and displayed on the university website and all college teachers teaching a course are expected to participate in evaluation at their corresponding centres.
- ❖ The Internal Assessment is carried on in the College. The College follows the evaluation norms laid down by the University of Delhi. Complete clarity and transparency is maintained in communicating the internal assessment marks to students.
- ❖ Monthly and Semester attendance records as well as semester Internal Assessment marks are displayed on the website of the College.
- ❖ During the orientation Programme organized at the beginning of each academic year, Teachers In-charge and other faculty members give students an overview of the evaluation schedule and the processes/norms involved.
- ❖ The Academic Calendar of the College delineates the schedule of internal assessment as well as other academic and co-curricular activities.
- ❖ All relevant information and updates received from the University are communicated by the principal to concerned teaching as well as non-teaching staff, and a copy is put up on the notice board and the College website if necessary.
- ❖ A Staff Council meeting is convened to discuss the incorporation of major changes, if any, in the evaluation scheme.
- ❖ The Internal Assessment data is uploaded on the College website and a copy of the same is also put on the notice board for students to access. Teachers In-charge also display the IA data on department notice boards before the data is submitted to the office.
- ❖ Students are given time to verify the data and only after verification are they asked to sign it. The IA data is sent to the University of Delhi, after being scrutinised and verified by the College Monitoring Committee in consultation with the Principal.



**2.5.2** What are the major evaluation reforms of the university that the institution has adopted and what are the reforms initiated by the institution on its own?

It is obligatory on the part of the College to adopt all the evaluation directives laid down by Delhi University. In the recent years a lot of emphasis has been laid on continuous evaluation. Internal assessment was introduced over a decade ago in the annual system, but it has been modified continuously with the shift first to the semester system, then to the FYUP and now to the Choice Based Credit System. The College tries to make its assessment system as flexible as possible, within the limits laid out by the University, to accommodate individual differences in capacities and means among students.

Special attention is given to group discussions, student presentations and individually written papers since these allow students to demonstrate their capacities in a more measured way over a period of time. Small tutorial groups ensure that teachers are able to give students individual attention and are able to evaluate their capacities as fully as possible.

**2.5.3** How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

The College has instituted a number of mechanisms to ensure effective implementation of evaluation reforms.

- ❖ Schedules for class tests, submission of assignments, presentations, and educational field trips are notified to the students well in advance by their department. These schedules are also made available on the College website.
- ❖ Students are also properly apprised about the entire process of Internal Assessment.
- ❖ Teachers encourage them to discuss, revise and finalize their work before submission for evaluation.
- ❖ The Academic Calendar of the College ensures that the entire process of evaluation is streamlined and is uniform.
- ❖ Each department has an Internal Assessment Moderation Committee that verifies all assessment prior to the final submission to the office.
- ❖ The College has a Monitoring Committee that forms a link between the College and the University for the scrutiny of all Internal Assessment related matters and the grievances thereof.

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

**Formative Assessment**

- ❖ Formative Assessment is an ongoing process through sustained classroom interaction that generates information on student learning, which enables both faculty and students to fine-tune their teaching and learning strategies, respectively, during the teaching-learning process.
- ❖ Some of these mechanisms include group discussions encouraging students to think, examining various perspectives on a problem, undertaking independent research projects, making presentations on Powerpoint, conducting tests, open book tests, quizzes, writing assignments etc.



- ❖ These formative bases also are summated to lead into the internal assessment component of the student's result. As such under the Delhi University system, 25% marks of the total have been allotted for Internal Assessment, per paper in each Programme. Of these, 10% marks have been kept for class tests and 10% for assignments, 5% is given to attendance. Emphasis is on Continuous Evaluation (see Criterion 2.5.2).
- ❖ Assignments and presentations may be on prescribed topics or topics that students choose in consultation with teachers. Students are encouraged to use material that is not directly part of the curriculum.
- ❖ The outcome of regular internal assessment has been a perceptible improvement in students' performance, which is reflected in the University results.

### **Summative Assessment**

At the end of each semester students have a University examination. The marks obtained in these semester examinations and in the Internal Assessment together constitute the summative assessment of each student.

**2.5.5** Detail the significant improvements made in ensuring rigour and transparency in the Internal Assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc.)

- ❖ Complete transparency is maintained during the evaluation process and all the stakeholders remain well informed about the methodology adopted for internal assessment.
- ❖ While 20% marks are kept for academic assessment of the students, 5% marks are earmarked for attendance. The attendance record is submitted to the office at the end of each month. To keep teachers aware of the submission dates the College has an academic calendar in place.
- ❖ The graded answer scripts are shown to each and every student of the class and discussed in detail before marks are uploaded on the College website.
- ❖ Every student also has access to the IA data available with their department. This helps in expediting the redressal of grievances of students, if any, pertaining to their Internal Assessment.
- ❖ The Internal Assessment data generated by various departments is verified by two separate committees. The Internal Assessment Moderation Committee at departmental levels and the Monitoring Committee at the College level, which can be easily approached by the students in case of any problem/query.
- ❖ The Academic Calendar ensures that at least 50% of the course is covered and 50% Internal Assessment submitted in the office by the end of mid-term.
- ❖ Since the University ordinances and guidelines do not have provisions for evaluating behavioral aspects of a student's performance, no such procedures can be put in place by the College. However, attempts are made to recognise class participation, performance in discussions; presentations, etc.



**2.5.6** What are the graduate's attributes specified by the College/ affiliating university? How does the College ensure the attainment of these by the students?

The University of Delhi prescribes a syllabus for each and every stream. Students are expected to follow the syllabi and get at least 40% marks in the final examination (including Internal Assessment) to qualify for being a graduate.

Hindu College emphasizes the holistic development of character, and believes that academic excellence has to be complemented with extra-curricular achievement, a well-developed sense of social responsibility, individual initiative and a desire for innovation. Hindu College, its pedagogical vision, and distinctive ethos have developed over more than a century of its history. The continued success of its structures, organizations, students and faculty over this time show that it has consistently adapted to changes in the national and global educational environment—indeed, how in many ways it has stayed ahead of the curve. Please find a detailed description of the College's aims and vision for graduating students in Criterion I.

The core principle that informs all our efforts and innovations is to enable self-actualization in students and teachers through participatory structures — this feeds into, and is in return augmented by, multi-point linkages with external fields.

Details of the College's efforts and innovations can be found in Criterion 7.2.1.

**2.5.7** What are the mechanisms for redressal of grievances with reference to evaluation both at college and university level?

**At the College Level**

Students are evaluated overall on the basis of internal assessment and performance in the final examination. However, by taking cognizance of students' participation in various co-curricular and community service, they are made to appreciate that success in rote learning is not the only measure of achievement. Emphasis is placed on the all-round development of the student's personality through active engagement in classroom discussion and extracurricular activities.

- ❖ All internal assessment grades are communicated to the student, providing space for dialogic interaction.
- ❖ Every assignment and answer script is discussed with students after grading, and grievances are addressed suitably.
- ❖ Departmental Moderation Committees and the Central Monitoring Committee can be approached by students who have any concerns regarding their grades. All such grievances are promptly addressed.
- ❖ Students have the freedom to approach the Principal directly with regard to any grievances. In the rare chance of any errors in recording internal assessment, the College brings these to the notice of the University.



## Redressal of Grievance at the University Level

- ❖ The University has an established protocol for handling grievances related to evaluation of answer scripts. The College forwards students' requests to the University and the University, acting on the request, either directs concerned authorities to have the script re-totaled or re-checked, depending on what the student desires.
- ❖ Discrepancies related to internal assessment that somehow escape the attention of College level bodies can also be addressed at the University level, after the College forwards a student's request.
- ❖ For redressal of grievances the Dean Students' Welfare, appointed by the University, can also be approached directly.

## 2.6 Students Performance and Learning Outcomes

### 2.6.1 Does the College have clearly stated learning outcomes? If yes, give details on how the students and staff are made aware of these?

As an affiliated institution of the University of Delhi, the College strictly follows its prescribed curriculum. The learning outcomes of each course are built into the curriculum of each discipline. These are clearly stated to the student through the syllabus which is available on the University website. The College website also displays critical information such as the academic calendar, the timetable for all the courses offered by the College, assessment norms, Internal assessment and attendance records of students.

- ❖ The College was founded on the vision of providing quality education to students of diverse backgrounds without discrimination of any kind. The teaching-learning process has over the course of the College's history been streamlined in an identifiable direction where emphasis is on holistic development of the student. College functions, like the *Founder's Day*, the orientation at the beginning of each year, departmental seminars and meetings, and the College magazine, are all ways for the College to communicate this direction to the students and staff.
- ❖ The placement and internship cells of the College facilitate the entry of students into industry. The College makes efforts to ensure that esoteric learning that students receive also grants them employability and makes them informed citizens of this rapidly globalizing world.
- ❖ Students are made aware of the vision of the College and expected learning outcomes through the information contained in the College website and the prospectus.
- ❖ Further, on the orientation day at the commencement of the academic session, students are guided about the culture of the College in general and their disciplinary expectations in particular.
- ❖ The various societies of the College, the counseling cell and students' help desks also apprise the students of what to expect from the various courses on offer especially in terms of the outcomes thereof.
- ❖ The faculty members also offer regular formal and informal guidance to students about the courses.
- ❖ *Disha*, the placement cell, hosts outreach Programmes of institutions of higher learning, in which experts provide students information on the various disciplinary avenues available to them.



**2.6.2** Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/ Programmeme? Provide an analysis of the student's results/ achievements (Programmeme/ course wise for last four years) and explain the difference if any and patterns of achievement across the Programmeme/ course offered

- ❖ Students' progress is monitored through continuous evaluation. end-semester exam results are also analyzed by all departments. Performance of students is reviewed and corrective measures are taken by departments. Corrective measures include adoption of new pedagogical methods, greater attention to weak students, change in evaluation techniques, etc.
- ❖ If a student shows unsatisfactory performance, remedial classes are held and simplified study material is provided by the teacher.
- ❖ The College has a rigorous system of tutorials and student presentations in place whereby teachers constantly interact with and monitor the progress of individual students.
- ❖ Monthly attendance of the students is uploaded on the College website; in case of any discrepancy, students have the opportunity to get it corrected.
- ❖ A scrutiny of the performance of students in various semester examinations has shown a steady progress across all the departments. This is evident in the increased pass percentage and also the increase in the number of students scoring 1<sup>st</sup> division in each course.

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

- ❖ The College has in place processes to collaboratively set learning outcomes for each academic course or time period (a semester or year) in advance, to devise pedagogical approaches to ensure these outcomes, and to monitor the application and success of these approaches. These processes are discussed in response to Criteria 2.2.5, 2.3.11, and 2.6.1 above, and more generally throughout this Criterion II.
- ❖ The desired learning outcomes are set chiefly through mechanisms of discussion at various levels: beginning from Departmental meetings, up to College bodies such as the Staff Council and the Principal. Faculty members from various Departments have aided in linking these discussions within College to the University level and even higher, through their membership and/or contribution to syllabus formation committees and the like. For instance, some have served as 'content experts' at the UGC level. Details of such linkages through the faculty are set out in Criteria I and VII.
- ❖ Having set teaching-learning outcomes to serve as objectives and as benchmarks, the College faculty devises pedagogical strategies towards them. This process must of course be attentive to the specific needs of disciplines, and so takes place primarily in the Departments. In each Department, this process has a two-pronged focus: (a) constant capacity-building for the faculty, so that they are current with academic and pedagogical thought; (b) generating support for classroom teaching through student enrichment events that act as pedagogical supplements; and (c) enabling innovative teaching by furnishing systemic and infrastructural support. Infrastructural support for innovative teaching (such as museums, laboratories and ICT-enabled classrooms) is also provided.



- ❖ The College also proposes extension of teaching infrastructure, including 'smart' classrooms under its 'Vision 2020' expansion.
- ❖ Assessment strategies, as a sub-head of the pedagogical system outlined above, aim at continuous, rigorous, and interactive evaluation. There is two-way communication between students and tutors. The process is made transparent to all stakeholders, especially students.

#### 2.6.4 What are the measures/ initiatives taken up by the institution to enhance the social and economic relevance (students placements, entrepreneurship, innovations and research aptitude developed among students etc.) of courses offered?

It is implicit in the College vision and tradition to see students as citizens in-the-making. The holistic development of the students, emphasizing engagement with social and economic structures outside the classroom, is served through a variety of structures.

- ❖ **Placements and Internships:** *Disha*, the College placement cell, and *Abhyas*, the internship cell, connect students to areas of practice by organizing market interface opportunities, skill and capacity building events, and most importantly recruitment. The placement cell, *Disha*, was established in the year 2000. It predates the Central Placement Cell (CPC) of Delhi University by a good 7-8 years. The average number of students registered with *Disha* over 2015-16 and 2014-15 has been around 150. Many top corporates come annually to the College for campus recruitment through *Disha*. Details on internship and job placements are set out in Criterion V. Further, data on students involved in internships and other part-time work and training is also available in Department reports. Up to 40-45% of the students of some departments have part-time work experience.
- ❖ **Entrepreneurship:** Students are encouraged to acquire business-oriented skills through events organized by *Disha* and *Abhyas*, often in association with industry players. The flagship events of this kind are enumerated in Criterion V.
- ❖ **Innovation:** College has a policy of empowering student participation in academic/research spaces. Students' facilities for research are also proposed to be augmented under the College's 'Vision 2020'. The College has been awarded 15 innovation projects currently which are interdisciplinary in nature, involving student participation. About 150 students are currently engaged in such projects with the guidance of faculty. The Innovation Projects of Delhi University have been instrumental in initiating cross-discipline interaction that culminates in fruitful research outcomes with socio economic relevance.
- ❖ **Social Consciousness:** Student engagement with the community, with special focus on vulnerable groups, is encouraged and enabled through societies like NSS, *Teach India*, *Leaders for Tomorrow*, etc. The work of student societies with an ecological focus, namely *Panchtatva* and *Earthlings*, is commendable indeed. Volunteers of NSS and *Panchtatva* engage in tree plantation, energy conservation, cleanliness drive, and e-waste disposal. The NSS unit of the College has a multi-pronged community initiative that focuses on health and sanitation, literacy and reading for the blind. NSS unit organizes blood donation camps regularly. Furthermore, it has been observed that the pedagogic method often avails of the contemporary context that the students are sensitive towards, in order to explicate any abstract theory available in any discipline.



### 2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

The College collects and analyzes the data on students' performance in multiple ways. Some are listed below:

- ❖ While teaching in the class, teachers employ informal means to gauge the performance of the students and help them in overcoming their shortcomings.
- ❖ Formal record of the performance of the students in tutorials, presentations and class tests, is maintained by each teacher to constitute the Internal Assessment.
- ❖ IA record after due moderation is compiled and submitted to the office and uploaded on the website.
- ❖ Academic results are an important indicator of student performance and learning outcomes. The office sends a copy of the examination results obtained from the University to the Teachers In-charge of respective departments. The faculty, along with the Principal, review the results and appropriate corrective measures are adopted to overcome the learning barriers, if any. For example: teachers discuss the performance of each student in tutorials with them and suggest remedial measures.
- ❖ College level analysis of results is also undertaken in terms of pass percentage, number of first, second and third divisions, number of University positions secured, campus and College positions, etc. These analyzes are presented on the *Founder's Day* each year as part of the Principal's report.
- ❖ The AARC also strives to devise mechanisms to improve the quality of the teaching-learning processes.

The College adopts various measures to overcome any barriers to learning:

- ❖ Various types of financial assistance in tuition and hostel stay are provided to disadvantaged, needy and meritorious students.
- ❖ Remedial classes are conducted for students who are behind in the curriculum.
- ❖ An in-house counselor has been employed to address various concerns of students.
- ❖ The EOC of the College is a vanguard for differently-abled and minority students.
- ❖ The library provides technical assistance for visually impaired students.
- ❖ The North-East Cell integrates students from the North Eastern States into the mainstream.
- ❖ The WDC helps bring to the fore the problems of women students and helps resolve them.
- ❖ Societies like *Disha*, the career counseling cell and *Friends' Corner* the general counseling cell also help in enabling students to retain their focus.
- ❖ The students' Parliament also plays a significant role in addressing the problems of students or mediating between students and the College and University administration.

### 2.6.6 How does the institute monitor and ensure the achievements of learning outcomes?

- ❖ As mentioned in Criteria 2.6.1, 2.6.3 and 2.6.5 the learning outcomes get reflected through the results achieved at the end-semester examination and the subsequent successful placement of the student in his/her vocation.
- ❖ To ensure that students achieve their co-curricular and extra-curricular goal and that their performance does not dip in these academic pursuits, the College strictly adheres to the university academic schedule and the College calendar.



- ❖ The institution ensures that all important facets that facilitate the teaching-learning process function smoothly and effortlessly. It ensures the timely implementation of the timetable, the distribution of the workload, faculty appointments, and appropriate infrastructural requirements to make sure that the learning process is unimpeded.
- ❖ The College also rewards the performers. All students who secure college level positions are given prizes on the *Founder's Day*. This is an incentive for students to perform better.

2.6.7 Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievements of learning objectives and planning? If yes provide details on the process and cite a few examples

- ❖ Criteria 2.3.11, 2.5.2, 2.5.4, and 2.5.5 provide the necessary information concerning the evaluation process; while Criterion 2.6.3 down to Criterion 2.6.6 provides the information connecting the evaluation process to both student performance and learning outcomes.
- ❖ The analysis of student performance through the various evaluation schemes help in identifying the students who face problem in grasping and understanding a particular subject and accordingly pedagogies are strategized to bring the underperforming student at par with peers.
- ❖ The practice of holding meetings between the teachers of various departments and the Principal to discuss the overall result outcomes has been instrumental in exploring various aspects of teaching and learning strategies.
- ❖ The College gauges the student's performance and learning objectives by assessing the number of students qualifying their examinations with distinctions and also by keeping a track of the number students receiving awards/prizes/medals/ scholarships for their academic excellence.
- ❖ Keeping track of the placement through *Disha* or through individual efforts.
- ❖ Feedback from the students about the teaching learning process is crucial to improving the same.
- ❖ Remedial classes are held for weak students.
- ❖ Students, who are low in confidence, are encouraged to participate in various activities held by different societies in the College.



## CRITERION-III: RESEARCH, CONSULTANCY AND EXTENSION

### 3.1 Promotion of Research

3.1.1 Does the institution have recognized research centre/s of the affiliating University or any other agency/ organization?

- ❖ The College has constantly and successfully endeavoured to keep the scientific and computational laboratories updated with latest equipment and related software resources to be research ready for both regular research work and special commissioned research. Research work in conjunction with the affiliating university is an integral part of the College even though there is no dedicated autonomous research centre. The locational advantage that the College has of proximity with the main faculties of the affiliating university has resulted in an enduring network of supervisors, research candidates, equipment, and an overall environment conducive to research.
- ❖ The various departments of the College have well equipped laboratories. Though not recognized research centres as such, significant research activity takes place in these laboratories. Further, the College aspires to have recognized centres dedicated to research in sciences, social sciences, commerce and humanities. The *Vision Document 2020* of the College has recommended the setting up of the following research centres:  
**Linguistics Research Centre:** For carrying out research in the languages of Hindi, English, Sanskrit - well equipped with software and translation facilities.  
**Science Research Centre:** To promote excellence in research and innovation; the College proposes to have a state of the art Science Research Centre.

3.1.2 Does the institute have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendation made by the committee for implementation and their impact

The Academic Affairs and Research Committee (AARC), a Staff Council mandated committee has been long existent in the College, and is the prime body through which matters of research are pursued. For this purpose, AARC members along with the project investigator(s) work together to provide support, so as to attain the fulfilment of the research work.

One of the guiding principles recommended and upheld by the existent AARC, that has been fruitfully integrated in the institution's everyday conduct is to have an interdisciplinary focus in research initiatives. In order to achieve this, the Committee works around the following:

- ❖ To motivate young faculty to take up research scheme projects.
- ❖ To disseminate information coming from various government/ private agencies regarding funding for conducting research work, and for conducting /attending workshops/ seminars.
- ❖ To allocate space for carrying out research work, so as to have optimum utilization of the available infrastructure.
- ❖ The College has recently constituted the Internal Quality Assurance Cell (IQAC) with constituent members from the teaching faculty, representative(s) of parents and



students, alumni, industry and the wider community. This measure has widened the membership base of the quality initiative of the College, by incorporating all stakeholders.

- ❖ The College at the administrative level is supportive of research for both faculty members and students alike. Both the Principal Investigator(s) and the Mentor(s) are autonomously responsible for their specific research initiative.
- ❖ Faculty members are encouraged about their lifelong learning initiatives; refresher and orientation courses in interdisciplinary subjects are welcomed and promoted. Faculty members are constantly urged to complete their doctoral research and subsequent research initiatives. In a similar spirit students are guided in their innovative and interdisciplinary research initiatives promoted by the affiliating University.

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

- ❖ *Autonomy of the PI:* The College respects the autonomy needed for research work and the same is institutionally provided to the Principal Investigator and the team. This includes smooth, transparent and accountable transaction of funds.
- ❖ *Timely availability and release of resources:* The resources sanctioned for research by the funding agencies are released on time by the College, as and when they are required. In addition, advance amount for these sanctioned projects is also released, as required by the PI(s), for seamless conduct of the research work.
- ❖ *Support for timely processing of utilization certificate:* The auditing and the submission of the utilisation certificate to the funding agencies is done with the support of the College's accounts office with transparency and efficiency.
- ❖ *Infrastructural support:* The College allocates space for conducting research.
  - The library is fully equipped for desk work research and journals' access. Research cells are marked for faculty members in a designated section in the library to enable reference and note-taking with assistance from the library staff being readily available. Similarly, students have the provision to use reference material as per their need and also to make requisition for special texts or any other research related assistance.
  - The electronic database of the library with respect to Journals and open ware resources can be browsed campus wide through the College's free Wi-Fi access. The Wi-Fi facility is also utilized by the faculty in Science departments to demonstrate 'live' to students as well as the support staff how new scientific techniques can be applied and adopted.
  - Despite space constraint, for laboratory research, the College creates space in the existing infrastructure for exclusive use for particular research work.
  - In the upcoming Academic Block, ample provision has been made for research space and infrastructure.
  - The faculty is encouraged to carry out research and is allowed provisions like paid leave, study leave etc. as per the DU guidelines. Tables 3.1 and 3.2 give details of faculty members on study leave /EOL/Post-Doctoral Fellowship.

**Table 3.1: Faculty on Study Leave /EOL/Post-Doctoral Fellowship**

	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
No. of Faculty on leave	13	10	07	04	02



**Table 3.2: Department wise list of Teachers on Study Leave/Post Doctoral Fellowship/ Higher Education**

Department	Name of Faculty	Period of Leave	Purpose	Place Visited/ Work Done
<b>Botany</b>	Dr. Rajesh Kumar	2015-16	Master's course in Bio-informatics, Polyomics and Systems Biology	University of Glasgow
<b>Chemistry</b>	Dr. Anju Srivastava	2010-11	Deputation	ILLL, DU
<b>Economics</b>	Shri Chandan Singha	2012-15	Ph.D.	Delhi School of Economics, DU
	Ms. Nidhi Dhamija	2013-14	Ph.D.	JNU
<b>English</b>	Ms. Ashma Sharma	2014-15	Ph.D.	ANU, Australia
	Ms. Richa Bajaj	2014-15	Ph.D.	H.P.University
<b>Hindi</b>	Dr. Vijaya Sati	2011-15	Visiting Professor	ELTE University, Budapest Hankuk University, South Korea
<b>History</b>	Ms. Rachna Singh	2014-15	Ph.D.	JNU
	Dr. Ratan Lal	2010-13	Ph.D.	University of Delhi
	Dr. Shankar Kumar	2012	Ph..D.	University of Delhi
		2014-15	Vice Chancellor's Fellowship	University of Delhi
<b>Mathematics</b>	Dr. Rajesh Kumar	2011-12	Ph.D.	University of Delhi
<b>Physics</b>	Dr. Lalit Kumar	2011-13	Ph.D.	University of Delhi
<b>Political Science</b>	Shri Parth Pratim Shil	2012-15	Ph.D.	Cambridge University, UK
	Shri Chandrachur Singh	2013-15	Ph.D.	University of Birmingham, UK
	Shri Talim Akhtar	2013-15	Ph.D.	JNU
<b>Sociology</b>	Dr. Shalini Suryanarayan	2012-15	Ph.D.	University of Mysore
	Dr. Gitika De	2014-15	Post Doctoral Fellowship	ICSSR, MHRD
	Dr. Achla Tandon	2014-15	Deputation	Cluster Innovation Centre, DU
<b>Statistics</b>	Shri Kabir Soeny	2012-14	Ph.D.	University of London, UK
	Shri Narendra Kumar	2013-14	Ph.D.	University of Delhi

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

- ❖ The College abides with the requirement and aspiration enshrined in the Indian Constitution of “development of scientific temper, humanism and spirit of enquiry”. The overarching sentiment that guides the everyday life in college is centred on this theme.
- ❖ The continual emphasis of the AARC to have interdisciplinary focus in both curricula and research initiatives is best expressed in the nature of collaborations that have come about across different departments in the fifteen Innovation projects hosted by the institution in affiliation with the University of Delhi.
- ❖ The biggest strength of these interdisciplinary projects has been the successful and enthusiastic participation of a number of students. Counting the projects that are continuing and that which have been successfully concluded, close to 200 students and around 21-25 faculty members are part of the Innovation projects (Table 3.3).



**Table 3.3: Number of Students Engaged in Innovation Projects**

Department	No. of students	Department	No. of students
Botany	22	Physics	25
Chemistry	45	Political Science	01
Hindi	05	Sanskrit	04
History	05	Zoology	15
Mathematics	05		

- ❖ Under the CBCS mode the curriculum is especially interdisciplinary in nature and the AARC has ensured over time that the various courses in the College are open to most number of students in terms of interdisciplinary optional and credit choices.
- ❖ Nearly 80 workshops/seminars have been organized in the past few years, with around 250 speakers of expertise, repute and excellence being invited across different disciplines to share and inspire academic engagements and enthusiastic adoption of a research culture.
- ❖ The College has instituted 12 memorial lectures that are organized every year for the benefit of the wider academic community of faculty and students. Research linked initiatives are also integrated into departmental activities through study tours conducted by several departments. Table 3.4 provides details of study tours conducted by various departments.

**Table 3.4: Study Tours Conducted by Departments**

Department	Visit/ Trip	Year
Botany	Forest Research Institute, Dehradun	2014-15
	Yamuna Biodiversity Park, Sultanpur Bird Sanctuary, National Zoological Park, Shimla	2013-14
	Kausani, Jogeshwar/Mukteshwar	2012-13
	Kaushambi, Jim Corbett	2011-12
	Dalhousie, Dharamshala	2010-11
Chemistry	Shivpuri	2012-13
	Jaipur	2011-12
Commerce	Rishikesh	2014-15
	MP	2013-14
	Rishikesh	2012-13
	Manali	2011-12
Economics	RBI, New Delhi	2013-14
English	Mussorie	2011-12
	Jaipur	2010-11
Hindi	Kausani, Nainital, Ranikhet	2011-12
	Udaipur	2010-11
History	Dharamshala, Mehrauli Archaeological Park, Tuglakabad	2014-15
	Mehrauli Archaeological Park, Tuglakabad	2013-14
	Kumaon Kausani, National Museum	2012-13
	Jim Corbett, Nainital, Delhi Darshan Trip	2011-12
	Jaipur, Jodhpur, Jaisalmer	2010-11
Physics	Mt. Abu, IUAC	2014-15
	NPL, Udaipur, Chittorgarh	
	NPL, IUAC, Nainital	2013-14
Political Science	Kullu Manali	2013-14
Sanskrit	Archeological sightseeing within the city	2013-14
	Archeological sightseeing within the city	2012-13
	Archeological sightseeing within the city	2011-12
Zoology	National Zoological Park, Yamuna Biodiversity Park	2014-15
	Great Himalayan National Park	2013-14
	National Zoological Park, Yamuna Biodiversity Park	2012-13
	Gir National Park, Gujarat, Narara Marine Biodiversity, Khijadia Bird sanctuary	2011-12
	Dalhousie, Dharamshala, NIHW	2010-11



The College has participated in four educational tours that were conducted by Delhi University under its *Gyanodaya* mission (Table 3.5). Faculty members from the College have been part of the *Gyanodaya* Educational Trip Core Committee from its inception and have contributed in terms of their expertise and abilities.

**Table 3.5: Gyanodaya Trips**

Mentor	Trip – Year
Dr. Achla Tandon	Safeguarding the Self and Society: Thang-Ta in Sporting Manipur – 2014
Sh. Puran Mal Verma	UP,MP, Gujarat- 2013, Caravan - The Journey of Life
Sh. Puran Mal Verma	Rajasthan – 2011

- ❖ Films and documentaries as repositories of ideas are utilised maximally in the College. From scientific films, ethnographic films, feature films, books in film form (eg. *Shakespeare Cinema Series*), documentary films to film on the College itself, the College promotes screenings, discussion and even film-making exercises.
- ❖ While workshops are organized to improve the quality of academic reading and writing, the College welcomes the fact that as part of the newly adopted CBCS there is an application course available to the College wide students' community on Academic Reading and Writing.

**3.1.5** Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/ collaborative research activity, etc.)

A large number of faculty members participate in supervision and guidance of research students of the affiliating university. Tables 3.6 and 3.7 give these details and Figure 3.1 depicts the same.

**Table 3.6: Faculty Involvement in Research**

Number of Faculty	Number and Nature of Supervision
15	Guided/Guiding 32 Ph. D.
04	Guided/Guiding 6 M. Phil.
01	Examined Ph.D. Thesis
35	Innovation Projects (15) DBT Projects and Innovation Projects together have involved over 200 students.

**Table 3.7: Details of M.Phil/Ph.D. Supervision by Faculty Members**

S.No.	Teacher's Name	Department	Ph.D.	M.Phil.
1.	Dr. C.K. Seth	Chemistry	1	
2.	Dr. Varun Sharma	Chemistry		1
3.	Dr. Vijaya Sati	Hindi	1	
4.	Dr. Rameshwar Rai	Hindi	5	
5.	Dr. Rachna Singh	Hindi	5	
6.	Dr. Harinder Kumar	Hindi	1	
7.	Dr. Bimlendu	Hindi	1	
8.	Dr. Bindu Bansal	Mathematics	1	
9.	Dr. Devasia M. Antony	Philosophy	1	
10.	Dr. Vivek Verma	Physics	1	



S.No.	Teacher's Name	Department	Ph.D.	M.Phil.
11.	Dr. Manesha Pandey	Political Science	1	
12.	Dr. Anita Rajpal	Sanskrit	4	
13.	Dr. Vijay Garg	Sanskrit	2	2
14.	Dr. Balram Shukla	Sanskrit	4	1
15.	Dr. Rajinder Kumar	Sanskrit		2
16.	Dr. Anupam V Sharma	Zoology	1 (Submitted)	
17.	Dr. Soma M. Ghorai	Zoology	2	
18.	Dr. Debasree Goswami	Statistics	1 (Examined)	

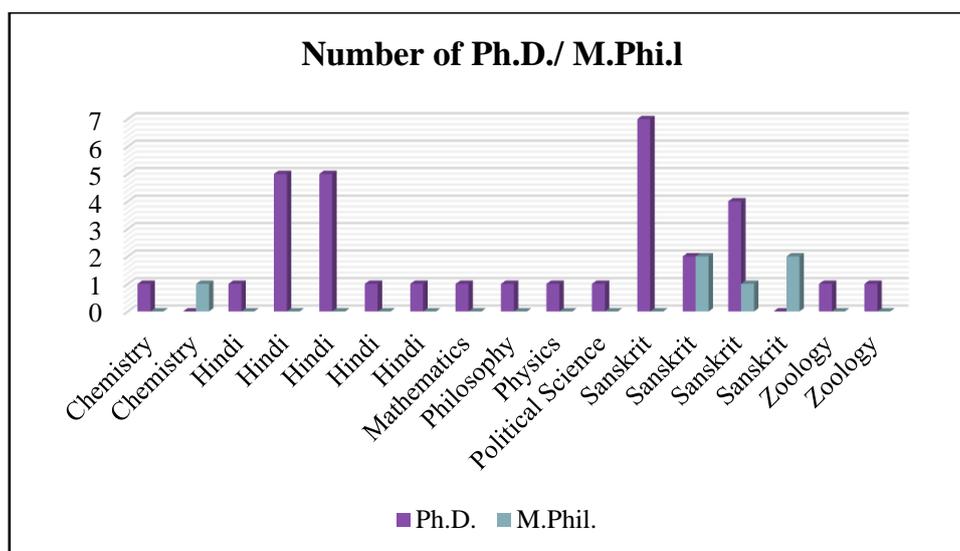


Figure 3.1: M.Phil/Ph.D. Supervision by Faculty Members

3.1.6 Give details of workshops/ training Programmes/ sensitization Programmes conducted/ organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students

Details of workshops, training Programmes organized by the College are presented below in table 3.8.

Table 3.8: List of Conferences/Workshops/Seminars

S.No	Department/ Society	Conferences/Seminars/Workshops/ Series organized by the College	Lectures	Year	Organized/Conducted/ Funded by
1.	Botany	One Day Workshop for Interdisciplinary Science Students on "Concept of Bio-Informatics"		2015	DBT and Hindu College
2.	Botany	Workshop on "Bioplastics"		2015	Hindu College
3.	Botany	Seminar on "Invasive Plant Species" at Department of Environmental Studies		2015	Hindu College
4.	Botany	Seminar on "Microbial Infection" at IGIB		2015	Hindu College
5.	Caucus	Yaktavya: Panel Discussion		Annual	Hindu College
6.	Caucus	"Baithaks" Discussions at open public places		2015	Hindu College
7.	Chemistry	Workshop on "Digital Literacy" One day Workshop on "Chem-carrers"		2015	Hindu College
8.	Commerce	Seminar on "Corporate Social Responsibility: Myth or Reality"		2015	Hindu College
9.	Commerce	Seminar on "Anti Money Laundering and KYC Norms"		2015	Hindu College



S.No	Department/ Society	Conferences/Seminars/Workshops/ Series organized by the College	Lectures	Year	Organized/Conducted/ Funded by
10.	Commerce	Seminar on “ How to Match Indian Higher Education with Global Standards”		2015	Hindu College
11.	Commerce	Seminar on “Exploring Perspective on Money”		2015	Hindu College
12.	English	Panel Discussion on ‘Is there a Hinduite School of Writing?’		2015	Hindu College
13.	FIC	Workshop on “Mock Stock Session”		2015	Hindu College
14.	Hindi	Seminar on “ <i>Katha aur Hamara Samay</i> ”		2015	Hindu College
15.	Mathematics	Workshop on “ LaTeX”		2015	Hindu College
16.	NEC	Seminar on “The Next Thirty Years”		2015	Hindu College
17.	NEC	Discussion on “North-East India – Development through Tourism”		2015	Hindu College
18.	Philosophy	Lecture Series “ <i>Samwad</i> ”		Annual	ICPR and Hindu College
19.	Physics	Workshop on “Cyber Security”		2016	Hindu College with Google and AIWEFA
		Workshop for “Computer Literacy”		2015	Hindu College
20.	Political Science	Seminar on “Blood Oil, the West and India”		2015	Hindu College
21.	Political Science	Seminar on “Post-Cold War International Relations”		2015	Hindu College
22.	Sanskrit	Workshop on “ <i>Sahaj Yoga</i> ”		2014	Hindu College
23.	Sanskrit	Two day National Conference on “ <i>Adhunik Sandarabh Upanishado ke Upadeyata</i> ”		2015	Delhi Sanskrit Academy and Hindu College
		Two days National Conference on “Women’s Empowerment and Sanskrit <i>Vangamaya</i> ”		2014	Hindu College-UGC
24.	Sociology	Workshop on “Academic Reading and Writing”		2015	Hindu College
25.	Zoology	One day Workshop on “Techniques in Life Science” for Senior Secondary School teachers		2015	Department of Zoology, Hindu College
		One day Workshop for interdisciplinary science students on “Concepts in Bioinformatics”.		2015	DBT
		One day Workshop for interdisciplinary science students “Scientific Writing and oral presentation”.		2014	DBT and Hindu College
		Workshop for school and college teachers entitled “Biotechnology: Trends and techniques”		2013	DBT
		Symposium for college teachers entitled “Prevention in better than cure: ways to keep lifestyle diseases at bay”.		2010	UGC, DBT, and OSA, Hindu College

List of international events hosted by the College are tabulated in Table 3.9 below.

**Table 3.9: List of International Conferences/Workshops/Seminars organized in 2015**

S.No.	Department/ Society	Conferences/Seminars/Workshops/ Series organized by the College	Lectures	Year	Organized / Conducted by/ Funded
1	Caucus	Conference on International Hindu Model United Nations (IHMUN)		2015	Hindu College and private sponsorship (major brands)
2	Caucus	Conference on International Hindu Model United Nations (IHMUN)		2014	
3	Caucus	Conference on International Hindu Model United Nations (IHMUN)		2013	
4	Caucus	Conference on International Hindu Model United Nations (IHMUN)		2012	
5	Caucus	Conference on International Hindu Model United Nations (IHMUN)		2011	

**Social Sensitization Programmes:** The College regularly undertakes a number of social sensitization initiatives through various societies, especially WDC, *Enactus*, *Friends’ Corner*, NCC, *the North East Cell*, *Panchtatva* and NSS.



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

The College encourages and facilitates research in diverse areas based on the interest of the faculty. The faculty has an eclectic mix of specializations as is depicted in Table 3.10 below:

**Table 3.10: Details of Prioritized Research Areas and Expertise of Faculty**

Department	Area of Specialization
<b>Botany</b>	Mycology, Plant Cytogenetics, Stain Technology, Phycology Cell Biology, Microbiology, Morphogenesis and Tissue Culture, Biotechnology
<b>Chemistry</b>	Analytical Chemistry, Bio organic/Inorganic Chemistry, Green Chemistry, Corrosion Chemistry, Computational Chemistry, Nano Chemistry, Quantum Chemistry, Molecular Modelling, Environmental Chemistry, Organometallic Chemistry, Polymer Chemistry
<b>Commerce</b>	Tax and Accountancy, Computerised Accounting and Finance, Application of computers in Commerce and Finance, Finance, Economic, Business Mathematics and Statistics Accounting and Finance
<b>Economics</b>	Micro Economics/ Social Choice Theory, Macro-Economics/Political Economy, Mathematical Methods for Economics, Public Economics/Macro Economics, International Economics/Development Economics Econometrics/Environment and Natural Resource Economics, Financial Economics, Econometrics/Money and Financial Markets
<b>English</b>	Elizabethan Tragedy, Victorian Poetry, Oral Histories, Literature of the Partition, Modern Indian Literature; Shakespeare, Gender; Masculinities; Nationhood and Nationalism, Victorian Literature, Diaspora Studies, Translation Studies.
<b>Hindi</b>	Modern Poetry, Modern Short Story, <i>Bhasha Vigyan</i> , Hindi Fiction, Medieval Poetry, Modern Short Stories, <i>Stri Vimarsh</i>
<b>History</b>	Ancient Indian History, Medieval Indian History, Modern Indian History, Pre Modern South Indian History
<b>Mathematics</b>	Algebra, Theory of Operator, Operator Theory, Functional Analysis, Topological Groupoids, Randomized Response Techniques, Multi-Objective Optimization
<b>Philosophy</b>	Western Philosophy, Logic; Continental Thought; Buddhism, Hermeneutics of Religious Language; <i>Advaita Vedanta</i> ; Ethics; Western Philosophy and Aesthetics; Kantian Ethics; Moral Philosophy; Socio-Political Philosophy; History of Indian and Western Metaphysics; Gandhian Philosophy; Philosophy of Mind; Greek Philosophy
<b>Physics</b>	Low temperature Physics; Solid State Physics/Photovoltaics; Electronics; Condensed Matter of Physics; Nuclear Physics; Material Science; Semiconductors; Plasma Physics; Optics; Solid State Physics; Electronic Devices; Quantum Optics
<b>Political Science</b>	Indian Politics; Comparative Government and Politics; Political Thought; Political Theory; Public Administration; Feminist Political Theory; Political Theory and Thought
<b>Sanskrit</b>	Philosophy; Poetics; Grammar
<b>Sociology</b>	Media Studies, Gender and Social Inequalities; Political Sociology; Sociology of Death and Religion; Urban Sociology; Research Methods; Sociology of Science
<b>Statistics</b>	Nonlinear Stochastic Modelling and Simulation; Modelling of Innovation Diffusion/New Product Diffusion Keen interest on: Transient Bimodality, Cusp Catastrophe Analytics; Statistical Computing; Lattice Path Counting Techniques, Order Statistics; Random Walks; Statistical Inference; Survey Sampling; Parametric Bayesian Inference; Characterization Theory; Biostatistics, Applied Statistics; Statistical Quality Control Techniques
<b>Zoology</b>	Reproductive Biology; Radiation Biology; Neuroendocrinology Immunology; Immuno-endocrinology; Proteomics and Bioinformatics; Entomology
<b>Physical Education</b>	Basketball; Swimming; Volleyball; Chess; Lawn Tennis; Table Tennis



Further details of faculty engagements are provided in the Evaluative Reports of the respective departments.

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

The College is committed to both disseminations of in-house research and seeking of research findings from the wider community of researchers and practitioners.

- ❖ Every department regularly organizes talks, seminars and symposia. Similarly various societies of the College invite specialists of their field and people of eminence to share their knowledge with students and faculty members.
- ❖ There is also a host of annual talks that the College organizes as part of celebrating *Founder's Day* and the College's Annual Festival *Mecca*. Further, as aforementioned there are around 12 memorial lectures on diverse themes that are regularly organized for the benefit of the college-wide community.
- ❖ The mentors associated with the innovation projects are invited to the College for interaction.
- ❖ Each academic year, close to 50 talks are organized across different departments.
- ❖ Alumni are also an integral part of the institution; they become a constant source of encouragement and motivation. Alumni are included in debates etc., which also involve many of the reputed colleges of the University. The latest such debate was held in November 2015, where Hindu College alumni debated with 5 more colleges on issues pertaining to the environment.
- ❖ The College has signed an MoU with NII, GOI for the *Science Setu Programmeme*. Under this initiative talks and panel discussions are organized for the benefit of both the student and teaching community. Students get hands-on experience in the research laboratories of NII scientists.

### 3.1.9 What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

- ❖ There is now a provision for Sabbatical Leave under University norms for Associate Professors and above. However, thus far, no faculty in the College has availed of such leave as this provision has been effected only recently.
- ❖ Table 3.2 gives details of faculty who have availed study leaves for pursuing Doctoral and Post-Doctoral research, writing of manuscripts, and other academic concerns.

### 3.1.10 Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (laboratory to land).

The College truly believes in inculcating the spirit of enquiry and scientific temper. As an educational institution in a democratic society it does not advocate any single agenda of research, or censor the academic freedom of faculty and students.

- ❖ Faculty members routinely visit other institutions within the Country and internationally to present their ideas and findings just as other experts come to the College to deliver talks and seek details about what is being done by the Institution.



- ❖ Students interpret research findings and lessons through various ways and creatively express these through their societies where they deliberate on the social implications of their newly acquired knowledge. The College whole heartedly supports students' initiatives in these societies be it with regard to anti-smoking campaigns, health related awareness campaigns, call for gender parity or environment protection. The significant feature about these initiatives is that students translate the language of science and research in a manner that is intelligible to the common man to convey their messages. Thus, it is worth highlighting that these societies work really hard to persuade people through ever new research findings.
- ❖ Faculty members go out to deliver lectures as resource persons during orientation, refresher and other courses that are organized by different universities
- ❖ The annual departmental festivals are meant for the purpose of inviting students from other institutions to events that are designed and organized to popularize their subject area.
- ❖ *The North East Cell* set up in 2011 is special to the College as it proactively enables students from the region to come together and use the platform to showcase achievements as well as to address issues of social integration and gender safety. Combined with the affiliating university's initiative on having research focused on North-Eastern India, the College is committed to bringing lesser known research work of the region to wider audiences and also to promote young researchers to contribute to the areas' study.
- ❖ Ever since the inception of the university annual festival, *Antardhwani*, students and faculty have participated every year in making models, posters and interactive installations that have been prominently displayed at the College's stall within the festival venue.
- ❖ On the *Founder's Day*, research and publications of faculty are exhibited for the larger audience and compiled annual report is given to the guests of the day.
- ❖ The science departments of the College have started displaying brief notes of their ongoing research work on their departmental notice boards.
- ❖ The Research Group of HC 203 from the departments of Sanskrit and Botany provided new and innovative methods to revive the interest of people in ancient literature, by providing a rational interpretation which in turn, unveiled the hidden scientific observations made by the great poet Kalidasa. This project provided a bridge between science and literature.
- ❖ HC 101 team members worked for developing green technologies for addressing problems of waste water pollution caused by heavy metals and dyes, by exploring and evaluating the use of low cost adsorbents and biosorbents for the efficient removal of toxic contaminants from industrial effluents. Amongst the nearly 10 adsorbents chosen, promising results as potential adsorbents were shown by neem leaves and *chana* skin.
- ❖ The Research Group working in the project HC 102 isolated and characterized the bacteria that actively take part in the microbial induced corrosion in oil industries. This research was to define the conditions under which pollutants, including those produced by bacteria affect the corrosion of metals, and the protection measures against corrosion.



- ❖ Nanoparticles of Iron and Copper were successfully synthesized and evaluated for electrical and magnetic properties and utilized for biomedical applications in the project HC 104.
- ❖ A number of potent anticancer components exist in natural products. Growth of cancerous cells such as He La cells was found to be significantly inhibited by dichloromethane extracts of *Selaginella*. In the project HC 202 the mode of action of *Selaginella* in preventing their growth was studied at the receptor protein level of the cancer cell lines.

### 3.2 Resource Mobilization for Research

#### 3.2.1 What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization

- ❖ The College is a constituent entity of the affiliating university and thus works in tandem within the latter's Programmeme. Also the College receives 95% funding from the University Grants Commission (UGC) and 5% from the Governing Body. Since the College is primarily a teaching institution funds allocation is mainly for that. The UGC supports research by faculty though it does not have a stipulated grant for research at the undergraduate level.
- ❖ The College encourages faculty members to submit research proposals to various funding agencies like CSIR, UGC, DST, DBT etc. Once the projects are sanctioned, the College provides the infrastructural support as well as other facilities for the smooth functioning of these projects. Tables 3.11 and 3.12 give details of the projects, both completed in the recent past as well as ongoing.
- ❖ Funds for conducting research have been received in the *Star Project Scheme* of DBT
- ❖ Funds for conducting research have also been received in the Innovation Project Scheme of Delhi University.
- ❖ The Governing Body's Vision Document 2020 envisages a dedicated research centre for encouraging research activities by faculty and students.
- ❖ The College reimburses registration fee of faculty members attending and participating in conferences or orientation and refresher courses. The administration maintains a separate record of such expenditure for annual review and allocation with respect to the total budget.

#### 3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

There is no institutional provision to provide seed money for research. But research involving undergraduate students under supervision of college faculty has been encouraged under various schemes, such as the *Star Scheme* of DBT.

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

- ❖ The Innovation Project Scheme of Delhi University, launched in 2012, provides an excellent opportunity for undergraduate students enthusiastic about research. The



scheme provides stipend of Rs. 1000 per student member of the research group. The scheme is extremely popular amongst the faculty and students of the College. So far, such Innovation projects have directly involved 150 students in research and have received Rs. 93 lakhs in total across different departments to conduct their collaborative research.

- ❖ Expenditure towards equipment, chemicals, apparatus and consumables has also been met by the grants given by DBT under the *Star College Scheme* to the 4 Sciences departments. Several students have benefitted from this scheme.

**3.2.4** How do the various departments/units/staff of the institute interact in undertaking interdisciplinary research? Cite examples of successful endeavours and challenges faced in organizing interdisciplinary research.

The College has been granted 15 Innovation Research Projects funded by the University of Delhi. Innovation projects are an excellent platform for the students to interact with students from other departments and to enhance their research abilities and promote interdisciplinary research. 10 students and 3-5 faculty members are involved in each project. Tables 3.11 and 3.12 provide the number and details of Innovation projects sanctioned during the last four years.

**Table 3.11: Number of Innovation Projects Sanctioned During the Last Four Years**

Year	2012-13	2013-15	2015-16
No. of Innovation Projects	4	3	8

**Table 3.12: Details of Innovation Projects Funded by the University of Delhi**

Principal Investigator(s)	Duration	Total Grant Sanctioned	Title of Project	Departments
Dr. K.K. Koul Dr. Anju Srivastava Dr. Reena Jain	2015-16	Rs 5,50,000/-	<b>HC-301:</b> Nutraceutical Evaluation of Some Green Microalgae	Botany, Chemistry
Dr. Soma M. Ghorai Dr. Meenu Srivastava Dr. Neha Kapoor	2015-16	Rs 6,00,000/-	<b>HC- 302:</b> Development of Theranostics Based Product with Curcumin-Oligonucleotide-Rare Earth Metal Based Nanoparticle Probes as MRI Contrast Agent	Chemistry, Zoology
Dr. C.K. Seth Dr. Neera Sharma Dr. Mansi Saxena	2015-16	Rs 4,50,000/-	<b>HC-303:</b> Design and Implementation of Electronic Laboratory Notebook	Chemistry, Physics
Dr Sachin Vashistha Dr. Sudarshan Kumar Dr. Hemant Kumar	2015-16	Rs 5,00,000/-	<b>HC-304:</b> Thermodynamic Electrochemical and Quantum Chemical Investigation of Some PEG Based Polyurethanes as Corrosion Inhibitors for Mild Steel in Cyclohexane Propionic Acid	Chemistry, Mathematics
Shri Ajai Kumar Dr. N. Santa Kruz Dr. Lalit Kumar	2015-16	Rs 6,00,000/-	<b>HC-305:</b> Study of an Efficient ZnO Based Solar Cell as a Source for Clean Energy	Physics, Chemistry
Dr. Aparna Saxena Dr. Pramod Kumar Dr. Ranjeet Kumar	2015-16	Rs 6,00,000/-	<b>HC-306:</b> - High-Performance Integrated ZnO Nanorods array as UV Image Sensor	Physics, Mathematics



Principal Investigator(s)	Duration	Total Grant Sanctioned	Title of Project	Departments
Dr. Harinder Kumar Shri. Sanjeev D. Sharma Shri Siddharth Kanoujia	2015-16	Rs 4,00,000/-	<b>HC-307:</b> Effective use of ICTs and Other Innovative ways to Enhance Learning in Affordable Private Schools	Hindi, English, Librarian
Dr. C.L. Jonwal Dr. V. S. Rawat Dr. Geetika Bhalla	2015-16	Rs 6,00,000/-	<b>HC-308:</b> Effects of 10 GHz Radiation in Male Infertility and its Amelioration by Melatonin	Zoology, Chemistry
Dr. Charu Kumar Dr. Neha Kapoor Dr. Rajesh Kumar	2013-15	Rs 6,00,000/-	<b>HC- 202:</b> Pharmacognostical studies on <i>Selaginella</i> Species and Evaluation of its Antimicrobial Properties	Botany, Chemistry
Dr. Anuradha Sharma Dr Suman Kumra Dr. Anita Rajpal	2013-15	Rs 3,00,000/-	<b>HC- 203:</b> <i>Kalidasiye Sahitya mai Vanspatik Tattvon ka Vanspati-Vigyan se Tulantamak Adhyayan</i>	Sanskrit, Botany
Dr. P.K. Sinha Dr. Anju Srivastava Dr. Reena Jain	2012-13	Rs.10,00,000/-	<b>HC- 101:</b> Green Approach for the Extraction of Hazardous Heavy Metal Ions and Dyes from Waste Water using Synthetic and Natural Waste	Chemistry, Zoology
Dr. Anuradha Sharma Dr. Rajesh Kumar Dr. Sudershan Kumar	2012-13	Rs 10,00,000/-	<b>HC- 102:</b> Isolation and Characterization of Metal Corrosion Bacteria from Polluted Water and Development of Inhibitors for Microbiologically Induced Corrosion	Botany, Chemistry
Dr. Saroj B. Malik Dr. C.K. Seth Dr. Adarsh Singh	2012-13	Rs 10,00,000/-	<b>HC- 103:</b> Innovation Project for Science Learning, Design, Spread and Recommendation	Chemistry, Physics
Dr. Anju Srivastava Dr. Reena Jain Dr. Adarsh Singh Dr. Vivek Verma Dr. Devanshi Magoo	2012-13	Rs 10,00,000/-	<b>HC- 104:</b> Development of Thin Films/Nano Materials for their Electronic and Biomedical Applications	Physics, Chemistry

- ❖ The Social Sciences and Humanities share teaching and learning across disciplines. Noteworthy interdisciplinary courses offered are ‘Gender and Society’ offered by the Department of Sociology, ‘Reading Gandhi’, by the Department of Political Science, ‘Language, Literature and Cultural Plurality and Diversity’ by the Department of English, and ‘Environmental History’ by the Department of History.
- ❖ Equally instrumental in introducing interdisciplinary pedagogic and research questions to students are initiatives such as screening of ethnographic films, political documentaries and adaptations of historical narratives and literary texts in films. The society dedicated to films screenings is ‘Vivre’, while documentaries are screened through specific departmental platforms.
- ❖ The department of Sociology has an Ethnographic Film Club through which it has been organizing the annual Ethnographic films’ festival from 2014 onwards.

### Challenges

- ❖ The College is certain that many of the challenges faced with respect to space and infrastructure would be met with the coming of new academic block that is under construction.



- ❖ At times, students and teachers from different disciplines are not able to find a common time for discussions due to differing timetables

### 3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

- ❖ The laboratories of departments are spaciouly organized and from time to time room is made for new technologies to be installed. All resources of the College are available for students with permission. Under the DBT Star College Scheme science laboratories have been able to procure new equipment that are now integrated into the curriculum and students can have access to these machines.
- ❖ A systematic allocation procedure is adopted for use of the seminar room and its audio-visual equipment. The College seminar room is is buzzing with activities throughout the year.
- ❖ The ICT lab is equipped with computer stations while every department is also provided with an LCD Projector and a computer to have multimedia integrated into teaching aids.
- ❖ The ICT laboratories have scheduled timetable for optimum utilization of laboratory equipment in practical classes and during demonstrations.
- ❖ The College library organized over two floors is an extensive resource centre which is made further conducive for learning through air-conditioned reading rooms.
- ❖ The Library is open for its students and faculty members, five days a week from 9.00 a.m. to 5.00 p.m. on all working days. During examinations it is open from 9.00 a.m. to 7.00 p.m. on working days i.e. Monday to Friday and from 9.00 a.m. to 5.00 p.m. on Saturdays, Sundays and holidays.
- ❖ In order to maximize the usage of resources like journals and similar material through INFLIBNET and JSTOR the College invested in making these accessible on air through the campus over Wi-Fi. Faculty members and students can register through the central source of the ICT lab that deals with Internet and Intranet networking in the College to get the Wi-Fi access.

### 3.2.6 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details

The College has received grants for research projects that involved buying research equipment or facilities as part of the initiatives. The following table (3.13) gives details.

**Table 3.13: Sponsored Researches that have Added Infrastructure**

Streams	Projects	Sponsors	Resource Developed
<b>Across different streams</b>	Innovation Projects	University of Delhi	
<b>Sciences</b>	Star College Scheme, (Departments of Physics, Chemistry, Botany, Zoology)	DBT	Laboratory equipment (Details in Table 3.14)
<b>Social Sciences</b>	Social Science Teaching in Hindi: An Inventory and Analysis of Current Curricular Materials at Six North Indian Universities. (Department of Sociology)	Sir Ratan Tata Trust, Mumbai	Learning material in Hindi used to create separate section of Hindi books in the departmental library.



Equipment (Model no.)	Department	Qty.	Cost	Purchase/installed
Godrej Refrigerator 32(UT4N) 305 LTR D/Door	Zoology	1	Rs 23,500/-	4/10/12; Installed
Micropipettes	Zoology	3	Rs 14,100/-	20/2/13; Installed
Vortex Mixer	Zoology	1	Rs 12,000/-	20/2/13; Installed
Vertical Mini gel system	Zoology	1	Rs 8650/-	20/2/13; Installed
Digital Calorimeter Model 451 R	Zoology	3	Rs 19,575/-	14/3/13,11/4/13; Installed
Magnetic stirrer with hot plate	Zoology	1	Rs 3,262/-	16/3/13; Installed
Orbital Shaker	Zoology	1	Rs 47,250/-	18/3/13; Installed
Citizen CX basic analytical balance C7-204	Zoology	1	Rs 64,800/-	18/3/13; Installed
Water distillation apparatus	Zoology	1	Rs 24,750/-	19/3/13; Installed
pH meter model 152-R	Zoology		Rs 5,145/-	19/3/13; Installed
Digital Balances Shimadzu, Model No. AX 200	Chemistry	1	Rs 79,562/-	28/08/2013; Installed
Polarimeter with Sodium Lamp	Chemistry	2	Rs 52,264/-	28/09/2013; Installed
Stop Clock Essel make	Chemistry	10	Rs 5,344/-	18/11/2013; Installed
T.L.C. Plate-Merck, Germany	Chemistry	4	Rs 27,675/-	13/11/2013
UV-Visible Spectrophotometer-Labman, LMSP UV 1000B PC	Chemistry	1	Rs 98,175/-	29/11/2013
Software for LMSP UV 1000B PC	Chemistry	1	Rs 10,500/-	29/11/2013; Installed
Quartz Cuvette	Chemistry	3	Rs 12,075/-	29/11/2013
Laptop and Printer HP 1020 B/W	Chemistry	1	Rs 47,250/-	29/11/2013; Installed
Stabilizer Servo, 1KV	Chemistry	1	Rs 8,400/-	29/11/2013; Installed
Bunsen Burners	Chemistry	80	Rs 7,999/-	9/12/13; Installed
Fume Hood	Physics	1	Rs 75,000/-	31/01/2013; Installed
Spin coater	Physics	1	Rs 98,437/-	07/06/2013; Installed
Michelson's Interferometer set up	Physics	1	Rs 99,754/-	24/08/2013; Installed
Determination of Young's Modulus	Physics	1	Rs 22,625/-	22/10/2013; Installed
Dual Microscope	Physics	2	Rs 53,124/-	07/11/2013; Installed
Double door refrigerator	Botany	1	Rs 20,400/-	15/5/2013; Installed
Deep freezer	Botany	1	Rs 20,138/-	15/5/2013; Installed
Thermal Cyler	Botany	1	Rs 2,98,155/-	16/9/2013; Installed
<b>Total</b>			<b>Rs 13,86,721/-</b>	

The Institution has received funds from the Department of Biotechnology (DBT) under *Star College Scheme* under following heads (Table 3.14):

**Table 3.14: 1<sup>st</sup> year release-Rs. 18 lakhs (2012-13) - DBT Grant Utilization: Details of Recurring Grant**

Department	Heads	Amount (Rs.)
Botany, Physics, Chemistry, Zoology	Chemicals and Glassware	Rs 2,67,753/-
	Electronic Component	Rs 86,944/-
	Travel	Rs 4,000/-
	Miscellaneous	Rs 15,840/-
	<b>Total</b>	<b>Rs 3, 77,537/-</b>



3.2.7 Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organisations. Provide details of ongoing and completed projects and grants received during the last four years

The College supportively facilitates research initiatives by faculty members to the fullest extent possible. Administrative help is extended with respect to granting permission leave, providing letters of support and recommendation where necessary and finally with auditing and clearances. Tables 3.15 and 3.16 give the list of projects in various stages of completion. Table 3.17 provides details of travel grant availed by the faculty during the last four years.

**Table 3.15: Completed Projects**

Project	Duration	Title of Project	Principal Investigator	Funding Agency	Sanctioned Grant
MAJOR PROJECT	2012-15	Controlling toxigenic strain of <i>Aspergillus flavus</i> and aflatoxin by isolating the microbes from rhizospheric soil and studying the mechanism of control at cellular level	Dr. Rajesh Kumar	UGC	Rs. 9,71,800/-
MINOR PROJECTS	2011	Creating a flexible and scalable Linux cluster based distributed computing environment for solving various interdisciplinary computational problems through parallel Programming	Dr. Sanjay Chauhan	UGC	Rs.1,85,000/-
	2011	Localization and expression of toll-like receptors in splenic phagocytes of wall lizards	Dr. Soma M. Ghorai	UGC	Rs.5,23,000/-
	2010-11	Raman and Infrared Phonons in Double Perovskites	Dr. Pragati Ashdhir	UGC	Rs.1,10,000/-
	2010-11	Electro-chemical deposition of organic-inorganic hybrid materials, their optical and electrical studies and application as gas-sensor	Dr. Lalit Kumar	UGC	Rs.1,60,000/-
INTERDISCIPLINARY PROJECTS	2013-15	<b>HC- 202:</b> Pharmacognostical studies on <i>Selaginella</i> Species and evaluation of its antimicrobial properties	Dr Charu Kumar Dr. Neha Kapoor Dr. Rajesh Kumar	DU	Rs.6,00,000/-
	2013-15	<b>HC- 203:</b> <i>Kalidasiye Sahitya mai Vanspatik Tattvon ka Vanspati-Vigyan se Tulantamak Adhyayan</i>	Dr. Anita Rajpal Dr Anuradha Sharma Dr. Suman Kumra	DU	Rs.3,00,000/-
	2012-13	<b>HC- 101 :</b> Green approach for the extraction of hazardous heavy metal ions and dyes from waste water using synthetic and natural waste	Dr. P.K. Sinha Dr. Anju Srivastava Dr Reena Jain	DU	Rs.10,00,000/-
	2012-13	<b>HC-102:</b> Isolation and characterization of metal corrosion bacteria from the polluted water and development of inhibitors for microbiologically induced corrosion	Dr. Anuradha Sharma Dr Rajesh Kumar Dr Sudershan Kumar	DU	Rs.10,00,000/-
	2012-13	<b>HC- 103:</b> Innovation project for Science learning, design, spread and Recommendation	Dr. Saroj Malik Dr.C.K. Seth Dr. Adarsh Singh	DU	Rs.10,00,000/-
	2012-13	<b>HC- 104:</b> Development of Thin Films / Nano materials for their Electronic and Biomedical Applications	Dr Anju Srivastava Dr. Reena Jain Dr. Adarsh Singh Dr. Vivek Verma Dr. Devanshi Magoo	DU	Rs.10,00,000/-



Project	Duration	Title of Project	Principal Investigator	Funding Agency	Sanctioned Grant
STUDENT PROJECT	2013	A Business Model for Improving Agricultural Productivity	Ms. Divya Dewan Student B.Com (Hons)		The project got selected among top 100 models of India which was presented to Mr. Modi and other eminent people.
	2011-12	A Study of Social Inclusion at the Panchayati Raj Institutions	Shri. Talim Akhtar		Indian Institute of Dalit Studies Delhi
	2011-12	Ethnography of Crematoria	Dr. Ravi Nandan Singh		European Union
		Revisiting the valuation of soil benefit of watershed in Darjeeling, India,	Dr. Chandan Singha		South Asian Network for Development and Environmental Economics
	2010-11	Social Science Teaching in India: An Inventory and Analysis of Current Curricular Materials at Six North Indian Universities.	Dr. Ravi Nandan Singh		Sir Ratan Tata Trust, Mumbai

Table 3.16: List of Ongoing Projects

Project	Duration	Title of project	P.I.	Funding Agency	Sanctioned Grant
MINOR	w.e.f. 2015	<i>Vaishvikaran aur Hindi Kahani</i>	Dr. Pallav Kumar	UGC	Rs 1,75,000/-
MAJOR PROJECTS	w.e.f. 2012	Studies on the Enhancement of magnetoelectric coupling in multiferroic BiFeO <sub>3</sub> thin films	Dr. Vivek Verma	DST (SERB)	Rs 25,20,000/-
	w.e.f. 2013	Transcriptome analysis of immune-relevant genes in spleen in <i>Hemidactylus flaviviridis</i> during normal and infected condition	Dr. Soma M. Ghorai	DST	Rs 21,00,000/-
INTERDISCIPLINARY PROJECTS	2015-16	Nutraceutical evaluation of some Green Microalgae	Dr. Anju Srivastava Dr. Reena Jain Dr. K. K. Koul	DU (HC-301)	Rs 5,50,000/-
	2015-16	Development of Theranostics based product with Curcumin-Oligonucleotide-Rare earth metal based Nanoparticle probes as MRI contrast agent	Dr Neha Kapoor	DU (HC-302)	Rs 6,00,000/-
	2015-16	Design and implementation of Electronic Laboratory Notebook	Dr. C. K. Seth Dr. Neera Dr. Mansi Saxena	DU (HC-303)	Rs 4,50,000/-
	2015-16	Thermodynamic Electrochemical and quantum chemical investigation of PEG based polyurethanes as corrosion inhibitors for mild steel in cyclohexane propionic acid	Dr. Sudarshan Dr. Hemant Dr. Sachin	DU (HC-304)	Rs 5,00,000/-
	2015-16	Study of an efficient ZnO based solar cell as a source for clean energy	Dr. N S Singh Dr. Lalit Kumar	DU (HC-305)	Rs 6,00,000/-
	2015-16	High-Performance Integrated ZnO Nanorods array as UV image sensor	Dr. Aparna Dr. Ranjeet	DU (HC-306)	Rs 6,00,000/-
	2015-16	Effective use of ICTs and other innovative ways to enhance learning in affordable private schools	Dr. Harinder Kumar	DU (HC-307)	Rs 4,00,000/-
	2015-16	Effects of 10 GHz radiation in male infertility and its amelioration by melatonin	Dr. C.L Jonwal Dr. V.S. Rawat Dr. Geetika Bhalla	DU (HC-308)	Rs 6,00,000/-



**Table 3.17: Travel Grant Availed by the Faculty During the Last Four Years**

Faculty	Department	Funding Agency/ Grant Sanctioned	Purpose of Visit	Year
Dr. Niti Bhutani	Economics	UGC	Presented Paper in 2 <sup>nd</sup> International Conference on Law, Economics and Politics, UK	2015
Dr. Soma M. Ghorai	Zoology	UGC Rs. 1,85,000/-	Attend International Conference in Murtia, Spain	2015
Dr. Mansi Saxena	Physics	Heavy Ion Laboratory, University of Warsaw, Poland	Attend International Conference in Warsaw, Poland	2015
Dr. Adarsh Singh	Physics	Star College Scheme Rs. 3,000/-	Attend International Conference, ETRACT, JIET held in Jodhpur	2015
Dr. Vivek K. Verma	Physics	Star College Scheme Rs. 3,000/-	Attend International Conference, ETRACT, JIET held in Jodhpur	2015
Dr. Manoj K. Varshney	Statistics	UGC Rs. 1,70,418/-	Visit USA	2014
Dr. Suroopa Mukherjee	English	UGC Rs. 1,38,273/-	Visit Spain from 9 <sup>th</sup> -12 <sup>th</sup> July, 2014	2014
Dr. Neha Batra	Physics	ICMR RS. 94,000/-	Presented Paper in Biosensors-2014, held in Melbourne, Australia	2014
Dr. Manoj K. Varshney	Statistics	DST RS. 71,097/-	Attend International Conference on Statistics, Probability and Data Analysis in USA	2011

### 3.3 Research Facilities

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

Well-equipped laboratories are available for use by students and faculty as follows:

- ❖ 12 Science laboratories, 3 central facility Computer laboratories, 4 departmental Computer laboratories
- ❖ Central Computer Centre, ICT laboratory, multimedia set up in the Seminar room and LCD projectors are installed for at least one class room of each department in the College.
- ❖ Computers and laptops are made available as per departments' needs.
- ❖ Central library with reading rooms and journal resources available on air through Wi-Fi across the College.
- ❖ Research cubicles in the library meant for the faculty.
- ❖ Auditorium and seminar room that are used for public lectures and films and documentaries' screenings.
- ❖ Botanical Garden and Zoological museum.

#### 3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The College has a multi-pronged approach in this regard:



- ❖ The Academic Affairs and Research Committee foresees requirements and necessities with respect to institutional progress in the field of research and advancement in matters of pedagogy. The committee makes recommendations to the staff and to the administration from time to time. This practice enables the institution to have a representative input that goes into planning and sanctioning resources.
- ❖ The College facilitates infrastructure support to faculty members to set up their laboratories to monitor their own research. The College enables and encourages faculty members and is responsive to individual researchers in helping them carry forward their research initiatives.
- ❖ Apart from these systematic efforts some recent initiatives and future plans involve the following:
  - Institution of IQAC to strengthen the academic grounding of the institution
  - Upcoming new Academic Block with planned provisions for all departments of the College. Allotment of dedicated space for research laboratories, central instrumentation facilities in the new building.
  - Movement towards the adoption and implementation of the Governing Body *Vision Document 2020* that calls for a dedicated research center in the College.

**3.3.3** Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities? If 'yes', what are the instruments / facilities created during the last four years

Hindu College has received special grants from various agencies including the prestigious *Star College Scheme* sponsored by the Department of Biotechnology (DBT), Government of India. Additionally the College has 15 Innovation projects and estimatedly has received a total of over one crore through the University of Delhi and the Department of Biotechnology to equip itself with upgraded machines, chemicals computer peripherals and laboratory equipment. Under the DBT scheme there are four participating departments - Botany, Chemistry, Physics and Zoology. Students of these departments have also been involved in other research projects. For details of equipment procured, please refer to Criterion 3.2.6.

In addition, the College has created two major in-house research laboratory facilities which include the following equipment:

UV spectrophotometer, Refrigerator (-200<sup>0</sup>C), Gradient PCR machine, Autoclave, Biosafety Cabinet, Incubator, High Temperature Furnace (1100<sup>0</sup>C and 1400<sup>0</sup>C), Spin Coater, PE loop tracer with high temperature attachment, Refrigerated centrifuge.

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

- ❖ The College provides letters of support for research initiatives and thus most academic institutions become accessible to students and research scholars.
- ❖ The affiliating university's laboratories and libraries like the Central Library and Ratan Tata Library are accessed through the College's mediation and are of immense research benefit. Academic resources from Sahitya Akedemi, IGNCA, Nehru Memorial Library



and different archives based in Delhi are also regularly accessed by scholars through institutional support.

- ❖ Laboratories of the affiliating university and that of institutions like AIIMS, IIT, DRDO, IARI, TERI are accessed through supervisors and research scholars outside the College.
- ❖ Several students engage in Internships/ Summer Jobs. The following table (3.18) provides an indicative list of students who participated in such Programmes.

**Table 3.18: Summer Internship Programmes Attended by Students**

Details of Internship	No. of Students	Department(s)
Niti Ayog, Government of India	1	Chemistry
National Institute of Immunology, Delhi	8	Chemistry/Zoology/Botany
JNCASR	4	Chemistry/Zoology
Event intern at Navdanya NGO	1	Chemistry
TIFR, Colaba, Mumbai	1	Chemistry
Research and Study Cell, NCW	1	Chemistry
Homi Bhabha Centre for Science Education (TIFR)	1	Chemistry
Nanotechnology Centre of Allahabad University	1	Chemistry
BHU	1	Zoology
Institute of Life Sciences, Bhubaneswar	1	Zoology
Indian Institute of Sciences, Bangalore	1	Zoology
Madras Crocodile Bank Trust	1	Zoology
National Brain Research Centre, Manesar	1	Zoology
CEC, Asola Bhati Wildlife Sanctuary	1	Zoology
Deptt. of Environment, Delhi Secretariat	2	Zoology
University of Calagary, Canada	1	Zoology
NIPGR	1	Zoology
NCBS, Bangalore	1	Zoology
ACBR	4	Zoology/Botany
IISER, Pune	1	Zoology
WWF, India	1	Zoology
EES Pvt. Ltd. Jaipur.	1	Zoology
Dept. Of Anthropology, DU.	1	Zoology
SK Pvt. Ltd. Diagnostics, Sonapat	1	Zoology
NBRC, Manesar	1	Zoology
IVRCL, Hindustan Dorro Oliver Pvt.Ltd., Noida	1	Zoology
DRDO	1	Zoology
Biotechnology Workshop, Miranda House, DU	1	Zoology
DSKC Research Centre, Miranda House, DU	1	Zoology
Wildlife-SOS, NGO, Work of the Organization	1	Zoology
Department of Botany, DU	1	Botany
Department of Environmental Science, DU	5	Botany
Animal Physiology Lab, Deptt of Anthropology, DU	2	Botany
Forensic Lab, Deptt. of Anthropology, DU	3	Botany
Indian Academy of Sciences, Bangalore	1	Zoology

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

In addition to the College library, there are department libraries too. Departments in social sciences also have special collections in Hindi language. All the resources are accessible to



faculty and students alike. Table 3.19 enumerates the books and other texts available in the library and Table 3.20 shows the expenditure incurred on purchase of books.

**Table 3.19: Cumulative Number of Books and Other Texts in the Library**

Nature of Material	Number
Books	5754
Journals and Magazines	50
e-Journal (D.U. and INFLIBNET)	43000
Newspapers	18
Miscellaneous	225 Braille Books and 65 CD's.

**Table 3.20: Sample of Expenditure of the Central Library for Last Four Years**

Library Holding	Year-1		Year-2		Year-3		Year-4	
	Number	Total Cost						
Books	1079	4,90,723/-	1207	5,07,396/-	1453	6,83,211/-	1412	6,96,826/-
Reference Books	157	1,17,974/-	141	70,460/-	113	1,10,629/-	192	1,18,939/-

Table 3.21 provides details of laptops and software facilities.

**Table 3.21: Details of Laptops and Software**

Material	Numbers distributed/Dept. or persons concerned
Personal Computer Work Stations	3 in the staffroom
Personal Computers with Intranet and Integrated Software Facilities	ICT
Laptops	1096 distributed
JAWS	Available in Library and through Equal Opportunity Cell for visually disabled students
Tally	Commerce Department

**3.3.6** What are the collaborative research facilities developed/created by the research institutes in the College. For example laboratories, library, instruments, computers, new technology etc.

- ❖ The 15 Innovation projects have been a great learning experience for the institution with respect to collaborative research and we wish to build on that experience. Similarly the DBT *Star Scheme* has enabled incorporation of students as main collaborators in research. In both cases new research equipment and materials have been acquired and successfully inducted in routine laboratory work.
- ❖ The College wishing to build network with more and more institutions outside the physical proximity of the affiliating university, has forged a successful collaboration with The National Institute of Immunology (NII) called the 'NII-Hindu College *Science Setu*



Programmeme'. This collaboration will help learn new research techniques and reach new research frontiers and steer towards procuring new equipment.

### 3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of Patents obtained and filed (process and product)

**Table 3.22: Details of Patent**

Name of the Researcher	Details of the Patent
Dr. Neha Kapoor Department of Chemistry	<p><b>BENZOTHIOPHENE CARBOXAMIDE COMPOUNDS AS ANTI INFLAMMATORY AND ANALGESIC AGENT</b></p> <p>1. US 2012/0016014 A1/13/183,024</p> <p>2. Indian PatentApplication No.1646/DEL/2010 A, Publication Date: 18/10/2013</p> <p>The present invention provides benzothiophene carboxamide compounds of formula I, their polymorphs, stereoisomers, prodrugs, solvates, pharmaceutically acceptable salts and formulations thereof, which are useful as anti-inflammatory and analgesic agents. The invention also relates to the process for preparation of compounds of formula I. The invention further relates to pharmaceutical compositions containing such compounds and methods for their application as therapeutic agents as anti-inflammatory and analgesic</p> <div style="text-align: center;"> <p>Formula I</p> </div>

Original research contributing to product improvement: Nil

Research studies or surveys benefiting the community or improving the services:

All the Innovation research projects previously mentioned are committed towards benefit of the society and/ or improvement of services. Some of the projects particularly contributing to social development are given below in Table 3.23.

**Table 3.23: Research Inputs Contributing to New Initiatives and Social Development**

Faculty	Project
Political Science Shri Talim Akhtar	'A Study of Social Inclusion at the Panchayati Raj Institutions' with Indian Institute of Dalit Studies, Delhi, 2012
Economics Shri Chandan Singha	'Revisiting the Valuation of Soil Benefit of Watershed in Darjeeling, India', funded by South Asian Network for Development and Environmental Economics (SANDEE), Kathmandu. (www.sandeeonline.org)
Sociology Dr. Ravi Nandan Singh	'Social Science Teaching in India: An Inventory and Analysis of Current Curricular materials in Six North Indian Universities' Project supported by Sir Ratan Tata Trust, Mumbai (report accessible online: <a href="http://cscs.res.in/dataarchive/textiles/social-science-teaching-in-india.inventory-and-analysis-of-current-curricular.pdf">http://cscs.res.in/dataarchive/textiles/social-science-teaching-in-india.inventory-and-analysis-of-current-curricular.pdf</a> )
Hindi Dr. Harender Kumar	'Effective use of ICTs and other innovative ways to enhance learning in affordable private schools'.



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

- ❖ Faculty member Dr. Pallav Nandwana runs a literary Journal called 'Banaas Jan'. Editor: Palla; Advisory Board: Prof. Naval Kishore, Prof. Kashi Nath Singh, Dr. K. C. Sharma, Dr. Swayam Prakash and Dr. Durga Prasad Agarwal. The ISSN No.: 2231-6558.
- ❖ The Department of Sociology has for decades promoted students' ethnographic research. A select sample of the researches till 2000 used to be housed in the Central Library, subsequently they are housed in the department's library. For last five years the students have turned the Department's Magazine into an informal compendium of ethnographic research. The Department is keen on starting a students' journal of ethnography that would be first of its kind in its rigour and formal standards instituted through an editorial board and peer-reviewing.

3.4.3 Give details of publications by the faculty and students:

Details of publications by faculty are provided in Table 3.24 below.

**Table 3.24: Details of Publications by Faculty Members during the Last Four Years**

S.No.	Department	Paper Publication	Book/ Book Chapter	e- material	Conference/symposium/ talks	Summer/Winter School/ Workshops/Staff Training	Academic Posts	Orientation/Refresher Course	Books /Articles Reviewed	News paper Articles
1	Botany	24	04	09	06	10	01	02	--	---
2	Chemistry	54	57	33	53	19	31	08	02	--
3	Commerce	22	02	01	36	07	05	11	--	--
4	Economics	05	06	--	--	02	01	--	--	02
5	English	19	24	--	09	03	05	04	--	--
6	Hindi	78	40	06	66	02	07	05	06	03
7	History	10	24	02	12	01	05	03	01	--
8	Mathematics	11	01	--	05	03	02	--	01	--
9	Philosophy	12	23	16	41	07	02	02	03	01
10	Physics	16	--	--	10	--	03	01	--	--
11	Political Sc	11	15	--	06	--	01	--	04	04
12	Sanskrit	08	10	01	31	07	05	03	01	01
13	Sociology	05	03	01	19	04	--	04	07	--
14	Statistics	30	10	19	13	01	03	--	--	--
15	Zoology	18	02	02	21	17	05	02	01	--
	<b>Total</b>	<b>367</b>	<b>221</b>	<b>89</b>	<b>328</b>	<b>110</b>	<b>76</b>	<b>45</b>	<b>26</b>	<b>11</b>



### 3.4.4 Provide details (if any) of

- \* research awards received by the faculty
- \* recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally
- \* incentives given to faculty for receiving international recognitions for research contributions.

Table 3.25 provides details of awards and recognition received by faculty and Table 3.26 gives a list of faculty members involved with other prestigious associations in various capacities.

**Table 3.25: Awards and Recognitions Received by Faculty**

Faculty Member	Award	Year
<b>Mr. Kamal Nain</b>	Prof T.S.K. Moothathu Best paper Award, Kerala Statistical Association	2014
<b>Dr Loveleen Gupta</b>	Best Paper presented: T.S. Grewal award at SBSC, DU	2011
<b>Mr. Atul Gupta</b>	Best Paper presented at technical session: Sustainable environment, Vaish College of Engineering, Rohtak.	2003
<b>Dr Niti Bhutani</b>	Fellowship, Ronald Coase Institute, Philippines Workshop on Institutional Analysis	2008
	Goldhaber Travel Grant, University of Maryland, USA	2008
	Ann G. Wylie Dissertation Fellowship, University of Maryland, USA	2007-08
<b>Dr. Vijaya Sati</b>	Career Award for independent research work, UGC	1989-93
	Teacher Fellowship, University Grants Commission	
	Award by Uttar Pradesh Hindi Sansthan on the book 'Atmjayee Chetna aur Shilp'.	1980-82
<b>Dr. Rameshwar Rai</b>	Handpicked by the GOI as a member of delegation to participate in Vishwa Hindi Sammelan in Johannesburg, South Africa	1982
	Distinguished Teacher Award from University of Delhi. Award given by Former President Dr. A.P.J. Abdul Kalam	2009
<b>Dr. Harinder Kumar</b>	Best Associate NCC Officer Award	2010
<b>Dr. Pallav Nandwana</b>	District Level Republic Day Samman, Chittorgarh	2002
	'Yuva Sahitya Puskar' by Bhartiya Bhasha Parishad, Kolkata	2002
	Honoured by Dr Ghasiram Varma Sahitya Puskar sponsored by Prayas Sansthan, Churu, Rajasthan for his Literary Criticism.	2013
	Honoured by Achary Niranjana Nath Pratham Kriti Samman sponsored by Sambodhan Magazine, Rajsamand, Rajasthan For his Book 'Kahani Ka Loktantra'	2012
<b>Dr. Tapan Basu</b>	Distinguished Teacher Award from University of Delhi Award given by former President Dr. A.P.J. Abdul Kalam	2009
<b>Dr. Anju Srivastava</b>	31st Dr. S Radhakrishnan Memorial National Teacher and Media Award, given by Akhil Bhartiya Swatantra Patrakar Avom Lekhak Sangh	2015
	Best Posters entitled "Green Approach for Removal of Hazardous Dyes from Water using Low cost Adsorbents"; "Development of Potential Green Adsorbents for removal of Toxic Organic Dyes from Wastewater" and "Treatment of dyes using biosorbants with the purpose of managing pollutants wastewater and studying dye effects on Microorganisms" awarded at Conference on Green Methods and Techniques- Interdisciplinary Approaches", Gargi College, DU	2013



Faculty Member	Award	Year
	Distinguished Alumni Award given by Hindu College Old Students Association for distinction in Academics.	2011
	Distinguished Teacher Award from University of Delhi Award given by former President Dr. A.P.J. Abdul Kalam	2009
	Best Paper entitled "Green Chemistry: " Refresher Course in Environmental Sciences, conducted by ACS, JNU,	2007
	Best Paper entitled "Environmentally Adaptable Polymers" during three week Refresher course organized by Deptt. of Chemistry, DU	2001
<b>Dr. Reena Jain</b>	Best Posters entitled "Green Approach for Removal of Hazardous Dyes from Water using Low cost Adsorbents"; "Development of Potential Green Adsorbents for removal of Toxic Organic Dyes from Wastewater" and "Treatment of dyes using biosorbants with the purpose of managing pollutes wastewater and studying dye effects on Microorganisms" awarded at Conference on Green Methods and Techniques-Interdisciplinary Approaches", Gargi College, DU	2013
<b>Dr. Shankar Kumar</b>	Vice-Chancellor's Fellow, University of Delhi	2014
<b>Ms. Rachna Singh</b>	Charles Wallace Short Term Research Grant	2014-15
	Sanwa Bank Foundation fellowship, St. Stephens College	2000
	Savitri Prasad Memorial Prize., St. Stephens College	1999
<b>Ms. Suchitra Gupta</b>	Distinguished Alumni Award given by Hindu College Old Students Association for distinction as an Educationist and as an Artist.	2010
<b>Dr. K.L. Kapoor</b>	CRSI Best Teacher Award	2009
<b>Dr. Balram Shukla</b>	<i>The Maharshi Badrayan Vyas Samman</i> in recognition of substantial Contribution in the field of Sanskrit as a young Sanskrit scholar.	2013
<b>Ms. Ananya Barua</b>	Nominated for the Commonwealth Scholarship for doing split site Ph.D. at University College London.	2008
<b>Dr. Krishna M. Pathak</b>	GeschwisterSupp Scholarship, Faculty of Arts and Letters, University of Heidelberg	2009
	External Assessor, Insight Grants, Social Sciences and Humanities Research Council of Canada (SSHRC), Canada	
	Invited as a Visiting Professor by the School of Indological Studies, Mahatma Gandhi Institute, Moka, Mauritius, 2014	2013
<b>Dr. Archana Verma</b>	Commonwealth Scholarship, Canada for Ph.D.	1986
	President's stipend, Simon Fraser University, Canada	1988
	Simon Fraser University, Canada, Bursary Award	1994
<b>Dr. Devasia M Antony</b>	Awarded grade O (outstanding) in the residential course on <i>Philosophical Foundations of Advaita Vedanta</i> , Centre for Advanced Research and Indology, Veliyanad, Kerala (recognized by Mahatma Gandhi University, Kottayam, Kerala	2006
<b>Dr. Charu Kumar</b>	Shiksha Rattan Puraskar by India International Friendship Society, Delhi	2011
	Teaching Excellence award" in NUS, Singapore	2006
<b>Dr. Neha Kapoor</b>	Best Employee with Disability (Female) National Award 2014 from Ministry of Social Justice and Empowerment, Department of Disability Affairs.	2014
<b>Dr. Hemant Verma</b>	"Teachers Excellence Award" in Science and Life by University of Delhi	2014
<b>Dr. Anita Rajpal Dr. Balram Shukla</b>	Research Award UGC Young Scholar Award for independent research awarded once in a life time	2006-9 2014-15



**Table 3.26: Faculty Involvement with other Prestigious Associations**

Department	Name of Faculty	Editorial Board
<b>Hindi</b>	Dr. Pallav Kumar Nandwana	Editor – <i>Banaas Jan</i> , ISSN 2231-6558
	Dr. Harinder Kumar	Assistant Editor, <i>Kalpant Magazine</i> (1996-1998)
<b>Philosophy</b>	Dr. Ananya Barua	Advisory Member of editorial board of Harhi College, Lakhimpur, Assam.
<b>Physics</b>	Dr. Vivek Verma	Guest Editor, <i>J.Mat.Sci</i> .
<b>Sanskrit</b>	Dr. Anita Rajpal	Editorial Advisory Board, “Nature and Society”, International Bilingual Multi-Disciplinary Quarterly Research Journal, ISSN 2394-1340, Thar Indian Institution, Jaipur

### 3.5 Consultancy

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

From the perspective of the institution, the institute-industry interface has a strong bearing on the College’s intellectual capital. At our College, this aspect of grooming students occurs through the following ways:

- ❖ *Disha*, the Placement Cell, each year has been inviting several reputed companies and industries to share an interactive platform with the students. Regular visitors of the College have been RBS, Ernst and Young, Genpact, Viacom 18, Deloitte, CFBI, Grofers, SandP Capital IQ, Snapdeal, Teach for India, Bane and Co., McKinsey, Boston Consulting Co and others.
- ❖ Interaction with these companies includes organizing seminars, skill enhancement workshops, talks and industry/company visits to improve the job readiness of students.
- ❖ The Placement Cell also organizes various seminars related to resume’ writing skills, communication skills throughout the academic year especially for the final year and pre-final year students to help them prepare themselves better and to be in sync with the recruiters' demand.
- ❖ The College has a dynamic internship cell (*Abhyas*) which continues to benefit many batches of students.
- ❖ Four foreign language courses are being conducted in the College: Spanish, German, French and Russian.
- ❖ In addition, the College had initiated Add-on Courses on Green Chemistry, Computers for Electronics, Theatre, Media, which due to space crunch were suspended for a while. These will be initiated again soon.
- ❖ The alumni of the College work as a network and support initiatives of institute-industry interface.
- ❖ Visits to industry as part of course work are also undertaken.

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

- ❖ The College welcomes any such engagement and permission is granted such that teaching concerns are not hampered and financial accountability is transparent.
- ❖ Faculty members are involved in supervising 33 Ph.D. research work 6 M.Phil. Dissertations and a number of undergraduate and postgraduate research initiatives.



- ❖ The profiles of the faculty members with their areas of expertise are prominently displayed on the website and thus the College supports and stands by the veracity of the candidature of the individual faculty member.
- ❖ Faculty members visit a host of other institutions in the capacity of guest lecturers and the College does permit the practice.
- ❖ Faculty members are part of various editorial boards. A faculty member is serving on deputation at the Cluster Innovation Centre (CIC) of the university.

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

- ❖ Several faculty members are engaged in sharing their expertise in their respective fields by guiding undergraduate students in Innovation Projects, and M.Phil. and Ph.D. research.
- ❖ The College provides regular administrative, laboratory, financial and logistical support to faculty members for their initiatives.
- ❖ Faculty members are also working on their individual research projects funded by other agencies.
- ❖ Contributions by faculty through e-content, chapters in books, books, articles etc. are very prevalent.
- ❖ Our faculty members are on advisory boards/councils for expert guidance and support.
- ❖ The College extends full support to the faculty members going on prestigious assignments within the University such as, VC Fellowships, CIC, ILLI or outside the University. The administration has facilitated the movement of faculty members to institutions spread across the nation for their professional enhancement. The recently formed IQAC aims to further these contributions of the faculty in a more organized manner.

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

- ❖ Teachers of the College are primarily engaged in teaching and research. Their consultation focus has been broadly within the academic ambit and not necessarily directly in line with requirements of business houses or industry sectors. The College does not have a revenue model with respect to consultancy services.
- ❖ Hindu College has been actively engaged in extending assistance for community building beyond the four walls of the institution. The faculty members have been associating in areas of social empowerment by way of providing technical inputs, consultancies, talks, lectures, participation in various Programmes organized through concerned ministries and hosted by NGOs, international and national bodies etc.
- ❖ Faculty members have been sharing their intellectual, technical expertise both formally and informally with industry and other stakeholders. Over the years, some of these members have gained noteworthy appreciation for their contributions to society. Dr. Suroopa Mukherjee's work on the Bhopal disaster is a case in point. Many faculty members are spearheads in charting new curricula or providing technical advice for implementation of new methodologies in the curriculum. More details are given in Criterion 3.4.



- ❖ The College has housed many such faculty members who have been authorities in their areas, and have contributed to the reputation that the College enjoys.
- ❖ As such however, the College works in line with the University policies in this regard where no revenue generation is allowed.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

The College follows the policies of the University of Delhi in this matter.

### 3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighbourhood community network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The College is committed to the institution's presence in the immediate neighbourhood and the larger realm of social concerns. This is ensured by integrating community exposure into the routine practices of teaching and pedagogy. There are some students' organisations and societies entirely dedicated to such initiatives.

- ❖ **National Service Scheme (NSS):** NSS the long standing, country wide network of social service and outreach has contributed immensely through volunteering in community education Programmes, creating awareness drives, teaching underprivileged children through one to one kind of mentorship. The NSS unit of Hindu College works under the following wings: Education, Health, Environment, Disaster Management, Personality Development (Annexure 3.2).
- ❖ **National Cadet Corps (NCC)**  
Hindu College runs the Naval Wing of NCC since 2004. It aims to develop character, discipline, and the ideals of selfless service amongst the youth of country, to contribute to creation of organized, trained and motivated youth, to provide leadership in all walks of life and be always available for the service of the nation.
- ❖ **Enactus:** *Enactus* at Hindu College was established in 2014 and brings students, business and academic leaders together with the goal of improving the quality of life and standard of living of people in need, through the positive effects of business. It is actively engaged in its project *Shreshth*. The society identified women of Badli Industrial Area, Delhi and helped them become self-reliant by acquiring the skill of making incense sticks. This was done by tying up with the Khadi Department, MSME, GOI. It is now helping the women set up their business of making and selling incense sticks.
- ❖ **Women's Development Cell (WDC):** The Women's Development Cell (WDC) of Hindu College has been functioning since 2006. It attempts to sensitize the student and teaching community on issues relating to gender discrimination, women's rights and empowerment. In the past, it has successfully organized Programmes on female foeticide, sexual harassment, besides organizing self-defense workshop in association with Delhi Police. The Cell endeavours to involve both male and female students in its information dissemination and sensitization activities, so as to foster a healthy dialogue based on mutual trust, respect and co-operation.



- ❖ **Panchtatva – The Environment Society:** Established in 2005, *Panchtatva* brings awareness among students as well as the College staff about the environment and its protection. Amongst its committed activities are the paper collection drive during the student elections (pamphlets, posters etc.) and donating the collected paper to an NGO for blind students, tree plantation drives in and outside the campus, and anti-smoking campaign in association with the World Lung Foundation.
- ❖ Another illustration of institution-neighbourhood and community network in the College can be found in the activities of the Dramatics Society, *Ibtida*. *Ibtida* on an average has more than a dozen stagings of street theatre every year on various social concerns ranging from gender discrimination to corruption. The theatre group also participates in motivating target groups with regard to specific social initiatives. In August 2015, they were invited by the Rajasthan Government to create awareness about youth training and skill building Programmes of the state across several villages.
- ❖ Over the years the College has worked in coordination with the affiliating university and the state and the central government. For instance Delhi University's initiative of a students' train (*Gyanodaya*) to different parts of the country for mutual interaction and learning was actively taken up by students and faculty members.
- ❖ The cleanliness drive launched by the central government has also been enthusiastically supported through participation of students and faculty members by keeping the campus and its environs clean through regular drives.

Table 3.27 gives a broad overview of some of these activities.

**Table 3.27: Overview of Extension Activities**

2015 till date
<b>NCC</b> <ul style="list-style-type: none"><li>• This year 13 Cadets have become eligible for their 'C' Certificate Examination. In all 14 cadets were enrolled for 'B' certificate II year and 20 for 'B' Certificate in I year against the total strength of 47. In the swimming Camp held at Chanakyapuri, New Delhi, Cadet Kajal Khari bagged the Gold Medal in the scuba diving competition. Cadets were selected for the Republic Day Camp; Prime Minister's Rally, Naval Tableau, all India Nau Sainik Camp and led the Delhi contingent.</li><li>• 23 Cadets participated in combined Annual Training Camp at Mookerjee Nagar, Delhi.</li><li>• 6 Cadets (5SD) and 1 SW participated in the Republic Day Camp, 2016.</li><li>• 16 Cadets participated in swimming camp, 2015 at Chanakyapuri, New Delhi.</li><li>• 4 Cadets participated in PM's rally 2016.</li><li>• 3 Cadets participated in Nau Sena Camp in Karwar, Karnataka.</li></ul>
<b>NSS</b> <ul style="list-style-type: none"><li>• Volunteers acted as readers and scribes for visually impaired students in exams.</li><li>• Celebrated <i>White Cane Day</i> on 15 October 2015.</li><li>• Worked with the NGO Save the Quest for the welfare of the visually impaired</li><li>• Participated in <i>Swachh Bharat Abhiyan</i> initiative on 2 October 2015.</li><li>• Conducted orientation/sensitization Programme by DNipCare (Delhities National Initiative in Palliative Care)</li><li>• Field trips to study the works of NGOs like Akshaya Patra Foundation, Goonj, etc.</li><li>• Collected essential amenities for J&amp;K flood victims, Rohingya and Assam refugees.</li><li>• Conduct tuition classes in college for the children of staff.</li><li>• Conduct classes at Gandhi Ashram for students of I-V standard.</li><li>• Small trips organized around the city for the children of the College staff.</li></ul>
<b>PANCHTATVA</b> <ul style="list-style-type: none"><li>• Plantation Drive across North Campus on 13 August 2015.</li><li>• Workshop by 350 organisations on the topic "Climate change and its implications" on 2 September 2015.</li><li>• Participated in Ozone Day debate at Delhi Secretariat on 16 September 2015. Both our participants stood 1<sup>st</sup> and 2<sup>nd</sup> respectively.</li><li>• Paper recycling workshop at Delhi Secretariat on 18 September 2015.</li></ul>



- Participated in People's Climate March, JantarMantar on 20 September 2015.
- Organized the 'Say no to crackers movement' from 19-22 October 2015. Performed street play at Talkatora Stadium, India Gate, Amity School, Connaught Place and Kamla Nehru College.

#### ENACTUS

- Mentorship Session at KPMG was organised in January 2015.
- Stall put up to sell incense sticks made by our beneficiaries, along with our partner NGO Aanchal Akhil Bhartiya in February 2015.
- *Enactus* Hindu won the third position at the *Enactus*-Walmart Special Competition, held in July, 2015 at Leela Ambience, Gurgaon.
- The team will now receive a prize of Rs.40,000/-, which will be awarded for *Project Shreshth*.

#### 2014-15

##### WDC

- Self defence workshop in association with Delhi Police; debate competition on "Reservation of seats for women in Parliament is a step towards privileging women, not towards equality"; panel discussion with Dr. Tripta Wahi and BJP Spokesperson Ms. Meenakshi Lekhi.
- Session on Child trafficking in association with NGO Shaktivahini.
- Play on titled Voices of Men organized in collaboration with the NGO MenEngage The multimedia play by Ben Atherton-Zeman dealt with burning issues such a sexual assault, domestic violence and ate rape.
- Speaker session on "Demystifyig Masculinities and Femininities" speakers-Kamla Bhasin and Karen Gabriel.
- Speaker session "Freedom of Choices in Marriages"; Interaction with Dr. Tripta Wahi, Ms. Kavita Krishnan

##### NCC

- 20 new Cadets were selected and 14 Cadets were enrolled for 'B' certificate II year against the total strength of 34.
- 12 Cadets participated in the swimming camp held at Chanakyapuri, New Delhi, where Cadet Biswajeet Sarkar bagged the Gold Medal in the swimming competition. He was also awarded the best overall Cadet amongst SD Cadets. 22 Cadets participated in combined Annual Training Camp at Bakkergarh, Delhi. Our College bagged the "Best College" trophy. Our Cadets also presented a play "*Aaj Ka Samaj*" in CATC.
- Unity march organized on 31 Oct, 2014 in the College premises.

##### NSS

- Special sessions with Goonj founder Anshul Gupta and Youth Alliance founder Prakhar Bhartiya were organized for the personal development of the volunteers.
- Children of college staff are taught after the College hours every day. Besides, at Gandhi Ashram underprivileged children are taught thrice a week. NSS helps in boosting the creativity and imagination of children. The children were also taken to science museum.
- Blood donation camp in collaboration with AIIMS blood bank. 2 free medical camps were organized in Kabir Nagar and Gandhi Ashram slums. A breast cancer awareness Programmeme and a free medical check-up for adolescent girls were also organized by the NSS.
- Assistance given to the blind students in reading and writing.
- NSS visited Akshaya Patra branch in Vrindavan, which provides mid-day meal to various government schools. NSS volunteers also participated in "*Shramdan*".

##### PANCHTATVA

- Demonstration of a traditional /martial Chau Dance of Purulia, concerning restoration of India's cultural heritage.
- Plantation drive wherein herbal plants were planted in the College vicinity.
- Active participation in a marathon and cultural events concerning tiger protection that was conducted by the Shivani Wazir Pasrich production on 30 September 2013.
- Seminar and workshop on the preparation of scientific and eco friendly plantation materials.
- Presentation of a skit at the CMS VATAVARAN event 1February 2014 .

##### ENACTUS

- Participated in *Enactus* National Competition at The Taj Lands End, Mumbai in July 2014.
- Launched *Project Shreshth* in September 2014. The project is targeted at integrating government schemes and infrastructure with our knowledge of business to inculcate entrepreneurship skills among women living in lower middle class families in Badli Industrial Area. These women were helped to acquire the skill of making incense sticks by tying up with the Khadi Department of the Ministry of Small and Medium Enterprises, GOI. We are now helping them set up their business of making and selling incense sticks.
- Recipient of the Walmart Women's Economic Empowerment Grant in November 2014.  
*Enactus*-Hindu College won the grant for Rs. 20,000/- under Walmart Women's Economic Empowerment Project Partnership 2014-2015 and third position at *Enactus* – Walmart Special Competition held at *Enactus* India National Competition 2015.



#### 2012-13

##### WDC

- Self-defence workshops in association with Delhi Police.
- Performance in street plays on women and gender based violence in several colleges as part of a group called “Be The Change” in collaboration with NGO Jagori which conducts studies and campaigns on how to make the city safe for women.
- A film on contesting masculinities called “When Their Friends Met” by the eminent film and documentary maker Rahul Roy.
- WDC held its first annual fest *Swabhiman* 2014 on 6, 7 and 8 March 2014. The three day fest comprised of a plethora of events which aimed at creating awareness about women empowerment and were met by an enthusiastic response by the student community.

##### NCC

- The College unit celebrated “*Shaurya*”; drill and Best Cadet competition were organized.
- 20 Cadets qualified for ‘B’ certificate and 16 cadets for ‘C’ certificate.
- In all 25 Cadets were enrolled for ‘C’ certificate and 18 for ‘B’ certificate against the total sanctioned strength of 43.
- 13 Cadets participated in the national integration camp in June 2013 and won various prizes in the activities like debate and discipline, during the camp. 20 cadets participated in the swimming camp held at Chanakyapuri, Cadet Captain Shewta Singh marched out on behalf of Delhi contingent in Prime Minister’s rally on 28 January 2014.
- Senior Cadet Captain Shewta Singh and Cadet Captain Praveen Kumar Roshan won the ‘Best Cadet Award’ of the College in SW and SD categories. Cadet Praveen also awarded DGNCC recommendation in 2013.
- A total of 34 cadets participated in Combined Annual Training Camp at Mukherjee Nagar, Delhi. Our college bagged the ‘Best College’ trophy.
- Five cadets from the College unit participated in Naval exhibition in Prime minister rally. As one of the big achievement, Cadet Ravi Kaushik was selected as Commissioned Officer and joined training at Naval Academy, Azimla.
- *Shourya Divas* was observed in October in the memory of Shaheed Capt. M.M. Mulla, Indian Navy.
- A play ‘Court Martial’ was performed by *Asmita* group, under the able direction of Shri Arving Gaur.
- 23 January, the birth anniversary of Netaji Subhash Chandra Bose, was celebrated by organizing a Kavi Sammelan where Shri Gajendra Solanki recited the poems. The *Sammelan* was presided over by Dr. Harish Naval.
- The College started “*Arihant*”, the annual festival of the NCC wing in 2013.

##### NSS

- Three medical camps were held at Kabir Nagar and Bhalaswa Slums, benefitting over 700 slum-dwellers.
- Two blood donation camps in association with RML and Blood Connect. Two films on socially relevant issues, ‘Motorcycle Diaries’ and ‘Even the Rain’ were screened.
- Rakhi celebration in Kabir Nagar slums.
- Blanket donation carried out in association with NSS Miranda House at Kashmiri Gate.

##### PANCHTATVA

- *Cycle Rally* was held on 5 February 2013.
- *Ozone Day* was celebrated on 16 September 2012.
- Students went on excursion to Asola Wildlife Sanctuary on 9 December 2012.
- Extempore Competition was organised on 19 January 2013.
- Collaboration with World Lung Foundation.

#### 2011-12

##### WDC

- Participation in the annual WDC events in several colleges of the University.
- Participation in the forum discussions and security audits conducted by “Jagori” – a Delhi-based NGO which works on preventing sexual harassment of women.

##### NSS

- In August, October, November, January free medical camps organized in collaboration with NGO Aarohi at Lalbagh, Bhalaswa slums.
- Blood Donation Camp in collaboration with AIIMS Blood Bank was organized on 21 September, 2011. The event saw collection of 150 units of blood.
- Free Medical check-up for staff of College in collaboration with METRO Hospital was organized on 14 October 2011.



- Tree plantation Programmeme in the campus, under the guidance of experts of WWF to celebrate International Year of Forest, was organized on 15 October 2011.
- Nature Walk was held at Ridge under the guidance of eminent environmentalist to study the flora and fauna of the forest on 20 October 2011.
- Book Fair in collaboration with 'Goonj' at College where students donated used books as well as could buy books and handicraft goods (eco-friendly items) at reasonably low prices; was organized on 20 October 2011.
- Orphanage hour visit at Arya Orphan Home, Daryaganj was paid on 20 October 2011; when sweets, gifts and books were distributed to 100 inmates.
- A ten-day clothes donation drive was carried out on 20-30 October 2011; and collection was given out to the needy at various points in the Capital.
- Daily Teaching Programmeme held with children at Akansa Centre, Pratap Nagar. Also, many volunteers conducts reading and writing assistance for visually-challenged students.

#### NCC

- 17 Cadets qualified for 'B' certificate and 7 Cadets for 'C' certificate.
- Camps attended at Paschim Bengal, Vishakhapatnam, Mumbai and Delhi.

#### PANCHTATVA

- Talk by Dr. Sahoo, first Indian visiting Antarctica, and screening of "The Inconvenient Truth"
- Seminar on "Diseases Prevalent Due to Degraded Environment", followed by a session by NGO "I-Dream" on Climate Change, Global Warming and Deforestation.
- Participation in Yamuna Clean Rally with a resolve to keep Delhi Clean by having a hand in Cleaning Drive in nearby Campus Area.
- Collection of electoral posters, pamphlets during Student Elections for recycling. Various bins to dispose biodegradable wastage setup at key points in the College In an endeavour to make Delhi University "Tobacco Free Zone", conducted a survey to analyze the level of tobacco consumption among collegians.
- Seminar on Climate Change and its Causes by Anoop Punia, National Coordinator, IYCN, a youth led voluntary organization. Talk by Dr. Ms. Iqbal Malik, Director 'Vatavaran', Declamation and Painting Competition, in collaboration with DUSFI on the topic 'Tobacco Route: Journey To Death'.

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

- ❖ All societies in the College are convened by faculty members. This ensures an interactive environment for both students and the faculty members to think democratically towards presentation and participation in any Programmeme that is eventually conducted.
- ❖ The finances of the societies are run through the College's office to ensure transparency.
- ❖ The College also publishes its magazine annually where students and faculty members contribute and the editorial board has a healthy mix of both students' representatives and that of faculty members.

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

- ❖ The faculty members seek and integrate opinions of students in their teaching plan as a routine feature of imparting training in a mutually helpful way.
- ❖ There is also a provision for the institution to learn about students' opinions and grievances through feedback forms.
- ❖ The administration including Principal's Office has an open-door policy of regarding any feedback, grievance or suggestion.

### 3.6.4 How does the institution plan and organize its extension and outreach Programmes? Providing the budgetary details for last four years, list the major extension and outreach Programmes and their impact on the overall development of students

The Programmes are convened by respective faculty in-charges with due administrative support. Table 3.28 provides budgetary details of NSS and NCC.



**Table 3.28: Budgetary Details of NSS and NCC**

	2014-15	2013-14	2012-13	2011-12
NSS	Rs.74,900/-	Rs.74,860/-	Rs.66,300/-	Rs. 63,400/-
NCC	Rs.1,11,750/-	Rs.1,12,350/-	Rs.98,740/-	Rs.94,570/-

**3.6.5** How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other national/ international agencies?

- ❖ The participation is ensured through regular channels of enrolment, registration and observance of guidelines of units like NSS and NCC.
- ❖ The NSS and the NCC balance creatively the requirements of both affiliating institution, for example, Indian Navy is the parent institution for the NCC of college, and that of students who work as participants, taking care of their safety and security.
- ❖ It is through this sustained effort that the NSS, with respective Teachers in charge and generations of students, has built a network of trusted contribution with communities in the College's surroundings.

**3.6.6** Give details on social surveys, research or extension work (if any) undertaken by the College to ensure social justice and empower students from under-privileged and vulnerable sections of society?

- ❖ The Central government provisions are followed and awareness drives are taken up from time to time, for example with respect to anti-ragging, and sexual harassment.
- ❖ The College faculty have personalised contact discussions with students over questions of stress and coping, showing institutional alertness and empathy.
- ❖ The College creates a common data pool of applicants who seek scholarship and fee concession and through administrative review, grants are provided every year. There are a number of scholarships, Students Aid Fund (SAF), PwD fee concessions and further consideration of fee waiving on case by case basis.
- ❖ The College also has a very reasonable fee structure compared to other similar institutions of the city and even that of the affiliating university.
- ❖ The College has a provision of remedial classes for students with special requirements and for learners who may have difficulty with comprehending the English language and certain accents.
- ❖ *Ankur*, the society dedicated to the differently abled has its presence beyond the physical walls of the College's campus.

**3.6.7** Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated

- ❖ Reviews are brought forth by students themselves in different fora ranging from classroom to college and departments' magazines. Various plays, discussions, performances, advocacy that students organise are built with the enthusiasm of what they have learnt in the classroom with the exposure of teaching and course content.
- ❖ A strong sense of involvement inside the classroom and outside the classroom requires that students get to know their peers who come from diverse backgrounds. This results in a certain blending and camaraderie.



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

- ❖ NSS has been instrumental in creating networks with underprivileged communities in and around the campus.
- ❖ The College also hosts open house Programmes that are popular amongst community members and are eagerly received. For example, the College has organized 'Art of Living' workshops over the years and has found tremendous participation from the community members who use the opportunity for their spiritual development.
- ❖ The College works in association with the Gandhi Bhawan, Usha Ganguli Shishu Vihar and DUWA for various social welfare initiatives of underprivileged children.

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

- ❖ There is keen involvement of students and faculty members in 'Balwadi' (creche) of the University where children of construction workers are taught. The College also has pledged support to humanitarian organizations (Rotary and Lions) and under that pledge supports blood donation camps and similar other initiatives on a regular basis.
- ❖ An orphanage hour visit was organized at Arya Orphan Home at Daryaganj where our NSS volunteers interacted with about 100 inmates distributing sweets, gifts and books to them
- ❖ Free Medical Camp was also organized along with Aarohi at Lalbagh. In this the NSS unit of Hindu College provided free treatment and free medicines to poor slum dwellers. In fact, the monthly event of the Free Medical Camp was a huge success.
- ❖ The College collected essential amenities for J&K flood victims, Leh victims, Rohingya and Assam refugees.

**3.6.10** Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years

- ❖ The Hindu College wing of *Enactus*, won a prize as a part of the Walmart Women's Economic Empowerment Programmememe in October 2014. The prize was allotted to the team for their *Project Shreshth*.
- ❖ *Ibtida*, the dramatics society of the College apart from winning innumerable awards and recognitions also performed in various villages and districts of Rajasthan in 2015, sponsored by Hari Om Shakti Foundation, encouraging the unskilled youth to join College of Security Studies for youth mobilization. The places included Alwar, Neemrana, Bhiwadi, Bansoor, Thanagazi and various other villages near Alwar.
- ❖ NCC wing of the College bagged the 'Best College' Trophy. Four cadets won gold medals for various activities like ship modelling, cultural activities etc.

### 3.7 Collaboration

**3.7.1** How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives – collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

- ❖ The Institution has collaboration with the National University of Singapore, Singapore for faculty and student exchange. The student exchange has been going on successfully.



So far, 7 students have visited the College to study for one semester each in courses such as, Political Science, History, Zoology, Sociology.

- ❖ A World Bank sponsored project of Kabul University - Delhi University Exchange Programmeme was initiated in 2010 wherein faculty exchange took place. Our faculty visited Kabul University for on-site design of curriculum and hosted their faculty for training.
- ❖ A faculty member of the Statistics Department of the College was one of the Resource Persons for the DU – KU Mathematics Programmeme, which was a part of the Kabul University and Delhi University Partnership Programmeme towards Strengthening Education Programmeme (SHEP) in Kabul University, funded by the World Bank. Another faculty member was Professor of Statistics in the Department Applied Staistics, Debub University, Awassa, Ethiopia on UNDP Teaching Assignment from 20 October 2004 till 16 August 2005.
- ❖ The faculty members of the Chemistry Department of the College are members of the core group of *LEADearthSHIP - A TERI Tetra-Pak Initiative*. The Programmeme is for undergraduate and postgraduate students and focuses on business and sustainability. Two students have been selected as *LEADearthSHIP* fellows for the Programmeme.
- ❖ The Science departments of the College have built a successful collaboration with NII called NII-Hindu College *Science Setu Programmeme*, aiming at addition and improvization of research techniques for the benefit of students and teaching faculty. Students get hands-on experience in the research laboratories of NII scientists, during their internship modules.
- ❖ Hindu College has received special grants from various agencies including the prestigious *Star College Scheme* sponsored by the Department of Biotechnology (DBT), Government of India, to equip the science departments with latest machines, chemicals, computer peripherals and laboratory equipment, to upgrade the research facilities.
- ❖ The students and the faculty are actively pursuing their research initiatives via the various Innovation projects, granted by DU.
- ❖ Some faculty members have also been granted the permission to have independent set up in terms of research laboratories and research fellows.

**3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution**

- ❖ The College has signed an MoU with the National University of Singapore, Singapore from 2011 onwards for a student and faculty exchange Programmeme. Under this MoU, students from NUS have been spending one semester each academic year. Their interest areas range from History to Political Science to Zoology. Under this scheme our students will be sent to NUS too. Also, very soon faculty exchange will take off.
- ❖ The College is a Core group member of the *LEADearthSHIP –TERI Tetra-Pak Youth Initiative Programmeme* of TERI. This youth Programmeme for undergraduate and postgraduate students focussing on business and sustainability aims



to be the springboard for future youth leaders who have their world views deeply rooted in sustainability, ethics and innovation.

- ❖ In its first year, the College is hosting students from University of Heidelberg, Germany and UBC, Canada through the affiliating university's MoU with the respective universities. This has helped students of all participating universities.
- ❖ In the World Bank sponsored project of Kabul University - Delhi University Exchange Programmeme was the College's faculty devised curriculum on site and the College hosted their faculty for training.
- ❖ The College offers foreign language courses through MoUs and joint collaboration with well known institutions such as Goethe Institute, Max Mueller Bhawan for German; Instituto Cervantes for Spanish, Alliance Francaise de Delhi for French and Department of Slavonic and Finno-Ugrian Studies for Russian.
- ❖ The College has signed an MoU named *Science Setu Programmeme*, with the National Institute of Immunology and Department of Science and technology in 2014 onwards for students and faculty exchange Programmeme. Under this MoU, students from Hindu College have been doing summer and winter laboratory training in each academic year. Under this scheme our students also attended various workshops and satellite Programmemes associated with it like Scientific poster making, essay writing and popular lecture series.

**3.7.3** Give details (if any) on the industry-institution-community interactions that have contributed to the establishment / creation/up-gradation of academic facilities, student and staff support, infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

- ❖ As a result of industry-institution interaction, several placements and internships have been done over the past years.
- ❖ Students and faculty through interaction with the industry are made aware of the latest in the various fields.
- ❖ Facilities like recycling of paper have been enabled through collaboration with the NGO Jagriti.
- ❖ Several workshops have been organized by the College in association with industries to provide academia-industry interface platform for the students.
- ❖ The Industry is helping in a significant way in the infrastructure expansion project of the College.
- ❖ The alumni are also contributing in the construction of the new academic block and the Girls' hostel.
- ❖ The alumni have periodically donated to their respective departments, objects like air-conditioners, water coolers, computers, books, etc.

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

The College regularly invites persons of eminence to share their ideas with students. An indicative list of eminent speakers is provided in Table 3.29. Annuxure 3.1 carries the comprehensive list of eminent speakers over the past five years.



**Table 3.29: Indicative List of Eminent speakers (Complete List in Annexure 3.1)**

Department	Eminent Speaker	Year
<b>Founder's Day</b>	Smt. Smriti Zubin Irani, (Minister, HRD)	2015
	Shri P A Sangama, Former Lok Sabha Speaker	
	Dr. Krishna Swamy Kasturirangan, Head ISRO	2014
	Dr. Shashi Tharoor, MoS, HRD	2013
	Shri Arun Jaitley, (MP)	2012
	Dr. A.P.J. Abdul Kalam, Former President of India	2011
<b>Botany</b>	Dr. Anita Kamra Verma, Associate Professor, Kirori Mal College, University of Delhi	2010
	Dr. Alok Arun, Algal genetesisist Pierre and Marie Curie University Paris, France	2011
	Dr. V.C. Kalia, Scientist E, Environmental Biotechnology Institute Genomics and Integrated Biology	2014
	Dr. Y. Singh, Scientist E, Environmental Biotechnology Institute of Genomics and Integrated Biology	2015
	Dr. Alok Arun, Assistant Professor, Department of Biotechnology, Inter American University of Puerto Rico, USA.	2015
	Dr. Anita Kamra Verma, Associate Professor, Kirori Mal College, University of Delhi.	2015
	Dr. Gyan Prakash Sharma, Assistant Professor, Department of Environmental Studies, University of Delhi.	2015
<b>Chemistry</b>	Prof. D.S. Rawat, Department of Chemistry, University of Delhi	2015
	Prof. K. Sreenivas, ICT Professor, NUEPA, Delhi	
	Prof. R Parthasarathy (Retd. IAS), Hon.Advisor Govt.of Gujarat Corpn.	2014
	Prof. Gurmeet Singh, Head, Department of Chemistry, University of Delhi	
	Dr. C.S. Arora, Senior Consultant, MHRD	2013
	Dr. Rajeev Gupta, Associate Professor, Department of Chemistry, DU	2012
	Prof. Mihir K. Chaudhuri, Vice Chancellor, Tezpur University, Assam	2011
Prof. A.K. Bakshi, Head, Department of Chemistry, University of Delhi	2010	
Prof. A. K. Ganguli, Department of Chemistry, IIT Delhi		
<b>Commerce</b>	Prof.J. P. Sharma, Head and Dean Department of Commerce	2010
	Dr. Vipin Khurana,IIT Delhi, IBS Gurgaon	2014
<b>Economics</b>	Prof. Jayati Ghose, JNU	2014
	Prof. Ritika Khera, IIT Delhi	2013
	Prof. Sukhpal Singh, IIM, Ahmedabad	2010
<b>Hindi</b>	Prof. Ramdhari Singh Diwakar, Noted Novelist, Patna	2015
	Prof. Namvar Singh, Senior Critic, Delhi	
	Smt. Mridula Garg, Sahitya Academy Winner- Novelist, Delhi	
	Prof. Kedarnath Singh, Sahitya Academy Winner- Poet, Delhi	2014
	Shri Ibbar Rabbi, Noted Poet, Delhi	
	Prof. Asghar Wajahat, Noted Dramatist, Delhi	
	Jb. Asad Jaidi, Noted Poet, Delhi	2013
	Shri Manglesh Dabral, Sahitya Academy Winner-Poet, Delhi	
	Shri Gulzar, Eminent Film Director and Poet, Mumbai	
	Shri Om Thanvi, Editor, Jansatta, Delhi	2012
Prof. Kashinath Singh, Ex. HOD, Hindi, BHU,Varanasi		
Prof. Takeshi Fujui, Tokyo University, Japan		
Dr. Gobind Prasad, Eminent Poet	2011	
Prof. Ashok Vajpeyi, Ex. VC MGAGVV, Wardha		
<b>Mathematics</b>	Prof. B.K. Dass, Dean, Faculty of Mathematical Sciences	2012
	Dr. C.S. Lalitha, Associate Professor, Deptt of Mathematics, DU	2013
	Prof. S.C. Arora, Former HOD, Department of Mathematics, DU	2011
	Dr. Parasar Mohanty, Associate Professor, IIT Kanpur	
<b>Philosophy</b>	Dr. Rainer Ebert, Rice University, Texas	2015
	Prof. V. Sanil, IIT, Delhi	2014
	Prof. Dhruv Raina, JNU	
	Prof. Daniel Ravel, University of Tel Aviv, Israel	2013
	Prof. Peter McLaughlin, University of Heidelberg	2011



Criterion-III: Research, Consultancy and Extension  
Self-Study Report - 2016

Department	Eminent Speaker	Year
<b>Physics</b>	Prof. Patrick Dasgupta, Department of Physics and Astrophysics, DU	2015
	Dr. Govind, Senior Scientist, National Physical Laboratory	2014
	Prof. S.C. Garg, Professor, IGNOU	
	Prof. K.L. Chopra and Prof. K. Thyagarajan, IIT Delhi	2012
	Prof. T.R. Sheshadri, Department of Physics and Astrophysics, DU	
<b>Political Science</b>	Mr. Ashutosh Kumar, National Spokesperson, Aam Admi Party	2015
	Ms. Rajni Abbi, Mayor, Delhi, Member BJP.	
	Captain J.N. Nishad, MP, Lok Sabha	2014
	Prof. Aditya Nigam, CSDS, Delhi	2013
	Prof. Rajeev Bhargava, CSDS, Delhi	
	Prof. Javed Alam, Chairman, ICSSR	2012
<b>Sanskrit</b>	Dr. Surya Prakash Kapoor, Independent Scientist, Delhi	2015
	Prof. D.P. Agrawal, Ex Director, UPSC	
	Dr. Ela Ghosh, Formerly Principal, Rajkiya Mahavidyalaya, Katani, Jabalpur	
	Dr. Dharma Pal, Ex Pro Vice Chancellor, Gurukul Kangri Vishwavidyalaya, Haridwar	2014
	Dr. Pushpa Dikshit, Govt. Kanya PG College, Bilaspur	2013
	Prof. Dipti Tripathi, Director National Mission for Manuscripts, Delhi	
	Prof. Brij Bihari Chaubey, Professor Emeritus, University of Punjab, Hoshiarpur	2012
	Prof. Hari Dutt Sharma, Head, Department of Sanskrit, University of Allahabad.	2012
	Prof. Navjyoti Singh, Head, Centre for Exact Humanities, NIIT, Hyderabad.	2012
Prof. Radha Vallabh Tripathi, Vice Chancellor, Rashtriya Sanskrit Sansthan	2012	
	Prof. Ram Karan Sharma, Ex Vice Chancellor, Sampurnanand University, Varanasi	2011
<b>Sociology</b>	Shri Rahul Roy, Documentary Film Maker	2015
	Shri Vishwajyoti Ghosh, Political Cartoonist	
	Prof. Satish Deshpande, Head, Department of Sociology, Delhi University	2014
	Ms. Nivedita Ghosh, Faculty, JMC	
	Prof. Shail Mayaram	2013
	Dr. Yogesh Atal, UNESCO	2011
	Prof. J.P.S. Uberoi, Department of Sociology, Delhi University	
	Dr. Mary John, CWDS	
<b>Statistics</b>	Dr. Yashpal	2014
	Dr. Subramanian Swamy	2013
<b>Zoology</b>	Dr. Kshipra Misra, Senior Scientist, DIPAS, Ministry of Defence, Delhi	2015
	Dr. Subeer Mazumdar, Senior Scientist, NII	
	Dr. Shibnath Mazumdar, Professor, Department of Zoology, University of Delhi	
	Dr. S.D. Biju, Professor, Department of Environmental Sciences, University of Delhi	
	Dr. Yogita Adlakha, Scientist, NBRC	
	Prof. Ruplal, Professor, Department of Zoology, DU	2014
	Dr. V. C. Kalia, Environmental Biotechnology Institute of Genomics and Integrative Biology	
	Dr. Y Singh, Scientist F, Environmental Biotechnology, Institute of Genomics and Integrative Biology, DU	
	Prof. Alok Bhattacharya, Professor, JNU	2013
	Dr. Shibnath Mazumdar, Associate Professor, Department of Zoology	
<b>English</b>	Shri Sudeep Sen, poet, translator, artist, and editor	2015
	Shri Chandras Choudhury, Author	
	Dr. Varavara Rao, Telugu poet	
	Dr. Suvir Kaul, University of Pennsylvania	
	Ms. Ros Schwartz, award-winning literary translator	2014
	Dr. Ania Loomba University of Pennsylvania	
	Sonya Surabhi Gupta, Jamia Millia Islamia,	2013
	Dr. Geeta Patel, University of Virginia	
	Shri Tenzin Tsundue, Tibetan poet	
Davide Ferri, Musician		
	Prof. Furrugh Khan, LUMS, Lahore	2012
	Dr. Vijaya Venkataraman, Deptt. Of Germanic and Romance Studies, DU	
	Dr. Leela Gandhi, University of Chicago	
	Dr. Varavara Rao, Telugu poet	2011
	Prof. Susan Vishwanathan, JNU	



Department	Eminent Speaker	Year
History	Prof. Salil Mishra, Historian and Dean, Academic Services, AU	2015
	Prof. Mridu Rai, Trinity College Dublin	2014
	Prof. Himanshu Prabha Ray, National Monuments Authority	2013
	Prof. R.S. Sharma, and Prof. K.M. Shrimali, Delhi University Prof. Irfan Habib, Aligarh Muslim University	2012
Mecca-College Festival	Jb. Javed Akhtar	
	Dr. Romila Thapar	
	Dr. Kunal Chakrabarty	
Others	Shri Arvind Kejriwal, CM Delhi	2014
	Ms. Minakshi Lekhi, MP	2014
	Prof. Dinesh Singh, Vice Chancellor, DU	2014
	Jb. Najeeb Jung, Lt. Governor of Delhi	2014
	Shri Karan Singh, MP	

**National Seminars/ conferences --** Please refer to Criterion 3.1.

**3.7.5** How many of the linkages/collaborations have actually resulted in formal MoUs and agreements? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated - a) Curriculum development/enrichment; b) Internship/ On the-job training; c) Summer placement; d) Faculty exchange and professional development; e) Research; f) Consultancy; g) Extension; h) Publication; i) Student placement; j) Twinning Programmes; k) Introduction of new courses; l) Student exchange; j) Any other



## **CRITERION-IV: INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 Physical Facilities**

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

- ❖ Creation and enhancement of infrastructure is an ongoing process in the institution. Even though the College has been in the present location for more than sixty years, it is able to cope with pressures of the modern requirements of a teaching-learning institution. In envisaging and preparing for future requirements, the College has in place a “Vision document 2020”. The Governing Body of the College takes an effective and proactive stand in raising resources for College development and major infrastructural projects.
- ❖ The foremost consideration while enhancing infrastructure in the College, has been to see that it is optimally functional, and that it meets the present requirements of the students and staff of College, while being future-proof as far as it can be envisaged. Efforts are being made to maximize the use of ICT to make the campus user friendly for persons with disabilities, to enhance the physical, mental and emotional well-being of students as well as to accentuate their learning experience. To achieve these ends, considerable brainstorming is done between the Principal and the various Staff Council Committees. A UGC-mandated Building Committee consisting of the Principal, Governing Body Representative, University Representatives to the Governing Body, two Teacher Representatives, a CPWD engineer and an architect, has been constituted to prioritize and optimize the development process so that it is best suited for the constituents of the College. Following consensus, the College-appointed certified architect is entrusted with the task of planning the structural elements and overseeing the process of construction. Adequate safeguards are built into the process by the appointment of a qualified structural engineer who is required to give a day-to-day account of any construction taking place. The whole process is made as transparent and clear as is possible by following all the laid-down procedures and norms.
- ❖ In keeping with the national need for a massive expansion of the country’s educational infrastructure, the too College believes that to fulfill its founding fathers’ vision of providing holistic and value-based education to people from all walks of life, there is a need to expand its facilities. Towards this end, there has been continuous upgradation of the facilities in the College that provide for the conduct of seamless learning and administrative working and a number of infrastructural changes are in the pipeline. The latter would address the need for more space/classrooms and associated modern support systems, such as white/smart boards, etc., to facilitate the teaching process, rooms for conducting tutorials where more individual attention could be paid to students than what is possible in large classrooms, and laboratories for the science departments of the College.
- ❖ In keeping with global trends the College also assigns research a very important place in its pedagogic efforts. Involvement of students in research activities has been increasing steadily over the years, especially with the support of the University in the form of financial grants for interdisciplinary “Innovation Research Projects”. The College is also planning the establishment of a Research Block on campus, which would go a long way towards meeting the infrastructural requirements for a developing research environment.



#### 4.1.2 Detail the facilities available for

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

**Table 4.1: Existing Infrastructure in the College**

Type of Facility	No.	Description	
<b>Classroom</b>	With LCD	2	70 Seater
		6	90 Seater
		5	50-60 Seater
	Without LCD	18	40-50 Seater
	Audio Visual LCD	2	20-25 Seater
		2	40 Seater
Tutorial Rooms	2	10-12 Seater	
<b>Laboratories</b>	Botany	2	<b>Lab 1:</b> (25 Seater), 1 Desktop with LCD and slide projection system, Experiments on Ecology, Anatomy, Biodiversity, Embryology and Physiology.
			<b>Lab 2:</b> (25 Seater), LCD, Experiments on Cell Biology, Genetics, Genomics and Molecular Biology
	Chemistry	4	<b>Lab 1:</b> (40 Seater), Experiments on Volumetric titrations, analysis of inorganic mixture, identification of organic compounds etc.
			<b>Lab 2:</b> (40 Seater) Experiment same as in Lab 1
			<b>Lab 3:</b> (15-20 Seater), Instrumentation Lab1
			<b>Lab 4:</b> (30 Seater), Physical Chemistry Experiments
	Physics	3	<b>Lab 1:</b> (40 Seater), 1 Desktop with printer, dark room for optics based experiments
			<b>Lab 2:</b> (40 Seater), 1 Desktop with printer, Dark room for optics and Laser based experiments on interference, diffraction and polarization
			<b>Lab 3:</b> (15 Seater), Computer Lab with all facilities.
	Zoology	2	<b>Lab 1:</b> (25 Seater), LCD wit Laptop, experiments based on Physiology, Genetics and Molecular Biology. <b>Lab 2:</b> (35 Seater), LCD with Laptop, experiments as in Lab 1 and Ecology experiments.
	Statistics	1	(40 Seater), 32 Computers enabled with TORA, R-Software etc, 5 Printers, 1 Scanner.
	ICT	3	<b>Lab1:</b> (40 Seater), 40 Computers enabled with LAN and Wifi, 1 Printer.
			<b>Lab 2:</b> (40 Seater), 40 Computers enabled with LAN and Wifi.
<b>Lab 3(CCL):</b> (40 Seater), 40 Computers enabled with LAN and Wifi, 3 Printers.			
1		<b>Server Room:</b> 1 workstation, 2 Printers and 1 Scanner	
<b>Museum</b>	Botany	1	(25 Seater), Plant Specimens for biodiversity study and economically important cultivated plant.
	Zoology	1	Invertebrate and Vertebrate specimens, Skeletons of all animals.
<b>Library</b>		1	• Main Library
			• Department libraries maintained in respective classrooms
<b>Administrative Block</b>	Principal's Room	1	• Fully Air-Conditioned having a seating Capacity of 20, with an attached pantry unit and a rest room. • 1 Computer with MFD and 1 unit of CCTV
	Vice-Principal/ Bursar Room	1	Fully Air-Conditioned with a seating Capacity of 6. 1 Computer with Printer
	A.O Office	1	• Fully Air-Conditioned having a Seating Capacity of 8, with



Type of Facility	No.	Description
		attached pantry unit and rest room
	1	<ul style="list-style-type: none"> <li>• 4 Computer with 3 Printer, 1 Fax Machine and 2 Scanner</li> </ul>
Accounts Office	1	Store-cum-Photocopying unit with a Heavy duty Photocopier
Administration Office	1	<ul style="list-style-type: none"> <li>• Fully Air-Conditioned with Seating Capacity of 10</li> <li>• 7 Computers, 6 Printers and 2 Scanners.</li> </ul>
<b>Staff room</b>		
Main Staffroom	2 - Inter connected	<ul style="list-style-type: none"> <li>• Fully Air-Conditioned with Seating Capacity of 100 with 6 Study Cubicles and a pantry, 2 Washrooms</li> <li>• 3 Computers with 2 Printers</li> </ul>
Departmental Rooms	14	All Wifi enabled with Computers and Printers
Lab Staffroom/ preparation room	5	Wifi enabled with 3 Computers and Printers
<b>Others/ Common Facilities</b>		
Seminar Room	1	<ul style="list-style-type: none"> <li>• Fully Air-Conditioned with a Seating Capacity 150</li> <li>• 1 LCD Projection System</li> <li>• 70 Table top mikes and Powerful sound system</li> </ul>
Committee Room	1	Fully Air-Conditioned with a Seating Capacity of 20
Girls' Common Room	1	<ul style="list-style-type: none"> <li>• 12 Chairs, sofa, Dressing table, Almirah,</li> <li>• 2 Attached washroom</li> <li>• 1 vending machine for feminine hygiene essentials.</li> </ul>
PM Office	1	5 Seater, 1 table, 1 Laptop.
Medical Room	1	1 Examination table, First Aid facility
Bharat Ram Centre	1	For exhibition of art works
Thadani Room	1	General utility space
NCC Room	1	A computer with attached printer
NSS Room	1	A computer with attached printer
Equal Opportunity Cell Room	1	<ul style="list-style-type: none"> <li>• 3 Desktop PCs and 2 Laptops with JAWS software</li> <li>• 2 Scanners and a Printer</li> </ul>
Counselor Room	1	
Store		
Washroom	20	10 Ladies + 10 Gents
Bank	1	Fully Air-Conditioned with all facilities
Photostat Shop	1	3 Photostat Machines and binding facility
Stationery Shop	1	All stationery and common textbooks available
Guard Room	3	Tables and Chairs
Generator Set	2	250 KVA, 40 KVA
Fire Extinguisher	40	In various laboratories, auditorium, seminar hall and other strategic locations
RO Systems	7	Of varying capacity, one of 500 l/hr
<b>Hostel (Boys)</b>	1	<ul style="list-style-type: none"> <li>• 117 Rooms- 12 Single Seaters, 98 Double Seaters, 7 Triple Seaters.</li> <li>• 7 Computers with internet connection and Printers.</li> <li>• Solar heated water, RO drinking water.</li> <li>• Entire hostel is Wifi enabled</li> </ul>
<b>Auditorium</b>	1	<ul style="list-style-type: none"> <li>• With a seating capacity of 900.</li> <li>• Two green rooms and a Foyer</li> </ul>
<b>Food Outlets</b>	2	<ul style="list-style-type: none"> <li>• <b>Canteen-</b> Outdoor/Indoor Seating Capacity of 75/25 and 2 Toilets</li> <li>1 Water Cooler with RO unit.</li> <li>• <b>Pizza and More-</b> Serves vetted fast foods, coffee, tea and soft drinks</li> </ul>
<b>Botanical Garden</b>	1	Documented collections of plants for research and curricular purposes.



Type of Facility	No.	Description
<b>Sports (Outdoor)</b>		<b>Cricket:</b> 5 Center Pitches with 2 Practice Pitches
		<b>Basketball:</b> Concrete with uprights and fiberboard.
		<b>Volley Ball:</b> Standard size with uprights.
		<b>Football:</b> Standard size ground with goal posts.
<b>Sports (Indoor)</b>		<b>Chess:</b> 4 Chess Boards
		<b>Table Tennis:</b> 2 Quality table
		<b>Gymnasium:</b> 2 Treadmills; 2-Walker; 3-Cycles 1-Body Solid Leg Press; 1 Body Solid Pec fly
<b>Spaces for Cultural Activities</b>		<b>Ibtida Lawns:</b> Practice of Street Plays
		<b>Sports Complex Building:</b> Music and Dance Practice
		<b>Bharat Ram Centre:</b> For arrangement of exhibitions, etc
<b>Research Lab</b>	2	<b>Material Science Laboratory:</b> Spin Coater, PE-loop tracer and Muffle furnace.
		<b>Molecular Immunology Laboratory:</b> State-of-the-art instrument like PCR, UV Spectrophotometer, refrigerated ultracentrifuge.
<b>Parking</b>	1	<b>Cars:</b> 100
		<b>Motor Cycles:</b> 50

### Details of Facilities

- ❖ There are a total of 45 class rooms in the College, with six lecture theatres having a galleried structure, capable of accommodating around 90 students each.
- ❖ The whole college is WiFi enabled and there are 25 classrooms fitted with LCD projectors, each having a dedicated laptop.
- ❖ The College has an air-conditioned state-of-the-art Seminar room with a dedicated desktop, LCD projector, 70 table-top mikes, powerful sound system and the capacity to seat 150 individuals. This facility too is undergoing up-gradation.
- ❖ There are 12 science laboratories, 2 in the Zoology Department, 2 in the Botany Department, 4 in the Chemistry Department and 4 in the Physics Department with all apparatus and equipment needed for day-to-day practical classes as per course work. The Statistics and Physics Departments have their own Computer Laboratories. The Centralized Computer Facility of the College has 40 internet-enabled computer terminals, and there are two ICT labs, with 40 internet-enabled computers in each. The Chemistry and Commerce Departments also have their own computer laboratories. All the science departments have some computers, with net access for use of the staff and students.
- ❖ The College has a Botanical Garden, to maintain documented collections of living plants for the purposes of scientific research, conservation, display, and education. It responds to the interests and values of the day in the form of scientific endeavor and, flowing from this, it imparts practical instructional value to the course. The botanical garden meets everyone's aspirations for growing plants associated with ornamental and horticultural values and the needs of the students studying in different disciplines, for their practical classes. In our garden we also have developed a pond with aquatic plants like hydrilla, lotus, eichornia, etc., representing an aquatic ecosystem and an area with wild plants, to carry out ecological experiments. All plants that are required as per the curriculum are grown here such as, onion, spinach, potato, turmeric, coriander etc. The plants grown help in the study of



subjects like economic botany, taxonomy, ecology, and other subjects whose experiments are done in laboratories, though the plants are grown in the garden. For the maintainance of the Botanical Garden, one full time *mali* is appointed.

- ❖ There is a well-stocked museum in both the Zoology and Botany Departments of the College with some old and rare specimens. Now that the UGC has banned the use of animals for dissection purposes, the museums fulfill the very important task of acquainting the students with the forms and morphological features of the various animals and plants that they study in their Life Sciences courses.
- ❖ There are two UGC/CSIR/DU approved labs where teachers having specific research projects carry out their research activities. These labs have sophisticated instruments such as PCR and Gradient PCR machines, UV spectrophotometers, high speed refrigerated ultracentrifuge, Biosafety Cabinet, - 20<sup>0</sup>C cold storage, P-E loop tracer with high temperature, Spin Coater, Muffle Furnace etc. A number of students are being guided for PhD degrees by teachers of the College.
- ❖ A canteen with a modern kitchen which serves healthy and hygienic food at reasonable rates for the staff and students. It can seat 75 individuals inside and there is also an open-air space which can accommodate about 25 individuals.
- ❖ An open-air kiosk (Pizza-and-More), a student-friendly hang-out joint which provides a number of vetted fast-foods and hot and cold drinks.
- ❖ Medical Room facilities include an examination bed, first aid equipment, blood pressure monitor and a trained full time nurse.
- ❖ Photocopying facility having 2 photocopiers and with binding facility for use of students and faculty
- ❖ Bank: an air-conditioned branch of the State Bank of India is located within the College premises which caters to the banking needs of the College, its staff and students. The branch is also utilized by the public.
- ❖ The College offers space for hassle-free parking for at least 100 cars and 50 two-wheelers.

**b) Extra-curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.**

Hindu College has always held that a well-rounded education should enhance students' time and stress management skills, encourage them to work in groups as cohesive teams, and provide a sense of camaraderie amongst them, thereby improving overall productivity. Towards this end, it has always encouraged a wide variety of extra-curricular activities ranging from field sports to imbibing soft skills such as public speaking, communication skills etc. The College has a very large, spacious playground including:

- ❖ A Basketball court: concrete with uprights and fiberboards.
- ❖ A Volleyball court: standard size with uprights
- ❖ Lush green practice pitches and five well laid out main pitches are in use for cricket. The central cricket pitches are used for intra- and inter-college matches.
- ❖ A Football ground
- ❖ A large play field
- ❖ An air-conditioned Gymnasium with all modern fitness equipment, such as:
  - Treadmills: 2
  - Walker: 2



- Gym Cycle: 3
- Body Solid Leg Press: 1
- Body Solid Pecfly: 1
- Body Solid Chest Press: 1
- Indoor sports facility: A Chess Room and Table Tennis facilities.
- ❖ There is a modern, well-structured sports complex having:
  - Two Changing Rooms (Each with 2 ACs)
  - Two Rooms with 1 AC in each
  - An air-conditioned lobby
  - An air-conditioned office
- ❖ Initially built in 1954 and rebuilt in 1970 after the original structure was gutted in a fire, the College Auditorium is one of the largest in the university campus with a capacity of more than 900 individuals. There are plans to renovate this facility to make it up-to-date for modern requirements.
- ❖ There are spaces and facilities available for carrying out all NCC, NSS and Cultural activities. The College is known for its vibrant NSS wing. There are more than 200 enthusiastic members who are regularly involved in various out-reach programmes. There is also a NCC (Naval) wing in the College which draws members from various courses in the College. The College is known for show-casing the varied cultural nuances from different parts of the country through its various Societies, such as the “Northeast Cell”, “Ibtida”, and others. The College Annual Fest, “Mecca”, is one of the most awaited cultural festivals, not only amongst the Delhi University Colleges, but all educational institutions in Delhi and other parts of the country.
- ❖ Keeping in mind the requirements for seamless integration of its students in today’s highly competitive corporate world and society in general, one of the things that the College stresses upon is the art of communication and public speaking. Towards that end, group presentations and interactions with the outside world are encouraged and students are offered opportunities through the activities of various Societies in the College.
- ❖ The College undertakes special Seminars, Workshops and Conferences in its spacious auditorium and seminar hall to expose students and staff to the concepts of good health practices. For example, the Zoology Department of the College held a three-day National Seminar on “Prevention is Better than Cure: Ways to Keep Lifestyle Diseases at Bay” in September, 2010, which saw an enthusiastic response from all concerned, both within the College and outside.
- ❖ The concept of the ‘Art of Living’ by changing our lifestyle and creating consciousness has been incorporated in the learning set-up of the students and staff of the College, all of whom had enthusiastically joined in with the rest of the world in observing the International Yoga Day on 21<sup>st</sup> June, 2015.

**4.1.3** How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

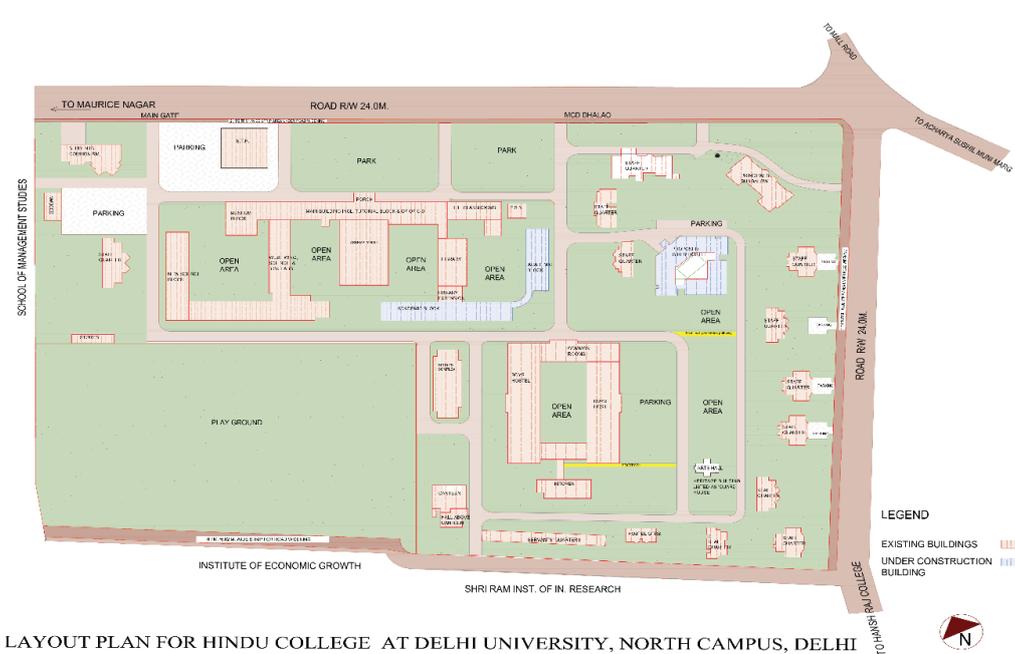
Though the basic physical and organizational structure and facilities of the College more or less meet the requirements of the present, growth in terms of both physical and human



resource is something that the College looks forward to and diligently strives for, especially in view of the increased student intake due to changing government policies. Towards that end there is constant interaction between the various Staff Council Committees like the Maintenance and Development Committee, the Academic and Research Committee, the Time-table, Attendance and Prospectus Committee and the Joint Consultative Committee, which leads to optimization of the present resources as far as day-to-day and short-term planning is concerned, as well as decision-making for the future. The summary of the amounts spent on maintenance and renovation during the years 2011 to 2014 are given in table 4.2 below. (The detailed list of expenses incurred on maintenance and renovation is given in the Annexure 4.1).

**Table 4.2: Summary of Building Repair/Maintenance Expenditure during the years 2010-11 to 2014-15**

Year	Expenditure
Building repair maintenance during 2010-11	203521.00
Building repair maintenance during 2011-12	123875.00
Under OBC repair/renovation work carried out in the College During 2011-12, 2012-13	14268377.00
Building repair maintenance during 2012-13	308118.00
Building repair maintenance during 2013-14	775209.00
Building repair maintenance during 2014-15	321660.00
<b>Total</b>	<b>1,60,00,760.00</b>



**Figure 4.1: Layout Plan of the Existing Buildings of Hindu College**



- ❖ Keeping in mind the increase in the number of students and staff in recent years, a new toilet block has been constructed recently to address the need for washroom facilities, especially for the girl students.
- ❖ The College is differently-abled friendly, with ramps and washrooms especially constructed for such students. The new academic block which is in an advanced stage of construction, would be completely PWD-ready with elevators, ramps, etc.

#### **Ongoing Projects:**

- ❖ **Girls' Hostel:** With nearly 50% intake of girls in the College, many of whom come from out-stations, the lack of a hostel for girls in the College has been a lacuna that needed to be filled. A state-of-the-art girls' hostel is nearing completion and would be operational by June 2016. Being built within the College premises, the four-storeyed structure would provide accommodation for 168 girl students in fully air-conditioned rooms and with all the attendant facilities such as laundrettes, pantries, etc.
- ❖ **Academic Block:** The present College building was originally meant for just 800 students and the capacity was later augmented to accommodate 1500 students in 1960. However, the present strength of more than 3000 students and nearly 260 teaching and non-teaching staff has made the present college building seem inadequate. A new academic block is being built which would address the long-standing need for more rooms and laboratory facilities, as well as space to house the burgeoning administrative requirements and an extension of the library.
- ❖ A number of other projects are also in the pipeline: A Research Centre with independent rooms and research laboratories, all net-enabled and housing state-of-the-art equipment and facilities. A Conference Center along with a Guest House having 8 residential rooms with 3-star facilities. Renovation of the Seminar Room. Renovation of the Auditorium: the nearly 50-year old auditorium would be renovated completely, which would bring it in tune with the best of such facilities in the city.

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

- ❖ The College, propelled by its innate belief in inclusive education, has always been sensitive to the needs of its students with physical disabilities
- ❖ The College was one of the first amongst the campus colleges to construct ramps for its wheelchair-bound students and staff in order to make access to spaces barrier-free. This was even before the PwD Act came into force in 1995. As the College is housed in an old construction, it has not been possible to construct elevators for access to the second floor of the building.
- ❖ The time-table Committee takes special care to see that classes having students or staff with physical disabilities are allotted rooms on the ground floor.
- ❖ The new Academic Block which is under construction and should be ready soon, addresses this issue and will have all facilities in place for the differently-abled constituents of the College, including ramps, tactile paving, elevators, especially designed wash-rooms, etc.
- ❖ The Library has a separate room for visually challenged students. This room is extended in the seminar room building where they have computers with jaws software and scanner.





- ❖ The Hostel has a Common room, where the residents can read daily newspapers and magazines, and play indoor games like carom board, chess and table tennis. All important newspapers and magazines are available to the students.

#### **Computer Facilities**

- ❖ The Hostel, like the rest of the College, is WiFi enabled with fully furnished air-conditioned computer facility available for use of the students. There are 7 computers with internet connection and a printer in this facility.

#### **Facilities for medical emergencies**

- ❖ The College has a Medical Inspection room with first aid facilities.
- ❖ As the College is within walking distance of the University Health Center and has a number of multi-specialty hospitals located in its vicinity, medical attention, if required, can be easily reached.

#### **Banking Facilities**

- ❖ A branch of the State Bank of India is located in the College premises which offers all banking facilities including an ATM and where hostel residents and staff may open their accounts.

#### **Residential Facility for the Staff**

- ❖ There are residential facilities for teaching, non-teaching and hostel staff available on campus. There is a house within the hostel complex which is allotted to the Warden.

#### **Safe Drinking Water Supply**

- ❖ There is a constant supply of safe drinking water through RO units.

#### **Security**

- ❖ Security of the whole campus has been out-sourced to an agency which provides personnel who are on duty round the clock. In addition, there are a special set of guards belonging to another agency who are delegated for hostel duty. There are CC-TV cameras at strategic locations around the College campus and the Hostel, through which constant vigil is maintained.

#### **Best Practices of the Hostel**

- ❖ Hostel Magazine: The Hostel brings out its own magazine, a forum for young minds to express themselves in a creative way.
- ❖ The Hostel has taken an initiative towards greener practices. The Hostel mess now also uses an environment friendly alternative fuel, *oorja*, which offers an integrated solution: a combination of a uniquely designed 'micro-gasification' device or stove and a biomass-based pellet fuel. When used together, the *oorja* solution delivers efficiency and calorific value that are higher than conventional cooking devices that use LPG and diesel.
- ❖ Solar panels are installed for lighting the Hostel premises as well as for generating hot water.



- ❖ Hostel Union: To create and preserve a healthy democratic and academic culture in the Hostel, in particular, and in the College in general, the residents have a Hostel Union.

#### 4.1.6 What are the provisions made available to students and staff in terms of healthcare on the campus and off the campus?

The College has a MI Room with all basic necessities including wheelchair and first aid facilities. A qualified nurse has been appointed on a full time basis to attend to any emergencies. Moreover, students, staff and residents are all members of the World University System whose clinics and consultation rooms are within walking distance from the College. Moreover, situated fairly near the College are a number of government and private multi-speciality hospitals which are easily accessible.

4.1.7 Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women’s Cell, Counseling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

Details of common facilities available on the campus:

The College has dedicated space allocated for special units such as:

- ❖ IQAC
- ❖ Girls’ Common Room, with 12 chairs, a sofa, dressing table, almirah, 2 attached washrooms and 1 vending machine for female hygiene essentials.
- ❖ Women’s Development Cell
- ❖ Career Counseling (*Disha*)
- ❖ Counselor
- ❖ Health Center/MI room
- ❖ Canteen
  - Kitchen area and store: 28’ x 33’
  - Dining area (Hall): 56’ x 35’
  - Front Yard: 82’ x 73’
  - Back Yard: 137’ x 138’
  - Kitchen + Store: 28’ x 33’
  - Also has 2 washrooms
- ❖ Gym and indoor games
- ❖ Auditorium capable of seating around 900 individuals
- ❖ Safe Drinking Water Facility: water coolers with RO units fitted at various places in the College.

## 4.2 Library as a Learning Resource

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

Library has an Advisory Committee the composition of which is as follows.

- ❖ Advisory Committee: This Committee comprises of the Teachers-in-charge of the various departments. The Librarian is the Ex-officio Convener of this Committee. As the



Committee is advisory in nature, from time to time it gives its recommendations for the betterment of the Library and its services. Some recommendations have been:

- Out sourcing of man-power for the Property Counter and the cleaning and sweeping of the Library.
- Computerization of the Library.
- Fixing the loan period of Books for the staff members.
- ❖ Library Purchase Committee: This committee comprises of five elected teachers, preferably one each from the following groups:
  - English, Hindi, Sanskrit, Philosophy
  - History, Political Science, Sociology, Economics
  - Botany, Zoology
  - Physics, Chemistry
  - Mathematics, Statistics, Commerce

The Librarian is the Ex-Officio Convenor of this Committee. This Committee looks after purchases in the Library.

#### 4.2.2 Provide details of the following:

- ❖ Total area of the library (in Sq. Mts.)
- ❖ Total seating capacity
- ❖ Working hours (on working days, on holidays, before examination days, during examination days, during vacation)
- ❖ Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

Table 4.3 gives the area of the library space.

**Table 4.3: Total Area of the Library (in sq. mts)**

<b>Ground Floor</b>	<b>178.60 sq. m. (18.92 x 9.44)</b>
<b>First Floor</b>	226.37 sq. m. (23.98 x 9.44)
<b>Stack Hall Ground Floor</b>	106.66 sq. m. (9.14 x 11.67)
<b>Stack Hall First Floor</b>	106.66 sq. m. (9.14 x 11.67)
<b>Stack Hall Second Floor</b>	106.66 sq. m. (9.14 x 11.67)

Total seating capacity of the Library is 150. Table 4.4 shows the working hours of the library.

**Table 4.4: Library Working Hours Details**

<b>Weekdays</b>	9 am to 5 pm
<b>Exam time</b>	9 am to 7 pm: weekdays 9 am to 5 pm Saturday, Sunday and holidays

Layout of the Library (individual reading carrels, lounge area for browsing and relaxed reading, IT zones for accessing e-resources):



- ❖ On the right side of the entrance gate of the Library there is a Property Counter with a Guard and it has 120 pigeon holes for students' belongings.
- ❖ Inside the entrance gate the Library has a reading room, in which at the left side there is a space for the staff members for their technical work and on the right side at the entry there is a check point for students. Adjacent to this there is an issue/return counter for issue and return of the books.
- ❖ In the ground floor reading hall there is a seating arrangement for 50 students.
- ❖ On the ground floor there is a room for the Librarian and one room for the staff for technical work.
- ❖ The reading room (reserved Section) is on the first floor and it has a seating arrangement for about 100 students. The left side of the R.S. has one room for teachers and two research cubicles for Library use.
- ❖ The stack area in the library is on all the three floors ground, first and second). In each stack hall, Online Public Access Catalogue (OPAC) facility is available for the students to search the desired book and library staff are present to assist.
- ❖ Both Reading Rooms on the Ground and the First floor have separate washrooms for boys and girls. On the first floor, water cooler with RO is installed for drinking water.
- ❖ The College library, like the whole campus, is on the Wi-fi network and students can use the Internet and can access the e-resources (provided by the University of Delhi and INFLIBNET) on their smart phones and laptops. There is no separate space and computer facility in the library for accessing the internet and e-resources due to paucity of the space in the library. However, an extension of the library is envisaged in the new Academic Block which is under construction. This space would be able to house a separate section for browsing the internet and accessing the online library of the University.

**4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years**

- ❖ All book purchases in the Library are suggested and recommended by the concerned faculty member(s) and teachers-in-charge of the departments. In addition to this, book suggestion forms are available in the library and any user can suggest their desired book, which again has to be recommended by the teachers-in-charge of the concerned department.
- ❖ To ensure the proper use of the current titles we have the new arrivals section in the library. All new books are kept there after acquisition, technical and tooling jobs are over. Table 4.5 gives an overview of library holdings.

**Table 4.5: Library Resources**

Library Holding	2010-2011		2011-2012		2012-2013		2013-2014	
	Number	Total Cost						
Text Books	1079	490723	1207	507396	1453	683211	1412	696826
Reference Books	157	117974	141	70460	113	110629	192	118939
Journals/Periodicals	--	--	--	--	--	--	--	--
e-resources	--	--	--	--	--	--	--	--
Newspapers, Magazines	18/50	41700	18/50	49555	18/50	42696	18/50	66571



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

- ❖ OPAC
- ❖ Electronic Resource Management package for e-journals
- ❖ Federated searching tools to search articles in multiple databases
- ❖ Library Website
- ❖ In-house/remote access to e-publications
- ❖ Library automation
- ❖ Total number of computers for public access
- ❖ Total numbers of printers for public access
- ❖ Internet band width/ speed: 2mbps 10 mbps 1 gb
- ❖ Institutional Repository
- ❖ Content management system for e-learning
- ❖ Participation in Resource sharing networks/consortia (like Inflibnet)

**Table 4.6: Details of ICT and other Tools in Library**

OPAC	✓ In each stack hall one OPAC terminal (total three) is provided for document search.
Electronic Resource Management package for e-journals	–
Federated searching tools to search articles in multiple databases	✓ Federated search (K-Nimbus) provided by University of Delhi available to search articles from multiple databases within the campus network.
Library Website	–
In-house/remote access to e-publications	✓ NLIST can be accessed from anywhere. (See Annexure 2)
Library Automation	–
Total number of computers for public access	✓ Three terminals for OPAC
Total number of printers for public access	–
Internet band width/speed	✓ Internet band width/speed 2 mbps provided by the University of Delhi.
Institutional Repository	–
Content Management system for e-learning	–
Participation in Resource sharing network/ consortia (like Inflibnet)	✓ E-resources from the INFLIBNET (See Annexure 3).

#### 4.2.5 Provide details on the following items:

- ❖ Average number of walk-ins
- ❖ Average number of books issued/returned
- ❖ Ratio of library books to students enrolled
- ❖ Average number of books added during last three years
- ❖ Average number of login to opac (OPAC)
- ❖ Average number of login to e-resources
- ❖ Average number of e-resources downloaded/printed
- ❖ Number of information literacy trainings organized
- ❖ Details of “weeding out” of books and other materials



**Table 4.7: Library Details**

Average number of walk-ins	500
Average number of books issued/returned	54000 books were issued and returned in 2014-15
Average number of books added during last three years	4500
Average number of login to OPAC (OPAC)	200 per day
Average number of login to e-resources	Average number cannot be given as the users access this facility on their laptops and smart phones.
Average number of e-resources downloaded/ printed	Average number cannot be given as the users access this facility on their laptops and smart phones.
Number of information literacy trainings organized	Library tour is organized for the new students
Details of “weeding out” of books and other materials	Last weeding out of books (total writing off) was done in 2000 and 2138 obsolete books were weeded out. However, a number of old and unused books are removed from circulation every year with the help of teachers of the concerned departments.

#### 4.2.6 Give details of the specialized services provided by the library

- ❖ Manuscripts
- ❖ Reference
- ❖ Reprography
- ❖ ILL (Inter Library Loan Service)
- ❖ Information deployment and notification (Information Deployment and Notification)
- ❖ Download
- ❖ Printing
- ❖ Reading list/ Bibliography compilation
- ❖ In-house/remote access to e-resources
- ❖ User Orientation and awareness
- ❖ Assistance in searching Databases
- ❖ INFLIBNET/IUC facilities

**Table 4.8: Details of Specialized Services Provided by the Library**

Manuscripts	
Reference	✓ Yes, Library provides reference service
Reprography	✓ It is available within the College campus.
ILL (Inter Library Loan Service)	✓ Library provides ILL service to the faculty members on demand.
Download	✓ Library provides download service to the faculty members on demand.
Printing	✓ Library provides printing service to the faculty members on demand
Reading list/ Bibliography compilation	✓ Yes
In-house / remote access to e-resources	✓ Yes (NLIST) See Annexure 4.2
User Orientation and awareness	✓ Yes
Assistance in searching Databases	✓ Yes
INFLIBNET.IUC facilities	✓ Yes, Library has membership of the NLIST programme of INFLIBNET



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

- ❖ The library staff orient new users to the use of the library and browsing system
- ❖ In the stack hall, the library staff help the users in using the OPAC to search desired document(s)
- ❖ Further, they also provide help in physically locating books on the shelves in the stack room.
- ❖ The staff members also help PwD students in procuring required study material from the library.
- ❖ The library staff provides reference services to students and faculty
- ❖ The staff extends help in accessing the bibliographic data base
- ❖ They maintain a compilation of syllabi and previous question papers and provide the same to students and teachers as required

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

- ❖ As already stated in point No. 4.1.4 above, the Library meets the special requirements of its visually and physically challenged users.
- ❖ There is an extension in the seminar room building where there are computers with JAWS software and scanner, as enumerated below:

Desk Top PC	3 with JAWS software
Laptop	2
Scanners	2 (1 Flatbed, 1 Standing)
Printers	2
Braille Books	250
Audio CDs	More than 200

#### 4.2.9 Does the library get feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

- ❖ The library staff frequently interact with the students and the other users of the library for the betterment of the Library.
- ❖ In addition to this we have a library minister in the Students' Parliament from where the library gets suggestions and feedback.
- ❖ Further, a suggestion box is maintained in the library.
- ❖ Students and faculty can requisition books for issue as they become available.
- ❖ In the same manner they also requisition books for future purchase.

### 4.3 IT Infrastructure

#### 4.3.1 Give details on the computing facility available (hardware and software) at the institution

- ❖ Number of computers with Configuration (provide actual number with exact configuration of each available system)



- ❖ Computer-student ratio
- ❖ Stand alone facility
- ❖ LAN facility
- ❖ Wifi facility
- ❖ Licensed software
- ❖ Number of nodes/ computers with Internet facility

**Table 4.9: Details of Hardware**

S.No.	Items	Year				
		2010-11	2011-12	2012-13	2013-14	2014-15
1	Desktops	174	178	192	192	200
2	CPUs	19	20	22	22	23
3	Monitors	17	17	19	19	19
4	Keyboards	20	20	22	22	23
5	Mouse	16	17	18	18	19
6	Laptops				1005	1282
8	Printers	24	23	30	30	34
9	Bar Code Printers	2	2	2	2	2
10	Bar Code Scanners	1	1	2	3	3
11	Speaker	5	5	5	5	6
12	Scanner	4	4	4	4	4
13	UPS	63	64	68	68	69
14	Projectors		2	19	23	23
15	Projector Screens		2	19	23	23
16	Camera Installed in the Computer (Zoology)	1	1	1	1	1
17	Battery	2	2	2	2	2
18	Wall Mount	3	3	3	3	3
19	D-Link Modem	1	1	1	1	1
20	D-Link USB Wireless Card			1	1	1
21	D-Link LAN Switch	1	1	1	1	1
22	SMPS				1	1
23	Voltage Stabilizer Micro	1	1	1	1	1
24	Wall Mount	1	1	1	1	1
25	Rack	3	3	3	4	4
26	Jack Pannel	2	2	2	4	4
27	LAN Switch(8 Ports)	2	2	2	1	1
28	D- Link Internet Switch with 24 Ports each	2	2	2	4	4
29	CD - (Hardware)	40	40	40	40	40
30	CD - (Software) Image Microsoft Windows XP Version 2002 with MS Office 2003	40	40	40	40	40
31	CD (From Delhi Univeristy	80	80	80	80	80
32	Fire Extinguisher	3	3	3	3	3
33	Zone Director	1	1	1	1	1
34	PoE Switch	8	8	8	8	8
35	Radio	4	4	4	4	4
36	Ruckus A/P	41	41	41	41	41
37	Server	3	3	3	3	3



- ❖ Computers and internet facility made available to faculty: 223 desktops (LAN connected) + 41 laptops (WiFi connectivity).
- ❖ Available to students: 223 desktops and 1282 laptops.
- ❖ Computer-student ratio: 1:1
- ❖ LAN Facility: 120 desktops
- ❖ Wi-Fi Facility: Throughout the college campus

**Table 4.10: Details of Software**

S.No.	Software	Year				
		2010-11	2011-12	2012-13	2013-14	2014-15
<b>Licensed</b>						
1	Image Microsoft Windows XP Version 2002 with MS Office 2003 Provided by HP	Y	Y	Y	Y	Y
2	Windows 7(Pre-Installed)			Y	Y	Y
3	Windows XP Five Users License	Y	Y	Y	Y	Y
4	MS-Office 2003: Five Users License with service pack 2	Y	Y	Y	Y	Y
5	Windows Server 2008 R2	Y	Y	Y	Y	Y
6	MS Office	MS Office 2003	MS Office 2003	MS Office 2010	MS Office 2010	MS Office 2010
7	Tally ERP 9 Gold				Y	Y
8	Mathematica	Y	Y	Y	Y	Y
9	Maxima	Y	Y	Y	Y	Y
<b>Downloaded</b>						
1	NCBI	Y	Y	Y	Y	Y
2	Clustal W	Y	Y	Y	Y	Y
3	Clustal Omega	Y	Y	Y	Y	Y
4	PHYLP	Y	Y	Y	Y	Y
5	BLAST	Y	Y	Y	Y	Y
6	Tally 7.2	Y	Y	Y	-	-
7	Q Basic Software	Y	Y	Y	Y	Y
8	Argus Lab	Y	Y	Y	Y	Y
9	Ooligonucleotides Properties Calculator	-	-	-	Y	Y
10	Primer Blast	-	-	-	Y	Y
11	Tree View	-	-	-	Y	Y
12	Linux	Y	Y	Y	Y	Y
13	Open Office	Y	Y	Y	Y	Y
14	C Compiler	Y	Y	Y	Y	Y
15	Statistical Software Packages	Y	Y	Y	Y	Y
16	Tora					Y
17	R-Software					Y
18	GNUSIM 8085	Y	Y	Y	Y	Y
19	GNUPLOT	Y	Y	Y	Y	Y
20	SCILAB	Y	Y	Y	Y	Y



#### 4.3.2 Detail on the computers and internet facility made available to the faculty and students on the campus and off-campus?

Please refer to the tables 4.9 and 4.10 above.

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

Modern college campuses need to be equipped with the more active, learner-centered environments needed to prepare students for the future workplaces they will enter. This means learning environments should offer a range of facilities suited for the new pedagogical methodologies which are being introduced. To succeed in this changing environment, higher educational institutions must change as well. The majority of colleges and universities cannot rely on historical brand equity alone but will have to create more effective teaching-learning processes and employ more robust models to stand out and survive in today's competitive environment. In keeping with modern requirements, the College uses information and communication technologies widely in both its administrative and pedagogic sections.

- ❖ Dissemination of information is facilitated by LCD display units prominently located around the College.
- ❖ Extensive use of email and mobile messaging is done to establish communication links between the administration and the Teaching Staff. This has the added environmental benefit of reducing paper use. It also helps in dissipating the time lag inherent in the older system of issuing notices in hard copies.
- ❖ The College recently commissioned a mobile app which can be used both online as well as offline for maintaining and displaying attendance records.
- ❖ As mentioned above, the library is fully automated, with an electronic database of all the books. OPAC facility is available for the users. In each stack hall one OPAC terminal (total three) is provided for document search. Users can use the federated search (K-Nimbus) provided by University of Delhi to search articles from the multiple database within the campus network. The Library is subscribing to NLIST and it can be accessed from anywhere.
- ❖ As one of its strategic goals, the College proposes to increase its ICT infrastructure in the following ways:
  - Improve WiFi connectivity across the College campus
  - Introduce white/smart boards
  - Transform more classrooms into e-classrooms by adding LCD projectors and smart boards
  - Introduce more LCD Display Units
  - Provide online OPAC access



4.3.4 Provide details on the provision made in the annual budget for procurement, upgradation, deployment and maintenance of the computers and their accessories in the institution (Year-wise for last four years)

**Table 4.11: Year-wise IT Accounts**

Particulars	2010-11		2011-12		2012-13		2013-14		2014-15	
	Receipts	Payments	Receipts	Payments	Receipts	Payments	Receipts	Payments	Receipts	Payments
Opening Balance	883087		3784544		6426313		9762734		13826116	
Procurement, Upgradation and Deployment										
Hardware		464714		169450		273075		13075		461461
Accessories		497425		850072		103401		85418		130943
Maintenance										
Salary and Labour		203832		178284		297942		315685		311644
AMC		92800		39475		56190		12360		12360
Repairs and Maintenance		21094		76634		86326		100083		128896
MTNL		26283		26826		24445		35287		27661
Lab Development Fund						59000		47000		
Misc				41023		13500				28800
Fees Collected (Net of Refund)	3687680		4007300		4227000		4651150		4797500	
<b>Total</b>	<b>4570767</b>	<b>1306148</b>	<b>7791844</b>	<b>1381764</b>	<b>10653313</b>	<b>913879</b>	<b>14413884</b>	<b>608908</b>	<b>18623616</b>	<b>1072965</b>

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

- ❖ Students get system facility on the basis of their I-cards; Teachers have to sign on a register for getting the facility
- ❖ Students and faculty have unrestricted access to the Wi-Fi on campus
- ❖ Teachers employ audio visual aids in their teaching such as power point presentation and screening of educational films
- ❖ Students also often make audio-visual presentations of their projects making use of the LCD projectors in classrooms.
- ❖ Computer literacy workshops are conducted from time to time in the College for students and faculty to make them e-savvy.
- ❖ Students are apprised of web learning resources and virtual classrooms to broaden the scope of their understanding



**4.3.6** Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching - learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher

The use of ICT in education and training has become a priority during the last decade. Use of ICT makes the rendering of education globally comparable and readies the student to face global challenges. These new technologies encourage independent and active learning, and students' responsibility for their own learning. Students who use ICT-enabled educational methodologies feel more successful and are motivated to learn more and have increased self-confidence and self-esteem. Most students find learning in a technology-enhanced setting more stimulating and much better than in a traditional classroom environment.

The ICT enabled class-rooms of Hindu College have made teaching and learning a two-way process, facilitating greater interactive sessions. Teaching and learning have become more qualitative and effective through the use of extensive resources and infrastructure provided by the College.

The technologies used in modernizing the teaching-learning method have resulted in the following trends in the College:

- ❖ Students and teachers alike are able to access the soft resources available online, fulfilling the requirements of their curriculum as well as getting solutions to their problems at a click.
- ❖ A majority of teachers in the College use real-time step-by-step demo of solutions, multimedia presentations, and specially designed computer-aided course material.
- ❖ ICT also help teachers to work in teams and share ideas related to the time-table and curriculum.
- ❖ It has been seen that broadband and instant messaging channels such as WhatsApp and email play a central role in fostering teachers' communication and increasing collaboration between them.
- ❖ The College is in the process of acquiring an app to streamline the keeping of attendance records.
- ❖ A quizzing app is also under consideration for bringing an innovative touch to classroom teaching.
- ❖ Students learn new skills: analytical, including improvements in reading comprehension, as well as develop writing skills: spelling, grammar, punctuation, editing and re-drafting.
- ❖ Computer assisted teaching exposes students to subject-centric practical applications like those related to business and commerce, bio-informatics, DNA and protein sequences and analysis, algebra and matrices, chemical structures, computational physics, gene sequences, applied statistics and vital statistics among many others.
- ❖ Students get exposure to subject related real-life problems and learn to derive solutions to these problems in real-time.
- ❖ Students learn to use 3D modeling and computer simulation to test or verify models/theories.
- ❖ The access to internet and e-study materials has placed an infinite mine of information before the students in the College. Students utilize these vast resources to prepare their study material.
- ❖ Any student missing classes due to ill health or participation in extracurricular



activities, no longer suffers for this absence. Soft copies of the class notes and presentations can help him in grasping the topic which he might have missed.

- ❖ The access to the internet allows the students to source complete video lectures uploaded on resource sites like that of the ILLD of Delhi University and ePathshala of UGC which provide an opportunity for the students to interact with renowned professors of their own and other Universities and widen their horizons of knowledge.
- ❖ The project works and field study reports have attained a much easier and improvised status utilizing the computer-aids.
- ❖ Access to subscribed journals which had been out of reach of most colleges due to high cost has widened the scope for an e-library where students can read a number of Journals and books on the PC and prepare study materials instead of issuing hard copies from the library

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

The College avails of the National Knowledge Network fiber optic Gigabit Network connectivity through the University of Delhi. The presently obtained internet speed is 100 Mbps. Students and staff are issued usernames and passwords through which they can access the database which is subscribed by the University. In addition to the Journals of a number of publishers, this database also includes a number of textbooks which are of great value to the students.

Several faculty members have delivered numerous lectures on EDUSAT (CEC-UGC), Project UDAAN. All these lectures can be accessed by anyone in the world, since they are uploaded on Youtube as well. The College was an enthusiastic participant in MOOC experiment on pilot basis conducted at the University's behest.

#### **4.4 Maintenance of Campus Facilities**

##### **4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?**

- ❖ Any infrastructure requirements of the various units of the College are routed through the appropriate Departmental and Staff Council Committees and, depending on the consensus reached regarding the priority to be attached to them, are executed through the purchase committees. The checks and balances incorporated in the utilization of the available funds sees to it that the resources are optimally utilized with the least loss of time. For example:
- ❖ The Departmental Committees with the Teacher-in-charge as the Convenor meet and decide on which equipment/apparatus/glassware etc to obtain, assign proper priority to them and the purchase committee is entrusted the task of the actual purchase.
- ❖ Any college infrastructure requirement is routed to the Maintenance and Development Committee, which submits its report to the Principal, who takes the final decision after



working out the financial implications with the bursar and the accounts department of the College.

- ❖ Any major infrastructure project involving a large financial outlay is first discussed by the Building Committee and then routed to the Governing Body. Ways and means are devised to raise funds for the same so that the requirement could be fulfilled at the earliest. Decisions regarding requests for general purchases from the administrative section of the College or the individual Departments are decided by the purchase committee, ratified by the Principal and then executed.

The details of the statement of actual expenditure incurred under the following heads during the last four years are provided below in table 4.12:

**Table 4.12: Statement of Expenditure**

	2010-11	2011-12	2012-13	2013-14	2014-15
<b>Repair Maintenance</b>	412582	498380	786086	11,25,695	8,56,066
<b>Whitewash</b>	40221	327500	373200	6,39,800	1,78,300
<b>Repair Work in Departments</b>	21,90,558 Chemistry			1,46,782 Botany	
				1,29,943 Statistics	
<b>Toilet Repair</b>				1,31,940 Phys/ Chem Deptt.	4,91,631 Staff Room
<b>New Toilet Block Construction</b>					9,56,238
<b>Boundary Wall Repair</b>	37,6,631				
<b>Furniture Fixture and Repair</b>	1,99,654	3,30,333	5,41,130	2,05,108	1,40,737
<b>Equipment</b>	1,81,628	9,96,831	8,47,667	7,25,189	4,52,384
<b>Computers Purchase and Repair</b>	9,35,000	3,32,894	3,82,420	2,51,575	63,750
<b>Other Items RO system, AC, Photocopy machine</b>	3,32,077	1,06,687	43,500	4,46,147	1,35,279
<b>Total</b>	<b>46,668,351</b>	<b>25,92,625</b>	<b>29,74,003</b>	<b>38,02,179</b>	<b>32,74,385</b>

Building Repairs and Maintenance Expenses 2010-11 to 2014-15:

Grand Total For The Period 2010-11 to 2014-15 = Rs. 10,65,490.00

#### 4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the College?

- ❖ There is a Building and Maintenance Committee, which is a Staff Council Committee and lays down guidelines for all purchases (except of books), formulates policy regarding general maintenance of the College building, including white-washing, painting and repairs and makes recommendations regarding the future plans of development of the College. Equipment and other requirements of the Science Departments are obtained and maintained by the Departmental committees.



- ❖ The College caretaker is responsible for the proper functioning of all the systems in the College. The plumber, electrician, carpenter, guards, computer lab technician, *safai karamcharies*, gardening staff (*malis* and other staff) fulfill their respective duties. Office stationery and furniture are obtained through Purchase Committee.
- ❖ Computers, Genset, office software, pest-control etc are under annual maintenance contract and regularly serviced. The ICT related instruments and services, such as WiFi, are specifically covered under annual maintenance contract.

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

All science departments calibrate their glassware and other instruments regularly as per use and requirement.

#### 4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)? Any other relevant information regarding Infrastructure and Learning Resources which the College would like to include.

- ❖ All major instruments and equipment are located appropriately such that they do not present any hazards to students and staff of the College. Fire-fighting units are present wherever there are chances of fire, as in all laboratories etc. The genset housing is removed from the places frequented by students and staff and is maintained by the College electrician.
- ❖ There are designated staff who have been allotted duties to operate and maintain all equipment in the College.
- ❖ Power input to major instruments in the science labs are through appropriate voltage regulators and UPSs There are two Gensets, one of 250 KVA and the other 40KVA to cover for power failures.
- ❖ Regular water supply is maintained by pumps which lift the MCD-supplied water to overhead tanks for distribution to the drinking water systems and to the science labs and the washrooms. There are 6 Aquaguards and 7 RO systems (one of 500 l/hr), installed in various locations in the College to meet the requirements of safe drinking water. These are under annual maintenance contracts (AMCs) and are serviced regularly.

#### Other relevant information regarding Infrastructure and Learning Resources

- ❖ Keeping in mind the increase in student strength and the need for better facilities, the College has embarked on major infrastructure improvements that use the available space and resources generated to modernise facilities, integrate advanced technologies, improve access, campus safety and create engaged learning spaces. Some of the new constructions envisaged are as follows:
- ❖ A new toilet block is ready and functional.



- ❖ The 4-storeyed Academic Block nearing completion would add considerably to the space to be utilized for various purposes, such as for classrooms, tutorial rooms, departmental rooms, laboratories, office space, library extension, and others. Use of Information and Communication Technology would strategically bring about better delivery of services to the student community, as well as to the staff. The differently-abled constituents of the College would have barrier-free access to the facilities in the new block.
- ❖ A girls' hostel, also fast nearing completion, would be able to provide 168 girl students from outside Delhi a modern, comfortable and congenial living environment during their stay in the College.



## **CRITERION-V: STUDENT SUPPORT AND PROGRESSION**

### **5.1 Student Mentoring and Support**

**5.1.1** Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

The College publishes an informative Prospectus for each academic year. The following information is imparted to students through the prospectus:

- ❖ An introduction to the College including a brief history, departmental and faculty profiles.
- ❖ Courses offered by the College, guidelines for admissions, including admission under Sports and Extra-curricular Activities (ECA) quota.
- ❖ Procedure and schedule for admission.
- ❖ Category wise distribution of seats for various undergraduate courses.
- ❖ Details of fee structure, prizes, scholarships and financial assistance available for the students.
- ❖ List of all important committees, such as Central Admission Committee, Grievance Committee, Sports Committee, ECA Committee, Internal Complaints Committee (ICC).
- ❖ Description of new infrastructural projects, if any, A brief description about the hostel and library facilities.
- ❖ An overview of student activities / engagements.
- ❖ Introduction to various co-curricular and extra-curricular societies of the College.
- ❖ Relevant University Ordinances regarding rules of attendance, discipline and Internal Assessment.
- ❖ Details of the various Add-on and Foreign Language courses.
- ❖ Introduction of the administrative staff.
- ❖ List of the distinguished alumni.

The Prospectus committee which is a Staff Council committee of the College comprises a core group of dedicated faculty members who ensure that all information that appears in the prospectus is accurate and reliable. One of the most distinguished graduate and postgraduate institutions of the country, Hindu College has always striven for excellence through the commitment and cohesive efforts of its dedicated staff. The administration and faculty members extend their services to maximize benefits for students. The accountability of the College towards students and adherence to the policies outlined in the prospectus is ensured through the following mechanisms:

- ❖ Various committees like Discipline Resource Committee, ICC, Grievance and Anti-ragging committees are formed and the students are made aware of such committees that are available to address their problems.
- ❖ A students' Counselor is also on call to address any academic or personal problems that students may face.
- ❖ The Parliament of the Republic of Hindu College is a unique student body that constantly works for the welfare of the students.



- ❖ A number of extra-curricular societies have been instituted for all round development of the students.
- ❖ All the events academic or extra-curricular are organized under the supervision of designated faculty members to maintain efficiency and good practice.
- ❖ Orientation day is organized on the first day of the new academic session to welcome and introduce the new entrants to the ethics, protocols and various micro bodies through which the College functions.
- ❖ Students are apprised about their curriculum and academic calendar at the very beginning of the academic session. They are also informed about the deadlines for submission of assignments and projects.

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

The College has always been sensitive to the needs of its students and strives to see that no one is deprived of an education because of financial constraints. The College also rewards meritorious students and motivates them to achieve better results. Towards these ends, the College confers a wide array of prizes / scholarships/ free ships, to undergraduate as well as post graduate students. The College administration emphasizes timely disbursement of financial assistance to all needy students. The College extends these services promptly through the Scholarship, Prize and Fee Concession Committee of the Staff Council so that students can avail maximum benefit.

- ❖ Academic Excellence Awards: In recognition of academic excellence, prizes are awarded to College and University Toppers of various undergraduate and postgraduate Courses, every year, on the occasion of *Founder's Day*.

### Prizes and Scholarships

- ❖ In all 19 prizes and 23 scholarships are offered to undergraduate as well as post graduate students. The award of these prizes and scholarships is done through a duly constituted Staff Council Committee i.e., scholarship, prize and Fee Concession Committee. The list of various prizes and scholarships offered are as follows: Table 5.1(a) and Table 5.1(b) depict the details of prizes and scholarships awarded.

Table 5.1(a): Details of Prizes

S.No.	Name	Year of Institution	Value	Details
1.	Dr. Jagmohan S. Pably Prize	1985	Rs 150	
2.	Bhasin Memorial Prize	1985	Rs. 75	Awarded every year to the student standing first in the M.A. (P) History and securing at least a II Division.
3.	Sharda Tuteja Prize	1985	Rs. 75	Awarded every year to the student standing First in M.A. (P) English, and securing at least a II Division. In case no student in M.A.(P) English satisfies the minimum condition for eligibility, the Prize is awarded to a student studying B.A (H) English III year on the basis of his/her result.



S.No.	Name	Year of Institution	Value	Details
4.	Anil Chopra Prize	1999	Rs.300	Awarded every year to the best student in BA (H) History Major Discipline Semester-I and II.
5.	Action Group Award	1988	Rs. 40	Awarded every year to the student who gets the highest marks in Part II of B.Com. (H ) and Bachelor with Honours in Commerce Major Discipline Semester-I andII Examination.
6.	Shaheed 2/Lt. Davinder Kumar Chopra prize	1990	Rs. 300	Awarded every year to the all round best student of BSc who shows excellence in studies and extracurricular activities.
7.	Ish Chandra Memorial Prize	2002	Rs. 300	Awarded every year to the all round best student of BSc who shows excellence in studies and extracurricular activities.
8.	Brij Lal Memorial Books Award Prize	1995	Rs. 925	Awarded every year to the student of BSc (H) Physics III year standing First in Hindu College.
9.	Shri Bishan Sarup Bansal Memorial Prize	2001	Rs. 3750	Awarded to the student securing First position in the College in BA (H) Economics Third Year.
10.	M.K. Rastogi Prize	1999	Rs. 1000	Five prizes awarded every year to the toppers of IIIyr. (H) Physics, Chemistry, Mathematics, Sanskrit and Hindi.
11.	Monica Teja Memorial Prize	1985	Rs. 625	Awarded every year to the student securing highest marks in M.A (P) English examination.
12.	Professor Prem Chand Memorial Prize	2001	Rs. 625	Awarded every year in cash or kind to a student securing at least a First Division in M.A. (F) Philosophy Examination.
13.	Raj Rani Bhardwaj Prize	2000	Rs. 2000	Awarded every year to the student securing First Position, and at least 60% marks, in the BA (H.) History Sem III and IV Examination.
14.	Kalawati Gupta Prize	2000	Rs.2000	Awarded every year to the student securing First Position, and at least 60% marks, in the BA(H) History Semester-I and II Examination.
15.	Prof. M. M. Sankhdhar Memorial Prize	2003	Rs. 625	Awarded to the student securing First position in the M.A. (P) Political Science Examination.
16.	Madhu Bhasin Memorial Prize	1985	Rs. 3,400	Two prizes awarded every year on merit basis to one student of BA (H) Eco IInd year and one of BA (H) Music IInd year
17.	Prof. Papiya Ghosh Memorial Prize	2007	Rs. 4,800	Awarded each year to the Topper of M.A. (F) student of History of the College.
18.	B.N. Mitra Prize	2010	Rs. 1000	Awarded to the topper of BA(H) English III year.
19.	Dr S K Misra Memorial Prize	2012	Rs. 5000	Awarded each year to a student of B.Com (H.) III year on the basis of 'Merit cum need'.

**Academic Prizes** – Apart from the above prizes, academic prizes are also awarded class-wise and subject-wise to students on the basis of their results in examinations.

**Table 5.1(b): Details of Scholarships**

S.No	Name	Year of Institution	Value	Details
1.	Premvati Raghbir Singh Scholarships	1985	Rs.775	Two scholarships awarded every year among resident students who have obtained a I Division in the last examination taken and are in need of financial help.
2.	R.B. Ram Kishan Dass Scholarships	1985	Rs. 1000	25 scholarships awarded every year to needy and deserving students of the College provided they have secured at least 55% marks in the last examination taken. Scholarships will usually be tenable for one year.



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S.No	Name	Year of Institution	Value	Details
3.	Ch. Bhagwan Sahai Chauhan Memorial Scholarships	1985	Rs. 300	(a) One scholarship awarded every year to the student joining M.A. Sanskrit/ Hindi (P). and (F) securing the highest marks amongst those getting a First Division. (b) One scholarship awarded every year to a Chauhan Rajput student of BA(H) I/II/III Year of Arts / Humanities who has secured a good division in the last examination taken.
4.	Rai Achru Ram Scholarships	1985	Rs.850	4 scholarships awarded every year on merit to M.A./ M.Sc. students of the College.
5.	S.P. Raina Memorial Scholarship	1985	Rs. 425	1 scholarship in the memory of late Shri S.P. Raina, Senior Faculty in English, Hindu College, Delhi, awarded every year to a BA (H) III Year student of Arts/ Humanities/ Commerce on the basis of performance in the University examination in Ist and IInd year.
6.	Ganpat Rai Gopal Devi Merit Scholarships	1985	Rs. 425	2 scholarships awarded every year to BA(H) History III year students on the basis of their performance in Parts I and II of the University examinations (preferably to those who have secured a First Division).
7.	Lala Prem Lal Gupta Memorial Scholarship	1985	Rs. 300,	1 scholarship awarded every year on a merit-cum-means basis.
8.	Jeevan Lal Khanna Memorial Scholarships	1985	Rs. 1750	2 scholarships awarded every year on a merit-cum-means basis to Science Students.
9.	Mrs. Kailashwati Khanna Scholarship	1985	Rs. 425	
10.	Nangia Scholarship	1985	Rs. 400	
11.	Rajiv Mehra Memorial Scholarship	1988	Rs. 300	Awarded every year to a needy and deserving student who is not a recipient of any Government, University, College Scholarship or any other scholarship, and it is usually tenable for one year.
12.	Sultan Chand Memorial Scholarship	2010	Rs. 3100	a) 1 scholarship awarded every year to a B.Com (H) IInd year student, the topper of 1st year University Exam securing at least 75% marks in the 1st attempt. (b) 1 scholarship awarded every year to a B.Com (H) IIIrd year student, the topper of IInd year University exam securing at least 75% marks in 1st attempt.
13.	Master Sheoprasad Memorial Scholarship	2000	Rs. 800	Awarded per month for a year, to a BA /BSc Mathematics student of II/III year on merit – cum-means basis.
14.	Dr. Deepak Kumar Sinha Memorial Scholarship	2003	Rs. 625	Awarded every year to a student of BA(H.) Hindi Final year on merit-cum-means basis.
15.	O.P. Kaushik Memorial Scholarship	1990	Rs. 625	
16.	Dr. S.S. Gulshan Scholarship	2002	Rs. 3200	(a) 1 scholarship for a year, awarded to the B.Com (H.) III year student who secures First Position in the Part II Examination. (b) 1 scholarship for a year, awarded to a poor student of B.Com (H) III year who has secured at least 50% marks in the Part II Examination.
17.	Prof. R. R. Gupta Memorial Scholarship	2007	Rs. 7700	Awarded to a needy and meritorious student of BA(H) Eng. (III year) on the basis of 2 year result performance.



S.No	Name	Year of Institution	Value	Details
18.	Smt. Brij Verma (w/o Mr. P.C. Verma, Principal, 1980-1995) Memorial Scholarship	2009	Rs. 5500	Awarded every year to a student on the basis of "merit-cum-need" of Humanities/ Social Sciences, with preference to a student of Hindi (H) I/ II/ III year.
19.	Dr. (Miss) Usha Aggarwal scholarship	2012	Rs. 3500	Awarded in each Semester to B.Com. (H) students under the New Revised syllabus.
20.	Smt Roshan Devi Marwah and Sh. Dina Nath Marwah (Parents) and Dr Pran Nath Marwah (Donor Son) Memorial Scholarship	2010	Rs. 3000	4 scholarships awarded every year to B.Sc students of III and IV Semester (combined) and V and VI Semester (combined) on the basis of 'Merit cum Means'.
21.	Surendra Gupta Family and ARC scholarship	2013	Rs. 10000	4 scholarships awarded every year to students who secure first position in the University Examination of BSc (H) in Chemistry and Physics, III and IV Semester (combined) as well as Bachelor with Honours in Chemistry and Physics, I and II Semester (combined).
22.	B M Bhatia Scholarship	2015	Rs. 7000	Awarded every year to student of BA (H) Economics for securing maximum marks in first year.
23.	Dr Deepak Kumar Sinha Memorial Scholarship	2015	Rs. 1200	2 Scholarships on the basis of merit cum means awarded per month for ten months to 1 student of M.A. Hindi (P) and 1 student of M.A. Hindi (F).

### Financial Assistance to Needy Students

- ❖ College fee concessions are given to needy and deserving students on the basis of their performance in the last examination taken. Students desirous of getting such concession are required apply to the College office on the prescribed form.
- ❖ Scholarship for Scheduled Caste/Tribe students - Students belonging to scheduled castes, scheduled tribes and other backward classes, recognized as such by the Government of India, are awarded scholarship by their respective State Governments. Such students are required to apply to the State Government concerned on forms prescribed by the respective states, through the Principal immediately after joining the College.
- ❖ The details of various types of financial assistance given to the students are listed in table 5.2.

**Table 5.2: Details of the financial assistance given by the College**

Financial Assistance given to Students by the College										
Year	Total No. of students	Fee Concession			Student Aid Fund			College Scholarship		
		No.	%	Amount	No.	%	Amount	No.	%	Amount
2014-2015	3876	34	0.87	6480.00	153	3.94	301600.00	59	1.52	127075.00
2013-2014	3525	51	1.44	9324.00	38	1.07	171695.00	57	1.61	125525.00
2012-2013	3373	78	2.31	14436.00	85	2.52	78085.00	50	1.48	71900.00
2011-2012	3181	100	3.14	18792.00	124	3.89	62000.00	49	1.54	63750.00
2010-2011	2998	84	2.8	16632.00	90	3	45000.00	46	1.53	59625.00



### All India Entrance Scholarship Examination

Delhi University holds a competitive examination in Delhi in the month of October each year for the award of the above scholarships, which are 50 in number. Each scholarship is of the value of Rs. 250 per month tenable for three years for pursuing an Honours Degree Course in the University.

The competition is open to students who have passed the S.S.C. Exam (under 10+2 pattern of Education) from the C.B.S.E., New Delhi, or an examination equivalent thereto with 55% marks in aggregate.

#### 5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

- ❖ Students belonging to Scheduled castes, scheduled tribes and other backward classes, recognized as such by the Government of India are awarded scholarship by their respective state Governments. Students are also given financial assistance by University of Delhi (Table 5.3(a))
- ❖ Such students are required to apply to the State Government concerned on forms prescribed by the respective state governments, through the Principal, immediately after joining the College.
- ❖ The Number and Percentage of such scholarships received by the students is given below (Table 5.3(b)):

**Table 5.3(a): Details of the Financial Assistance received by the Students from University of Delhi**

Financial Assistance given to Students										
Year	Total Student	University								
		VC Fund			Science Meritorious			Single Child		
		No.	%	Amount	No.	%	Amount	No.	%	Amount
2014-2015	3876	77	1.98	231000.00	18	0.46	18800.00	-	-	-
2013-2014	3525	351	10.5	1053000.00	34	0.96	31910.00	-	-	-
2012-2013	3373	225	6.67	459500.00	41	1.21	37569.00	-	-	-
2011-2012	3181	88	2.76	191000.00	13	0.4	13955.00	1	0.03	40000.00
2010-2011	2998	4	0.13	8000.00	84	2.8	70653.00	7	0.23	140000.00

**Table 5.3(b): Details of the Financial Assistance received by the Students from Government and other agencies**

Financial Assistance given to Students							
Year	Total Student	State Govt.		Central Govt.		Other National Agencies	
		No.	%	No.	%	No.	%
2014-2015	3876	6	0.15	1	0.02	168	4.33
2013-2014	3525	11	0.31	2	0.05	283	8.02
2012-2013	3373	31	0.91	2	0.06	263	7.79
2011-2012	3181	35	1.10	0	0.00	177	5.56
2010-2011	2998	39	1.30	0	0.00	194	6.47



Apart from the above financial assistance modes, several students are also awarded DST sponsored 'Inspire Scholarship'. Students among the top 1% in 12th standard at their respective Board Examinations and pursuing courses in Natural and Basic sciences at the BSc level are eligible for this scholarship.

#### **5.1.4 What are the specific support services/facilities available for:**

##### **(i) Students from SC/ST, OBC and economically weaker sections**

- ❖ Relaxation in cut-off percentage is given to SC / ST/ OBC students during the time of admissions to various courses.
- ❖ The College provides financial assistance in the form of fee waiver/concession and scholarships to students from SC/ ST/ OBC and economically weaker sections
- ❖ These students also enjoy reservation in the College Hostel, as per rules /guidelines laid by the University of Delhi.
- ❖ The College also arranges remedial classes for the students belonging to SC / ST/ OBC and economically weaker sections.

##### **(ii) Students with physical disabilities**

- ❖ 3% seats in all undergraduate courses are reserved for candidates with physical disabilities, as per University guidelines.
- ❖ The College prepares a separate cut-off list, course wise, for these students.
- ❖ They are exempted from paying annual fee.
- ❖ These students also enjoy reservation in the College Hostel, as per rules /guidelines laid by the University of Delhi.
- ❖ Students residing in the College Hostel are given 50% waiver in the Hostel Mess Fees and 100% Hostel Fee waiver.
- ❖ Financial assistance is given to PwD students to buy laptops, smart phones, smart stick support devices etc.
- ❖ Financial support is provided to students with hearing impairment to procure hearing aids.
- ❖ The College has an Equal Opportunity Cell for differently-abled students. This Cell makes every possible effort to make the College friendly for persons with disability and ensures that various facilities and reading materials are provided to these students, as per their needs.
- ❖ The Cell organizes Workshops, short term courses and various other interactive programmes and meetings with these students, on regular basis, in the College.
- ❖ There is a separate computer room, well managed by a technical staff, in the College, for PwD students. There are 3 Desktop PCs and 2 Laptops in the room. These computers are installed with all the necessary software (text to speech enabled, equipped with JAWS and Kruzwell). Institutional licensing (Campus wide license) is obtained whenever special software (NVDA, Braille phase) for visually challenged is purchased. All the desktop PCs purchased for the purpose of visually challenged students are attached with scanners. These PCs have compliance with Hindi as well as other Indian Language softwares.
- ❖ The College Library has a separate room for visually challenged students. The facility is extended to the seminar room building to accommodate the increasing number of such



- students where they have computers with jaws software and scanner. (2 Laptops, 1 Scanner)
- ❖ These computers are also installed with necessary software (text to speech enabled, equipped with JAWS and Kruzwell).
  - ❖ The library also has 225 Braille books and 65 Audio CDs.
  - ❖ A special provision of providing laptops to the visually challenged faculty and students.
  - ❖ Visually Handicapped students are provided with *Scribes*, as per their requirements.
  - ❖ Ramps have also been constructed at strategic locations in the College building.
  - ❖ There are a few special washrooms for disabled students at ground floor.
  - ❖ Faculty members put in great efforts to make differently abled students capable of competing with other students.
  - ❖ To keep these students inter-connected, a complete list of differently-abled students, with their addresses and phone numbers is maintained. Network group for all such students has also been created by the College, so that these students can communicate easily and effectively with each other.
  - ❖ The College also has a society, *Ankur*, to help the inclusion of differently abled students. The motto of the Society is “Strength in Weakness”. The society organizes various activities for these students in addition to addressing their welfare concerns.
  - ❖ The society organizes an annual festival- “*Goonj*”
  - ❖ A Workshop on NVDA Software was conducted.
  - ❖ The achievements of students of our College in sports events organized by Equal Opportunity Cell, University of Delhi, (2010-11), are given in table 5.4.

**Table 5.4: Students’ achievements in Sport Activities organized by EOC**

S.No.	Name	Class and Course	Events/Position
1.	Abhishek Singh	B.A(H) Hindi, II year	400 meter race, 3 <sup>rd</sup> position
2.	Kishen Kumar Bhargav	B.A(H) Hindi, II year	Chess Competition – 4 <sup>th</sup> position
3.	Yogesh Kumar Yadav	B.A(H) History, III year	Javelin Throw: 2 <sup>nd</sup> position Oblique long Jump 2 <sup>nd</sup> position 400 meter race 3 <sup>rd</sup> position
4.	Suchinten Reddy		Chess Competition 2 <sup>nd</sup> position
5.	Mogeamkba	M.A (P)	Chess Competition 1 <sup>st</sup> position
6.	Arun Kumar Duggal	M.A (P)	Discuss Throw 3 <sup>rd</sup> position
7.	Kapil Sapra	M.A	Long Jump 1 <sup>st</sup> position
8.	Ravinder Kumar Tomar	BA (H .)Hindi Iyear	Shot put 3 <sup>rd</sup> position.

### (iii) Overseas students

- ❖ 5% seats are reserved for foreign students in each course, as per University guidelines.
- ❖ Admissions of foreign students are done as per the recommendations of the Dean, Foreign students, University of Delhi.
- ❖ These students also receive reservation in the College Hostel, as per rules /guidelines laid by the University of Delhi.
- ❖ The list of year wise admissions of the Foreign students is given in Table 5.5



**Table 5.5: Year wise details of number of foreign students admitted**

Year	Number of Foreign Students Admitted	Year	Number of Foreign Students Admitted
2014-15	18	2015-16	14
2012-13	08	2013-14	11
2010-11	15	2011-12	08

- ❖ A total of 47 foreign students are studying in various courses, in the College at present.
- ❖ Reflecting its commitment to global education, the College and its management encourages student exchange programmes with top Universities across the world. One such initiative has been the Hindu College - National University of Singapore Exchange Programme for NUS students. The programme was started in 2011 and 6 students from NUS have been enrolled till date.
- ❖ To promote exchange of ideas, values and culture amongst the youth, the Ministry of Youth Affairs and Sports, Government of India along with the Government of Korea, organized a visit of 22-member Korean delegation at Hindu College in August 2015.

**(iv) Students participation in various competitions: National and International**

- ❖ To provide support services to the students for participation in various national and international competitions, the College makes the following provisions;
- ❖ The College has various co-curricular societies, such as *Ibtida* (The Dramatics Society), *Aria* (Western Music Society), *Caucus* (The Discussion Forum), Science Forum, *Adhrita* (Classical Dance Society) and many more. Each society functions under the guidance and supervision of a designated faculty member.
- ❖ Student members of all societies as well as the Departmental Societies are encouraged to participate in various competitions held in the University and colleges across India.
- ❖ The College provides all possible financial and infrastructural support to the participating students.
- ❖ The College also engages experts /trainers for various activities, such as dramatics, street play, choreography etc., to help students to excel in these cultural activities.
- ❖ Not only in cultural activities, the College also motivates and encourages students to participate in various sports activities. The College has a large, well maintained playground. Sports students are trained through qualified coaches especially for basketball, cricket, volleyball and football to help them excel in sports.
- ❖ All the sports persons of practicing teams, in a given season, are provided food coupons worth Rs. 50 per day on all practice days.
- ❖ All team members of the basketball, cricket, volleyball and football are provided apparel kits.

**(v) Medical assistance to students: health centre, health insurance etc.**

- ❖ College students/ faculty avail the facilities provided by the nearby WUS Health centre. This centre also has the pharmacy and is equipped with various diagnostic facilities and has visits by specialists.
- ❖ Health camps are organized in the College for the benefit of both students and staff, on regular basis.



- ❖ There is a Medical Room on campus for basic medical care and emergency attention. Expansion of medical facility is on the anvil.

**(vi) Organizing coaching classes for competitive exams**

- ❖ Faculty members of the College keenly extend guidance and mentoring support to students interested in preparing for various competitive examinations.
- ❖ The faculty members at the departmental level organize special sessions for discussion and problem solving for students preparing for various competitive examinations.
- ❖ Interactive sessions with doyens of different industries/ civil services are organized for student motivation.
- ❖ ACP-Concept Test in Chemistry was organized in the Chemistry Department in August 2015 helping the students evaluate their conceptual understanding in Chemistry.

**(vii) Skill development (spoken English, computer literacy, etc.)**

A number of workshops and seminars are conducted, on a regular basis to enhance communication skills and personality development of the students. Several pre placement talks/personality and skill development workshops are organized by the Placement Cell, *Disha* from time to time. For skill development of physically challenged students, the College has a dedicated Society, *Ankur*.

Details of a few workshops organized focusing on skill development of students are mentioned below:

**Table 5.6: Skill Development Workshops**

Name of the event/ workshop	Schedule	Details of the event/ workshop
Talk and Seminar on Digital Literacy-for Teachers, conducted by David Hiddleston, Edinburgh College, UK	October 13, 2015	Day long seminar for the teachers.
Workshop in Computer Literacy	October 12-19, 2015	One week workshop
Workshop on ICT integration in Chemistry	October 9, 10, 2015	Event focused on integration of Information and Computer Technology in Chemistry learning and practical skills
Chem Careers 2015, in collaboration with Royal Society of Chemistry.	August 8, 2015	Careers event focused on developing CV writing and interview facing skills
Workshop on Scientific writing and Oral presentations	December, 2014	Workshop focused on inculcating scientific writing in students

**(viii) Support for “slow learners”**

- ❖ Special attention is given to “slow learners” by the faculty during both theory and practical classes.
- ❖ The faculty also pays special attention to such students, beyond class room teaching, by organizing extra remedial classes, whenever required.
- ❖ The students, both at UG and PG (wherever applicable) are assisted through tutorial classes. These students are also provided with simplified study materials and practice papers, if required. Personal, academic and socio-psychological counseling is provided by the Counselor on call specially appointed by the College for the same.



**(ix) Exposure of students to other institutions of higher learning/ corporate/ business house etc.**

- ❖ Students are encouraged to attend summer training/internships with various other educational institutions and organizations.
- ❖ Educational/ industrial trips are organized on regular basis.
- ❖ Workshops / seminars, in collaboration with various institutions of high learning / industries are organized on regular basis.
- ❖ People from industries and academia are invited to deliver pre-placement talks, so as to apprise the students of the various opportunities available to them.

**(x) Publication of student magazines**

- ❖ The College publishes its annual magazine, *Indraprastha*, which provides an excellent platform to students as well as the staff to showcase their writing skills and creativity, through articles, poems, stories, photographs, paintings, sketches etc. The editorial board consists of students as well as staff advisors. The magazine manager and the editors / sub-editors are selected from amongst interested students, on the basis of an interview conducted by the Principal along with the staff advisors. It is a learning process for the students, as even the graphic designing and formatting of the magazine is done by them. The College magazine is divided into four broad sections, Sanskrit, Hindi, English and Science.
- ❖ Apart from the College magazine, the College Hostel and various departments also publish their own magazines, which involves student along with staff. The department of Hindi publishes its unique magazine that is entirely hand written, “*Hastakshara*”.

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

- ❖ The College recognizes the importance of providing proper exposure to students to develop their entrepreneurial skills. For this purpose, the College functions through two such units, *Enactus* and Finance and Investment Cell, that are dedicated to instil the power of entrepreneurial action in the students with the ultimate aim of contributing in the improvement of the standards of living and quality of life for the people at large.
- ❖ *Enactus*: *Enactus* is an international, non-political, non-profit organization that brings students, business and academic leaders together to improve the quality of life and standard of living of people in need, through the positive effects of business.

**Table 5.7: Events Organized by *Enactus***

Year	Event Organized
2015	Put up a stall to sell incense sticks made by the beneficiaries, along with the partner NGO ‘Aanchal Akhil Bhartiya’.
2014	Launched <i>Project Shreshth</i> . The women of Badli Industrial Area were helped to acquire the skill of making and selling incense sticks by tying up with the Khadi Department. MSME, GOI.



- ❖ **Finance and Investment Cell:** The Finance and Investment Cell at Hindu College aims to make the students of the College more involved in financial affairs with the purpose of developing them into more responsible stakeholders in an increasingly globalized economy. It helps provide practical knowledge to enhance entrepreneurial skills. The Forum maintains its own website [www.fic-hindu.com](http://www.fic-hindu.com) with in-house expertise to publish and share the articles, analysis and research of members with a larger audience. Details of some of the articles written by students.
- ❖ **Events/ Activities Organized:** Meeting of society members at least once a week to discuss public policy, economics and to impart basic training in personal finance.
- ❖ Seminars, group discussions and presentations on a regular basis
- ❖ An online forum to discuss and share views with a larger audience, from across the University
- ❖ An annual Inter College Fest is organized, where events like quiz, case study, presentations and talks are organized.

**Table 5.8: Events organized by FIC**

Year	Events
2014-15	<ul style="list-style-type: none"><li>• Negotiation Case Studies</li><li>• Enigma, Annual Festival (18-19 February)- Events such as <i>Great Indian Tamasha</i>, <i>Showbiz</i>, <i>Model WTO</i>, <i>Conquest</i>, were organized.</li></ul>
2013-14	<ul style="list-style-type: none"><li>• <i>Annual Festival Enigma 2014 (12-13 February)</i>: Events such as <i>The Great Indian Tamasha</i>, <i>Winner's Curse</i>, Analytical discussions which included articles, informative modules, simulation games, lectures, seminars, case studies were successfully organized.</li><li>• Start-Up Village, a one of its kind event where Start-Ups from Across Delhi/NCR came and shared their personal experiences of handling startups.</li><li>• Seminars and Talks - Talk by CCS - Centre For Civil Society on 'Why Is India Poor?' - Seminar by BSE on 'How to be a Smart Investor?'</li></ul>
2012-13	<ul style="list-style-type: none"><li>• The Apprentice, a promotional event, had 3 sub-events within it; (i) <i>Finance Minister</i> was an event that put the participants in the shoes of the Finance Minister of the nation and demanded that they balance fiscal and political needs (ii) <i>Brandbuzz</i> a quiz and (iii) <i>Case Study</i>, the third event that tested the analytic skills of the participants.</li><li>• <i>The Website Launch and Social Media Campaign</i>: an extensive campaign was carried out online that focused around the website of the society: <a href="http://www.fic-hindu.com">www.fic-hindu.com</a>.</li><li>• <i>The Knowledge Series</i>: To educate the members of the society regarding financial matters, the internet medium and the website.</li><li>• <i>Simulations and ENIGMA: 18-19 Feb 2013</i>:. This fest is a set of unique events, by combining the elements from Economics, Finance, Politics, Psychology, Quizzing, Logic, Analysis and Social science, that takes all on a roller coaster ride through variety of challenging rounds that will test the ability to think, balance and act.</li></ul>

**Impact of the Efforts:** Through such exposure students have been greatly benefitted in terms of:

- ❖ Having greater awareness of career and entrepreneurial options
- ❖ Acquiring basic understanding of economic aspects
- ❖ Having improved financial literacy and becoming educated and empowered consumers.
- ❖ Being better equipped for career and internship opportunities.



The efforts have also lead students to win accolades and recognition as stated below:

- ❖ *Enactus*: Awards/Recognition
  - Recipient of the Walmart Women's Economic Empowerment Grant in November 2014.
  - Won a grant of Rs. 20,000/- under Walmart Women's Economic Empowerment Project Partnership 2014-2015 and third position at *Enactus* – Walmart special competition held at *Enactus* India National Competition 2015.
  - The team will now receive a prize of approximately Rs.40,000/- for *Project Shreshth*.
  - Won 1st prize in B-Plan Philanthropreneur at Kamala Nehru College, University of Delhi in 2014-15.
- ❖ *Enactus*: Participation
  - July 2014: Participated in *Enactus* National Competition at The Taj Lands End, Mumbai.
  - August 2014: Participated in *Enactus* training at St. Stephens College.
  - January 2015: Mentorship Session at KPMG
  - July 2015: Participated in *Enactus* National Competition at The Leela Ambience, Gurgaon
- ❖ Finance and Investment Cell: Awards/Recognition  
Students have won the following awards:
  - Best Manager: Epistieme, National Management Festival, SRCC
  - Best Manager: Excelsior, SSCBS; Mercato, Marketing Festival, SRCC.
  - 1st Position: Economic Crisis Room, The Financial Summit, St. Stephens; The Wall Street Meet, The Indian Youth Economic Association; Corporate Brainstorming, National Finance Festival, St. Stephens College; Rev-it-Up, National Finance Festival, St. Stephens College; The Financial Summit, St. Stephens (2012); Be an Economist, Sri Venkateswara College; Managers and Economists, Economics Fest, Ramanujan College; The Great Leader, Impresario, Kirori Mal College; Mock Stocks, Kirori Mal College; 10 Rounds, Hindu College; The Utility Game, St. Stephens College.

**5.1.6** Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co-curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc. - additional academic support, flexibility in examinations - special dietary requirements, sports uniform and materials - any other

- ❖ The strong academic foundation of Hindu College is reinforced by the view that valuable skills, attributes and talents are nurtured through student participation in various activities in addition to those of the curriculum. To promote effective participation and engagement of students in extra-curricular and co-curricular activities the following policies and strategies have been adopted.
- ❖ The College over a period of time has instituted a bounty of rich and vibrant cultural societies each of which work under the guidance of a member of the teaching faculty.
- ❖ The various societies that the College has, under the umbrella of Parliament, are:



Aarambh: Western Dance Society; *Abhirang*: Hindi Dramatics Society; *Abstractions*: The Fine Arts Society; *Abhyas*: The Internship Cell; *Adhrita*: Classical Dance Society; *Alankar*: Classical Music Society; *Ankur*; *Aria*: Western Music Society; *Caucus*: The Discussion Forum; *Disha*: The Placement Cell; *Earthlings*: The Wildlife Society; *Enactus*: A unit of *Enactus* Worldwide; *English Debating Society*; Finance and Investment Cell; Friends' Corner: The Counseling Cell; *Ibtida*: The Dramatics Society; *Manthan*: The Quizzing Society; *Masque*: The English Dramatics Society; *Nakshatra*: The Fashion Society; *North-East Cell*; *Panchtatva*: The Environment Society; *Samhita*: The Language, Literature and Culture Society; Science Forum; *Scribe*: Creative Writing Society; *SPIC MACAY*; *Sriyja*: The Choreography Society; *Symposium*: The Parliamentary Society; *Vagmi*: Hindi Debating Society; *Vivre*: The Film and Photography Society.

- ❖ The College also has a devoted NSS wing, NCC wing, Women's Development Cell and Equal Opportunity Cell to promote successful engagement of students in community life and support students' growth and development into well-rounded citizens of the future.
- ❖ Registrations and auditions for each such society are conducted in every new academic session to recruit new talent.
- ❖ For sports and extra-curricular activities committees comprising of faculty members are constituted by the Staff Council.
- ❖ Cultural societies are encouraged to participate in various competitions held in the University and colleges across India and wherever feasible funding is provided.
- ❖ The Annual College Festival - Mecca serves as a platform for students to not only participate in various extra-curricular events but also to interact with fellow participants from Colleges across India.

Sports and Games: To promote Sports activities, every year students are admitted to various undergraduate courses under sports quota through sports like cricket, basketball, volleyball, lawn tennis, table tennis, chess etc.

The College has a Sports Committee which is a duly constituted Staff Council Committee and a Director, Physical Education. They are responsible for:

- ❖ Organizing practice sessions for the students.
- ❖ Arranging for coaches / trainers, as and when required by the students.
- ❖ Providing refreshments and sports kit to the students.
- ❖ Organizing sports activities for the students / staff such as sports day and competitive events
- ❖ Ensuring the participation of students in various inter-college competitions.
- ❖ Additional academic support, flexibility in examinations
- ❖ In all undergraduate courses, up to 5% of seats are reserved for students seeking admission under sports quota.
- ❖ Students who participate / represent the College in various extra-curricular activities and sports tournaments are given relaxation in attendance and internal assessment submission deadlines, as per University rules. (as per University Ordinance VII. 2. (9)(a)(i) and VIII-E).



- ❖ These students can also avail the benefit of extra classes/ tutorials especially arranged by the faculty to compensate for the classes missed.
- ❖ Flexibility in submission of assignments/ internal assessment projects etc. is given to such students; however, the schedule for University examinations prepared well in advance cannot be changed for them.
- ❖ Special dietary requirements, sports uniform and materials
- ❖ NCC unit provides Rs.40/- per student on the day of the parade
- ❖ All the members of the sports team, practicing in a given season, are provided food coupons worth Rs. 50/- per day (the days when they are practicing).
- ❖ NSS unit provides Rs. 20/- per student on the day of NSS activities
- ❖ Students representing the College in sports tournaments at various levels are provided with proper sports kit/ equipment/ facilities.
- ❖ The Sports Complex of the College also hosts a well-equipped gymnasium that is open to sports students, other students and faculty as well.
- ❖ Training and practice sessions are organized for sports students every morning before class.
- ❖ The College provides financial support to the teams participating in various competitions.
- ❖ On behalf of the students, the College pays entry fees as well as the transport fees for the various teams participating in Inter College and other competitions.

#### Any Other

During the budget session of Hindu College Parliament, every year funds are allocated to different societies for procurement of materials and additional training if required.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

- ❖ Faculty members counsel students preparing for entrance tests including organizing special interactions with experts.
- ❖ In the academic year 2010-12, the College had received funds under merged scheme of UGC (XI plan), which were utilized in organizing coaching sessions for NET/SET and civil services entrance exams for SC/ST/OBC and minorities.
- ❖ Students of Hindu College have excelled in various walks of life and numerous selections are made every year in prestigious entrance examinations/courses. However a quantitative data in collated form is unavailable.

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

- ❖ The College has a dedicated Counseling Cell called “*Friends’ Corner*” which organizes counseling sessions and interactive workshops that provide the students a platform to share their problems. It instills human values; positive thinking; physical, mental and emotional health; stress management; self-awareness; personality



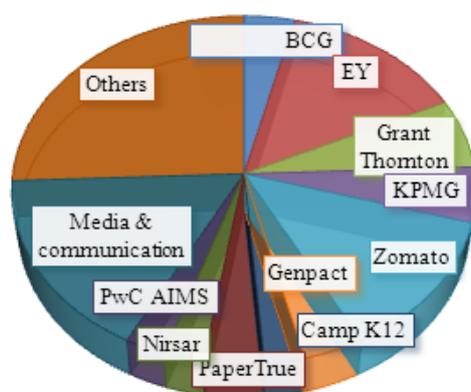
development; inter-personal relations; soft skills; personal and social responsibility; and many others. It also offers career guidance, counseling and workshops.

- ❖ The various activities organized by the *Friends' Corner*, in the last five years are given in details.
- ❖ The College has also engaged the services of a professional counselor who visits regularly for providing holistic guidance in terms of academic, personal, career, psycho-social counseling.
- ❖ The Placement Cell of the College, *Disha*, also organizes various career counseling seminars and workshops for students throughout the year.

**5.1.9** Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programmes)

- ❖ The College has a dedicated Placement Cell, *Disha*, that facilitates industry linkages and career placements for students.
- ❖ The cell annually registers undergraduate students to offer placement related information and services to registered members. However, registration with the Cell does not stand in the way for a student to be considered for on campus placements.
- ❖ It invites reputed companies and corporate houses to recruit final year students of the College on campus.
- ❖ It also organizes seminars, workshops, talks and industry/company visits to improve the job readiness of students.
- ❖ The Cell secures internship opportunities for the first and the second year students alongside fellowships and campus ambassador programs.
- ❖ A list of the notable companies that visited our campus for placements and students selected with the CTC package for the year 2014-15 is appended as Annexure 5.1.

Figure 5.1 reflects the distribution of placements for the academic year 2014-15.



**Figure 5.1: Distribution of Placements in Various Companies for the Academic Year 2014-15**

Events organized by *Disha* in the academic year 2015-16 are depicted in Table 5.9



**Table 5.9: Events organized by Disha in 2015-16**

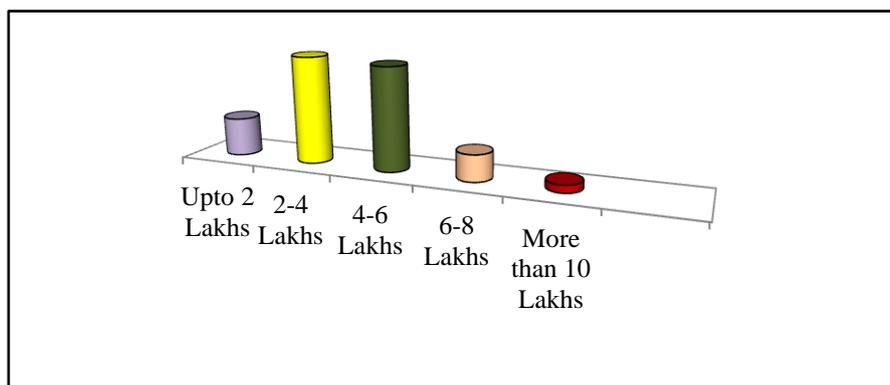
S.No.	Details of the Event	Date
1.	Wipro final placements	29 September 2015
2.	Teach For India pre placement talk	23 September 2015
3.	Workshop on business analytics	18 September 2015
4.	Bluegape pre placement talk	16 September 2015
5.	Smartican's session on GD and PI	2 September 2015
6.	Wipro pre placement talk	1 September 2015
7.	EY final placements	25 August 2015
8.	EY pre placement talk	24 August 2015
9.	Internshala NMAT'S session	17 August 2015
10.	Delloite Final placement	17 August 2015
11.	BCC pre placement talk	14 August 2015
12.	Delloite pre placement talk	13 August 2015
13.	Orientation and seminar	6 <sup>th</sup> August 2015

Figure 5.2 below, depicts the sector wise distribution of placements for the academic year 2014-15



**Figure 5.2: Sector wise Distribution of Placements for the Academic Year 2014-15**

Selected students, drawing an annual package, ranging from upto Rupees 2 lakhs to more than Rs. 10 lakhs, as shown below in Figure 5.3



**Figure 5.3: Annual Package (in Lakhs) for the Students in the Academic Year 2014-15**



- ❖ The College also has an active Internship Cell, *Abhyas*. The Cell's main aim is to establish the much needed link between the professional world and the students of Hindu College bridging the gap between recruiters and prospective interns thereby minimising the need to have personal contacts to procure internships. It seeks to overcome the major barrier of lack of visibility of internship opportunities which may be put up on websites but may not reach the right internship seekers.
- ❖ Hindu Youth Summit: *HYS 2014*: Successfully organized in February 2014, a first of its kind summit comprising a marathon, a conference and a concert.
- ❖ The Conference witnessed eminent speakers such as Arnab Goswami (Editor in Chief, Times Now), Rajyavardhan Singh Rathore (Ace shooter), Major General GD Bakshi, Alok Dikshit among others. In the Hindu Youth Summit, about 150 students participated in the marathon and another 350 attended the conference.
- ❖ “Cracking the Case Study” Organized a seminar conducted by XYLEM a Delhi based startup which educates college students on how to crack business cases. Organized September 2014, it saw the participation of nearly 150 students.
- ❖ Apprentissage'15: Apprentissage'15, a one of its kind internship fair was organized for the very first time in February, 2015. The following companies came to campus to offer internships:
  - NGO Sector: ‘Nine is Mine’; ‘Shades of Happiness’; YWCA
  - Corporate Sector: INDIABULLS, Philip Morris International, Tapan Mukherjee and Consultants, ANBS INDIA PVT. LTD.

**5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years**

- ❖ Grievance Redressal Cell: A Grievance Redressal Cell is specially formed for DUSU / College elections and has teachers as well as students representatives as its members.
- ❖ All efforts are made to effectively resolve the grievances of students by the members of the various committees, the Teachers In-charge of departments and other faculty, the Principal and the administrative staff. Further, grievances of students are addressed variously by the following bodies:
  - The Grievance Committee: This committee is active during the time of admissions and looks into the grievances, if any, of students seeking admission to the various courses in the College. The contact details of the Committee members are enlisted in the College prospectus and displayed on the College Website as well as at appropriate places in the College Premises and the Hostel.
  - Internal Complaint Committee against Sexual Harassment: This Committee addresses complaints related to sexual harassment. The contact details of the Committee members are displayed on the College Website as well as at appropriate places in the College premises and the hostel.
  - Disciplinary Resource Committee: Headed by the Disciplinary Resourceperson, the committee looks into issues and complaints related to discipline of students. The contact details of the Committee members are displayed on the College Website as well as at prominent places in the College and the hostel.
  - Hostel Committee: The Hostel Committee addresses any discipline related grievance of the students residing in the College Hostel.



- Suggestion Box Grievances with respect to the library can be deposited in a suggestion box kept in the library.
- Parliament and Council of Ministers: The student ministers especially those holding charge of welfare also route the grievances of the students to concerned authorities for redressal.
- The Principal herself has a democratic style of leadership and students are allowed access to her to communicate in person any feedback, suggestions or grievances without any fear or hesitation.

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

- ❖ The College has a zero tolerance policy on sexual harassment. The College constituted the College Complaints Committee to address the issues of sexual harassment in the Workplace' in accordance with Ordinance XV-D of the University of Delhi. Subsequently, as per the new notification by the University, the College has an Internal Complaints Committee in place to address complaints related to issues of sexual harassment. The committee works in accordance with Section 4(1) of 'Sexual Harassment of Women at the Workplace (Prevention, Prohibition and Redressal) Act, 2013 (No. 14 of 2013)'. For any such complaint, the Presiding Officer may be contacted.
- ❖ The College has a dedicated Women's Development Cell, which is committed to nurturing the strength of female students as well as to creating a sensitized environment leading to gender equality. The Cell endeavours to involve both male and female students in its information dissemination and sensitization activities, so as to foster healthy inter-gender relationships based on mutual trust, respect and co-operation. This Cell has successfully organized a number of seminars, panel discussions and interactive sessions on various issues varying from women's empowerment to gender discrimination.
- ❖ The Internal Complaints Committee and Women's Development Cell of the College in association with Centre for Health and Social Justice has taken up a four month project entitled 'MenEngage' Delhi. It was initiated in the month of October 2015 and intends to engage men and boys along with female students to understand the issues of gender equality, sexual harassment, education, violence against women, patriarchy etc. The four month project involved nukkad nataks, panel discussions, film screenings, workshops etc.
- ❖ "The Mahabharata Extension (10th April 2015) was staged by Sanghwari Theatre Group.

**5.1.12** Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

- ❖ Yes, the College has an Anti-Ragging Committee as per University Ordinance XV-C. Contact details of the committee members are displayed on the College Website as well as at prominent places in the College premises and the hostel.
- ❖ Members of the committee take regular patrol to prevent ragging.
- ❖ The College is very alert about any attempts at ragging. No case of ragging has come to light in the last four years.



### 5.1.13 Enumerate the welfare schemes made available to students by the institution

The following welfare schemes are available to students of the College:

- ❖ Equal Opportunity Cell, for physically challenged students.
- ❖ Distribution of laptops to students.
- ❖ Distribution of laptops installed with special software to the PwD students.
- ❖ Career guidance and Placement, through the College Placement Cell, *Disha*.
- ❖ Scholarships and Prizes to deserving students
- ❖ Students Aid Fund to provide financial assistance to needy students
- ❖ Fee waivers for PwD students.
- ❖ Sports kit and special diets for sportspersons.
- ❖ Cases of sexual harassment are addressed by the Internal Complaint Committee (ICC).
- ❖ Medical assistance from WUS
- ❖ A number of cultural societies for the all-round development of students.
- ❖ Separate society for the students hailing from the North-Eastern region of the Country.
- ❖ Arrangement of extra classes, especially for slow learners, as and when required.
- ❖ Financial assistance to the students participating in various State / National /International level Competitions.
- ❖ Bus / Railway travel concession.
- ❖ Free access to state of the art on campus Gymnasium
- ❖ Availability of in house facility of photocopying machine and stationary shop.
- ❖ Banking facility for students on campus.
- ❖ Girl's common room
- ❖ Hygienic and reasonably priced cafeteria
- ❖ Prime Minister's Office, available to the Prime Minister of the College and his Cabinet Ministers to carry out welfare programs for the students.
- ❖ The College has NCC and NSS wings for student welfare.
- ❖ The NCC unit of the College was established in 2004 with the aim of developing character, discipline, leadership, secular outlook, spirit of adventure and the ideals of selfless service amongst the students.
- ❖ Its activities include swimming, pulling, scuba diving, drill, weapon training: Rifle training, Hygiene and sanitation, First Aid, Human resource development: Values/codes of ethics, Personality development, Motivation, Decision making, Discipline, Leadership, Disaster management, the practice of *Yogasanas*, Nature awareness and eco-preservation, self-defence, participation in *Antardhwani* (DU), *Swachhata Abhiyan*, P.M. Rally, *Gyanodyay Yatra* etc.
- ❖ NCC organizes camps such as annual training camp, social service camps, All India summer training camps, Advanced leadership course, *Nau Sainik* camp, Ship attachment camp, National integration camp, Republic day camp.
  - Two Cadets SCC Karan Singh and Jitender Joshi were selected for 2015-16 Republic Day Camp. Republic Day Camps were also attended in 2013-14 and 2014-15.
  - One month swimming camp organized by 1 DNU Kashmiri Gate every year.
  - National Integration Camp.
  - Ship attachment camp (2012, 2013, 2014).



- ❖ Sub Lt. (Dr.) Harinder Kumar, Associate NCC Officer awarded best ANO award in 2010.
- ❖ Senior Cadet Praveen Awarded DG NCC Award in 2013-14.
- ❖ Best college award in CATC 2011 to 2014.
- ❖ Senior Cadet Shweta Singh and Cadet Priyanka participated in Republic Day Camp in 2014 and 2015 respectively.

#### **Events hosted**

- ❖ *Unity March* was organized on 31 Oct 2014 (Unity Day).
- ❖ A play “*Court Marshall*” was performed by Ashmita Theatre Group, under direction of Mr. Arvind Gaur in 2013.
- ❖ 23 Jan 2014, the birth anniversary of Netaji Shubhash Chandra Bose, was celebrated by organizing a Kavi Sammelan.
- ❖ *Yoga Camp* was organized from 13/4/2015-22/4/2105.
- ❖ Visited Historical places in Delhi in 2014.

#### **NSS: National Service Scheme Seeks**

- ❖ To enable students to understand the community in which they work and to understand themselves in relation with their community to identify its needs and problems and find solutions which they can be part of.
- ❖ To develop among students a sense of social and civic responsibility.
- ❖ To develop competence required for group living and sharing responsibilities as well as gaining skills in mobilizing community participation
- ❖ To acquire leadership qualities and democratic attitude.
- ❖ To develop capacity to meet emergencies and national disasters.
- ❖ An average number of 200 students are registered in NSS each year.
- ❖ NSS Hindu has basically three wings: Education, Health, Blind Reading.
- ❖ It focuses on primary education as an agent of social change. Helping underprivileged children to avail quality education which, is not affordable to them otherwise and to encourage them to realize their creative potential is the topmost priority.
- ❖ Activities being conducted are:
  - Classes (mainly Mathematics and English) at Gandhi Ashram for students from 1<sup>st</sup>-5<sup>th</sup> standard. (Started from July 2013).
  - Free tuitions, educational and co-curricular activities for underprivileged children at Timarpur slum near Wazirabad in January 2015.
  - Tuition classes in college for the children of the College staff members
  - To inculcate different modes of teaching through video classes, games etc. in order to interest children and encourage them towards academics along with co-curricular activities.

#### **Reading for the Blind**

- ❖ NSS volunteers help visually impaired students in academics by reading for them, recording their lessons and writing their examinations.
- ❖ Collaboration with Save the Quest (an NGO that works towards spreading awareness and conducts self reliance activities for the visually impaired). and work for “I PLEDGE THAT I WILL NEVER DISCRIMINATE ON THE BASIS OS



DISABILITY”- campaign launched by them. On the occasion of *White Cane Day* (15 October 2015), to mark the achievements of the visually impaired, students took the pledge never to discriminate on the basis of disability.

### Health

- ❖ Focus on issues relating to health, sanitation, hygiene and creating awareness regarding these. Various health camps and cleanliness drives across campus and slum areas near it have been taken out to create awareness and also to motivate people to work towards a clean environment.
- ❖ Cleanliness drive: On a regular basis, NSS volunteers are engaged in organizing cleanliness drives in the College campus, and they celebrated *Swachh Bharat Abhiyan* (2 October 2014).
- ❖ NSS has been conducting free medical camps at various slums. A medical camp was conducted at Timarpur slum in March 2015 and prior to that at Kabir Nagar; Shakti Nagar in January 2014.
- ❖ This is done in collaboration with various agencies, like “Save the Quest” and “Mukti” NGOs.
- ❖ The NSS facilitated orientation/sensitization program by DNipCare (Delhities National Initiative in Palliative Care) and doing various collaborative projects with them.
- ❖ The NSS aimed to Create NSS blood group data bank and to organize Blood Donation camps in the College, in association with agencies like with Blood Connect, Rotary Club etc.
- ❖ To organize Dental health check-ups for children at Gandhi Ashram.

### Other Activities

- ❖ In August, 2011, NSS organized a donation drive for the victims of the Leh floods
- ❖ NSS sets up a ‘Help Desk’ for the students coming to take admission in the College. These Counters provide students useful information for their admission.
- ❖ Field trips to study the works of NGOs like Akshaya Patra Foundation, *Goonj* etc. are organized.
- ❖ The NSS collected essential amenities for the victims of various natural calamities (such as thr victims of the J&K floods, this drive was organized in collaboration with Kashmir Foundation for Social Change).
- ❖ The NSS collected winter clothes for refugees (such as from Rohingya and Assam), collaborating with human rights activist Mr. Ubais Sainulabdeen, a registered member of Amnesty International.
- ❖ The NSS has been active in organizing small trips around the city for staff children.
- ❖ It provides a platform for NGOS like “Save The Quest”, “Teaching For A Cause”, HELPIEZ, DnIP CARE etc. to present themselves and give an opportunity to students to intern in these NGOs.

### North-East Cell (NE Cell)

- ❖ The *North-East Cell* is one of the registered societies of the College that began its functioning in 2011. The cell provides a platform for the students from Northeastern States studying in the College to share and sort out their problems. It counsels students,



- providing a friendly atmosphere far away from home. The Cell spreads awareness among people, especially the College fraternity so as to amalgamate the nation with the lesser known cultures of Northeast India, a significant step towards national integration.
- ❖ The cell celebrates its annual festival “NETym”, a multi-dimensional event, which encompasses the varied art and culture and history of India’s north-east, the region’s handicrafts, food, clothing, literature, contemporary developments as well as highlights its problems and hardships through seminars and discussions.
  - ❖ In September 2015 the NE Cell of the College organized a counseling programme for students hailing from north-east region. It was followed by the orientation of the students of the College in October 2015 where students had interactive sessions with teachers. The Cell organized a cultural programme on the theme “Peace and Unity” in association with Manipur Cultural society for Peace and Unity on 8<sup>th</sup> November 2015 in view of the prevailing conditions. Dr. Th. Meina (M.P., Lok Sabha), was Chief Guest.
  - ❖ The details of activities done by NE Cell are depicted in Table 5.10.

**Table 5.10: Activities of NE Cell in Last Four Years**

Year	Events hosted/ Activities
2014-15	<ul style="list-style-type: none"><li>• A seminar “The Next Thirty Years” was organized in January 2015.</li><li>• A discussion on “North-East India - Development through Tourism”: Shri Yogesh Shukla (Social Worker and Member of Parliament), Mr. Kishalay Bhattacharjee (Senior Journalist and Executive Director - Reachout Foundation).</li><li>• Unveiling the NE Cell graffiti; Stalls and Photography Exhibition.</li><li>• Inter College Football tournament (Men and Women)</li></ul>
2013-14	<ul style="list-style-type: none"><li>• National seminar on “North-East India and Global World”: General (Retd.) J.J. Singh</li><li>• Cultural dances from the 8 NE states and a traditional attire show presenting its kaleidoscopic culture. Band performances, Traditional Folk Songs.</li><li>• NE Food stalls, arts and crafts stalls and tourism walls.</li></ul>
2012-13	<ul style="list-style-type: none"><li>• National seminar on “Mainstreaming the North-East and its implications to the state and society”: Binalaxmi Nepram (Founder, Manipur Gun Survivors Network and General Secretary, Control Arms Foundation of India), M.A. Sikander (Director, National Book Trust of India), Pradyot Deb Burman (Maharaja of Tripura and Editor-in-Chief, The North East Today).</li><li>• Interactive session with Arnab Goswami (Editor-in-Chief, Times Now) who is also an Alumnus of the College.</li><li>• Cultural extravaganza, food and handicrafts festival of NE states.</li></ul>
2011-12	<ul style="list-style-type: none"><li>• Organized the first festival “NETyme – Celebrating the North-East”</li><li>• National seminar on “North-East India - A Perspective of National Integration”: Falguni Rajkumar (Chairman, Board of Governors IIM-Shillong)</li><li>• Released “Rainbow Rhapsody”- the magazine of the NE Cell.</li></ul>

**5.1.14 Does the institution have a registered Alumni Association? If ‘yes’, what are its activities and major contributions for institutional, academic and infrastructure development?**

Yes, the College has a registered Alumni Association. Known as the Old Students’ Association, OSA, the alumni association is actively involved in the corporate life of the College

- ❖ It organises the prestigious Madhu Bhasin Memorial lecture once a year.
- ❖ Presents distinguished alumni awards
- ❖ Organizes annual dinners and cultural get-togethers to which all faculty are also invited
- ❖ Organizes film screenings



- ❖ Golf tournament
- ❖ Organizes “Clash of Titans,”- a Debate competition in which alumni of Hindu College compete with those of other Colleges, such as St. Stephens, LSR, Miranda House and others.
- ❖ Feedback from alumni is also welcomed
- ❖ The College also hosted an old boys meet for three consecutive years (2011, 2012 and 2013), in which the old students stayed in the hostel and relived memories.
- ❖ In all there is a rich relationship between OSA and the Institution
- ❖ Alumni have also been inducted into the IQAC.

## 5.2 Student Progression

**5.2.1** Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed. Student progression % UG to PG PG to M.Phil. PG to Ph.D. Employed • Campus selection • Other than campus recruitment

Table 5.11 gives the details of the student progression. This data pertains only to students of the College taking admission in post graduate courses offered by Delhi University. However, a number of our students continue higher studies in reputed institutions and leading universities across the country and abroad, for which no formal records are available with the College.

**Table 5.11: Details of students Progression**

Student progress	Against % enrolled *
<b>UG to PG</b>	10.4 (2014-15) 22.7 (2013-14) 23.6 (2012-13) 16.5 (2011-12)
<b>PG to M.Phil.</b>	NA
<b>MPhil to Ph.D.</b>	NA
<b>Employed</b> <ul style="list-style-type: none"><li>• Campus Selection</li><li>• Other than Campus recruitment</li></ul>	For details refer to section 5.1.9

**5.2.2** Provide details of the programme-wise pass percentage and completion rate for the last four years (Course wise/batch wise as stipulated by the university). Furnish programme-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district

Comparative Result Analysis of various courses at Hindu College with some other Colleges is depicted in Figures 5.4(a-q). The comparative result analysis of various courses at Hindu College (within the college and with other colleges) is given in Annexure 5.2 and 5.3 respectively.

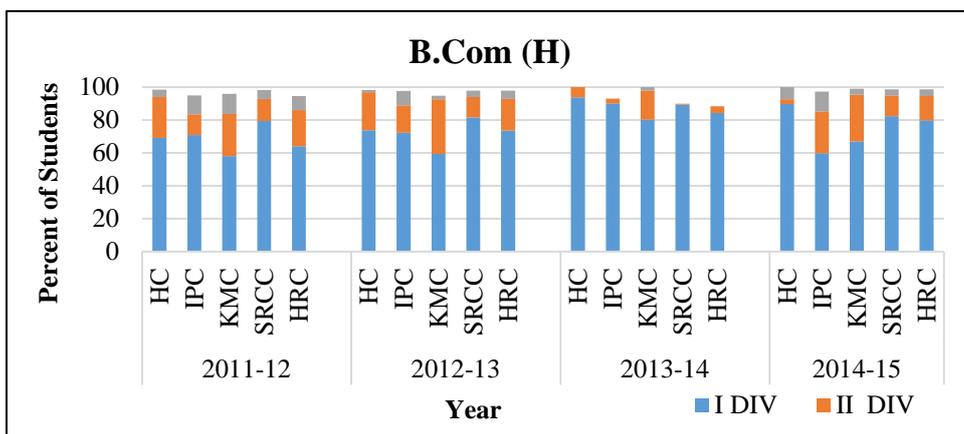


Figure 5.4(a): Comparative Result for B.Com(H)

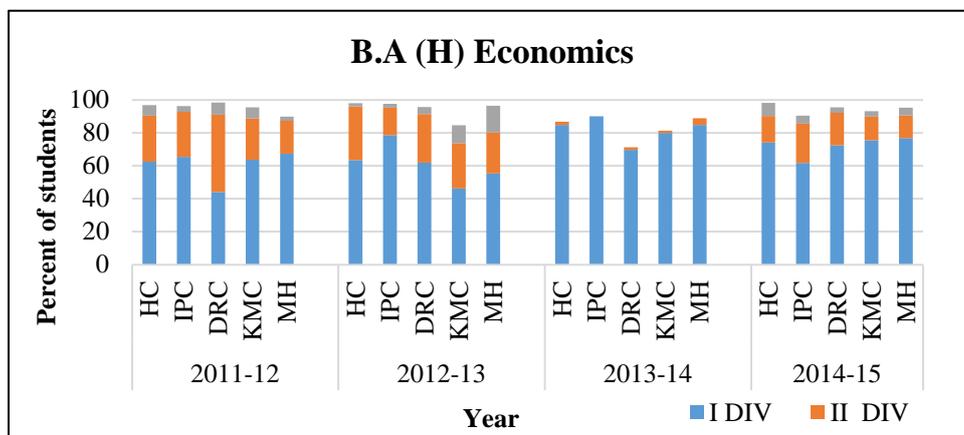


Figure 5.4 (b): Comparative Result for B.A (H) Economics

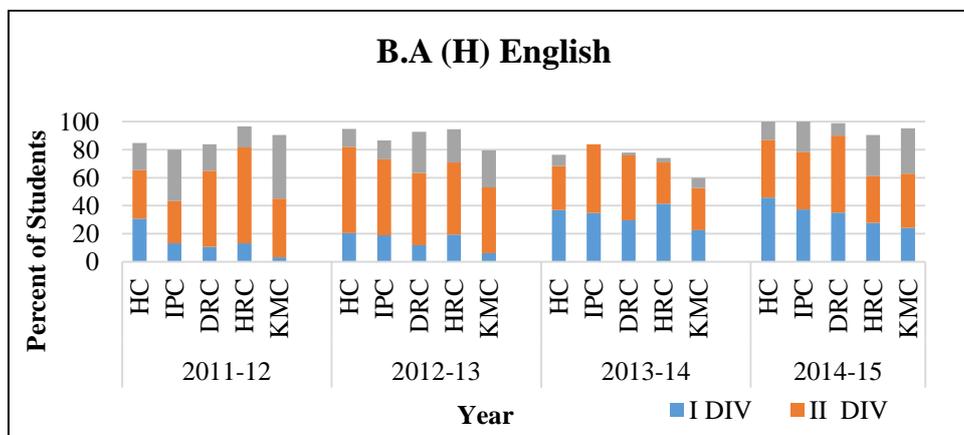


Figure 5.4(c): Comparative Result for B.A (H) English

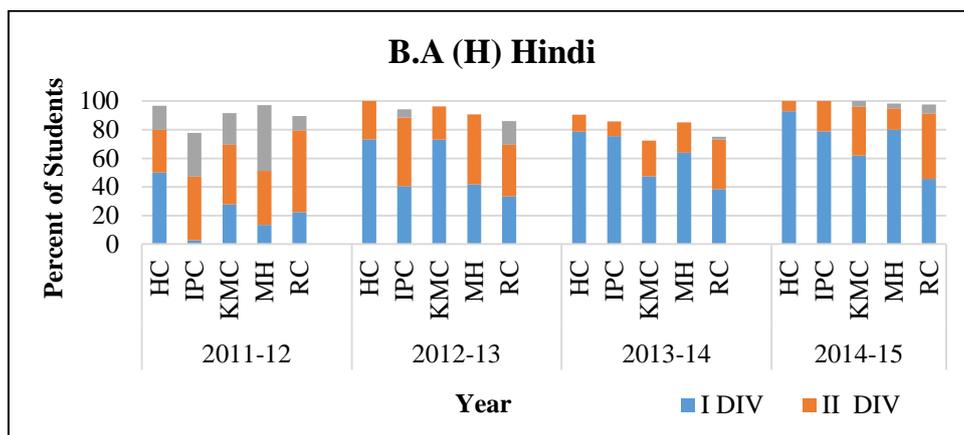


Figure 5.4(d): Comparative Result for B.A (H) Hindi

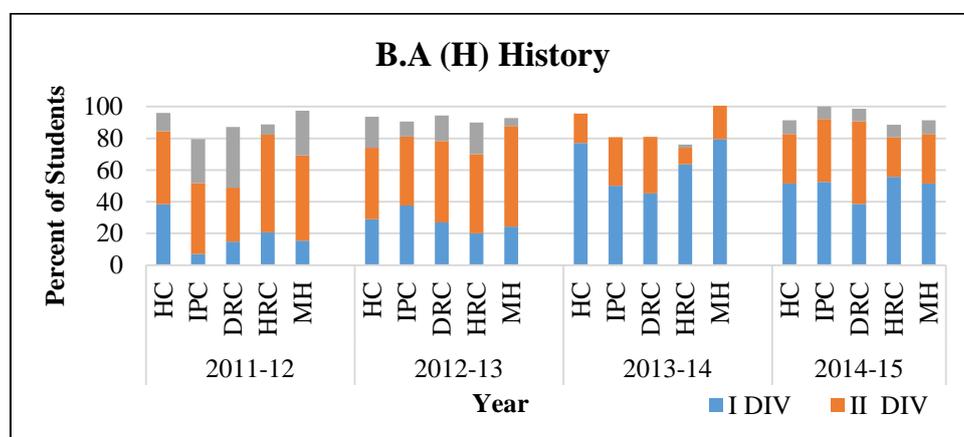


Figure 5.4(e): Comparative Result for B.A (H) History

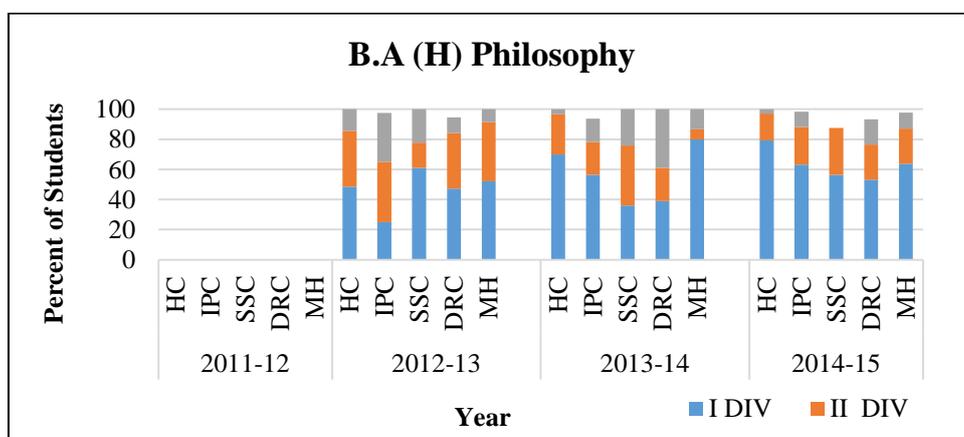


Figure 5.4(f): Comparative Result for B.A(H) Philosophy

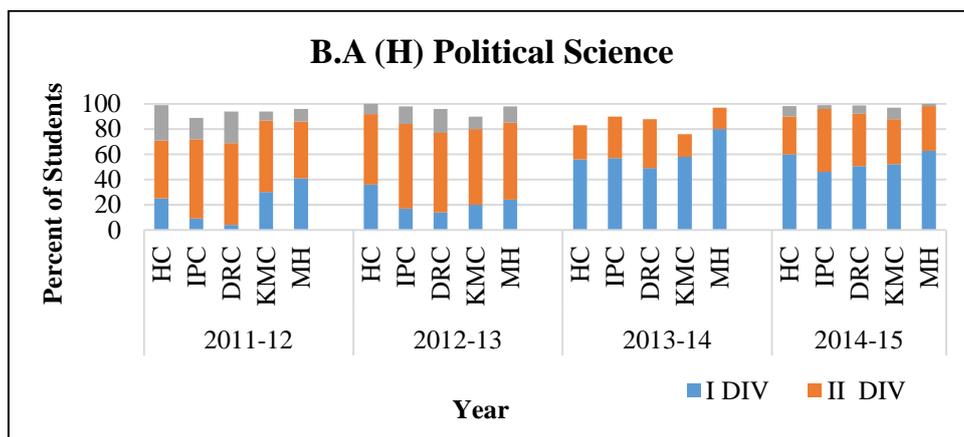


Figure 5.4(g): Comparative Result for B.A(H) Political Science

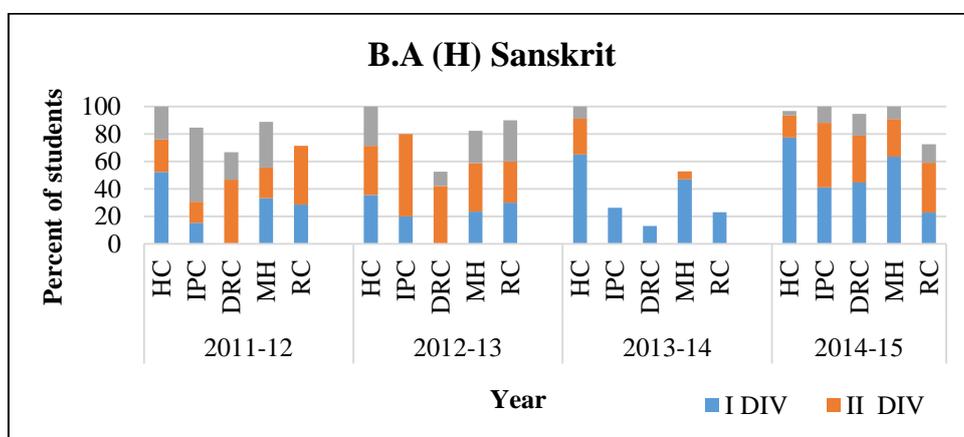


Figure 5.4(h): Comparative Result for B.A(H) Sanskrit

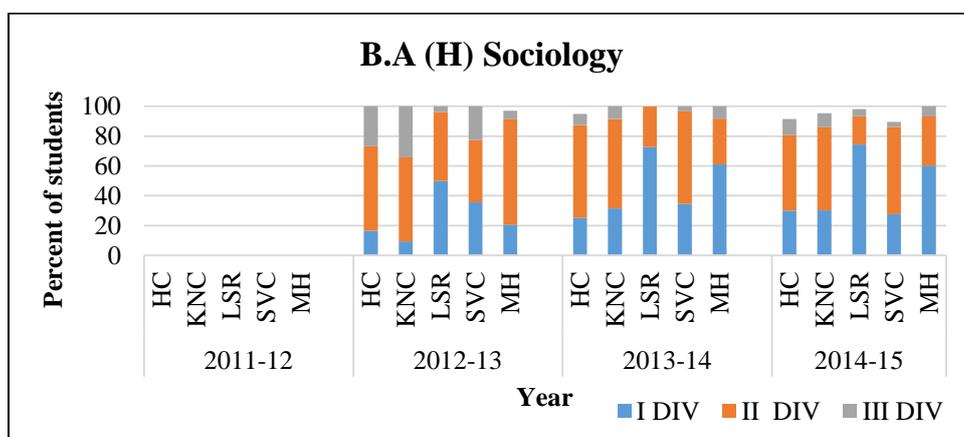


Figure 5.4(i): Comparative Result for B.A(H) Sociology

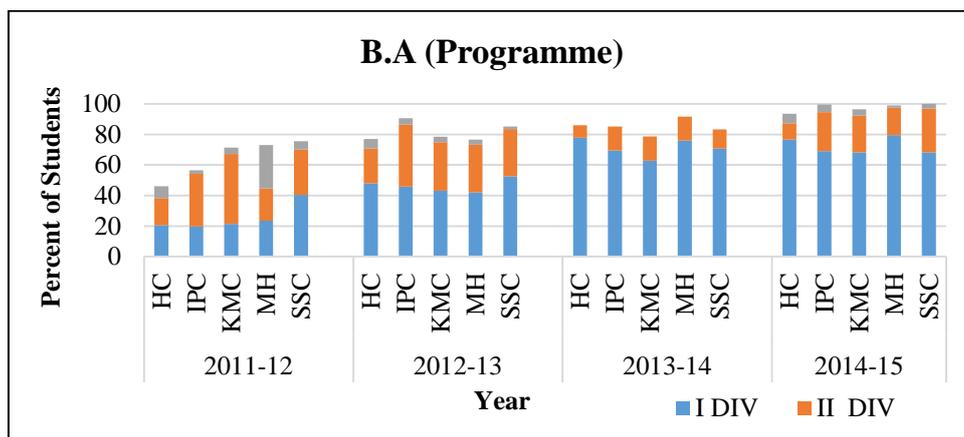


Figure 5.4(j): Comparative Result for B.A Programme

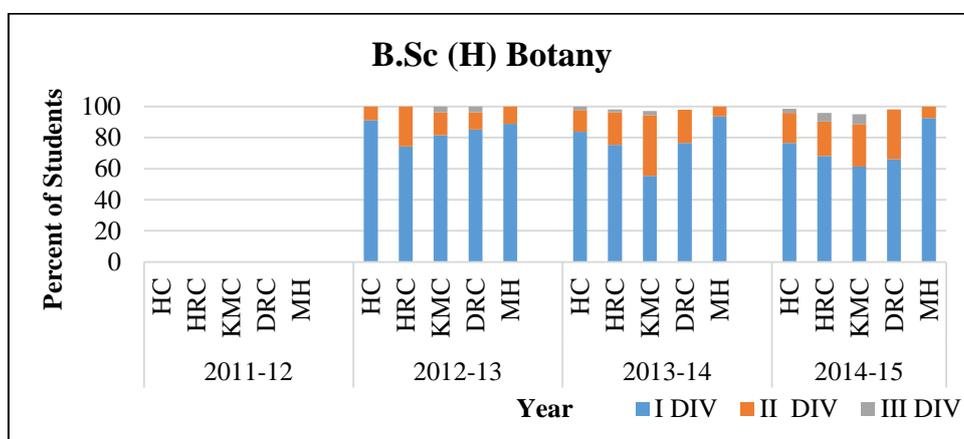


Figure 5.4(k): Comparative Result for B.Sc(H) Botany

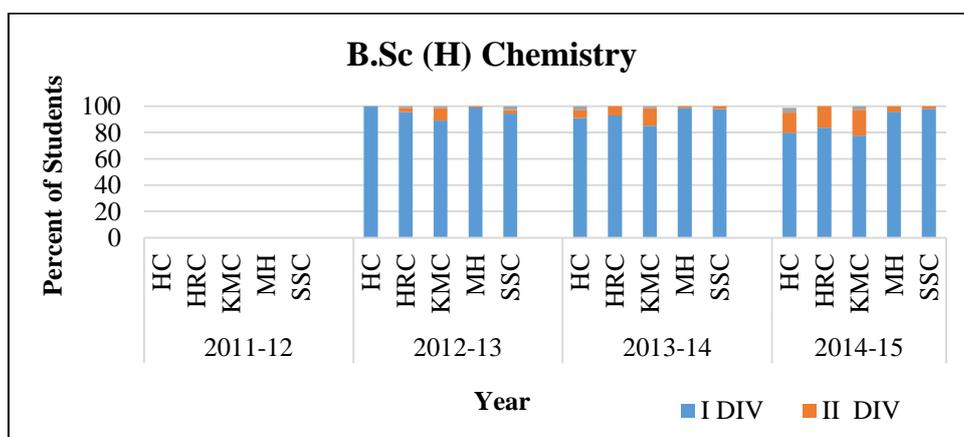


Figure 5.4(l): Comparative Result for B.Sc(H) Chemistry

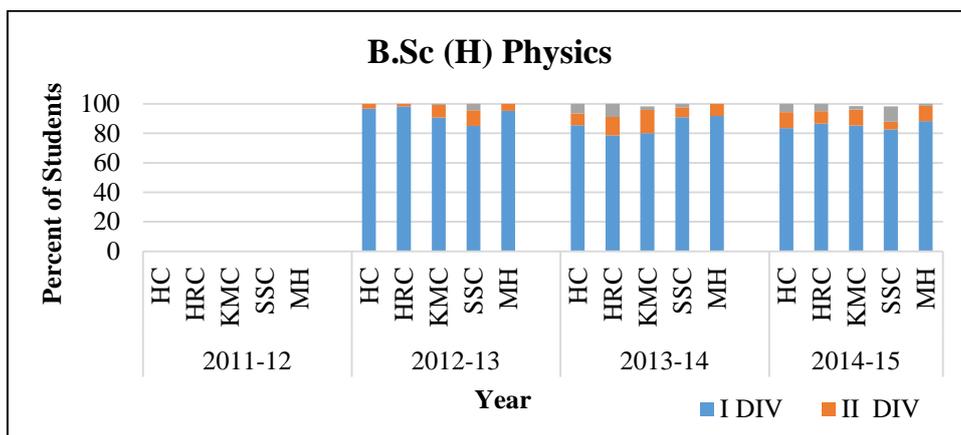


Figure 5.4(m): Comparative Result for B.Sc(H) Physics

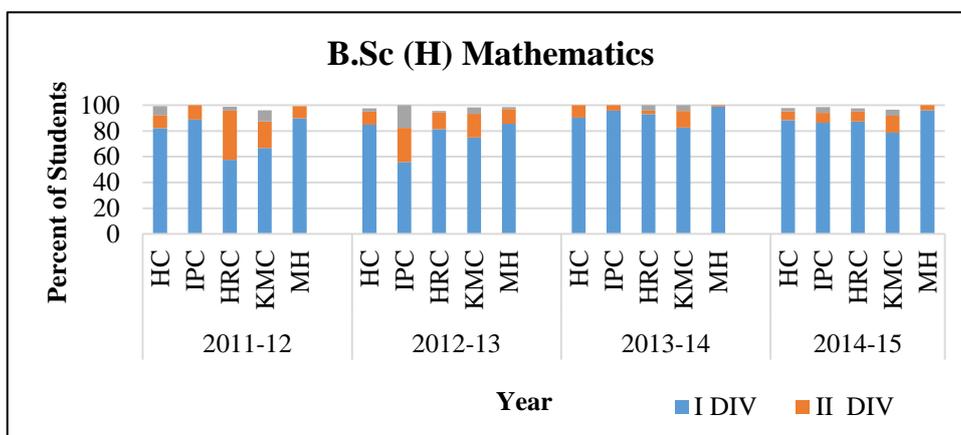


Figure 5.4(n): Comparative Result for B.Sc(H) Mathematics

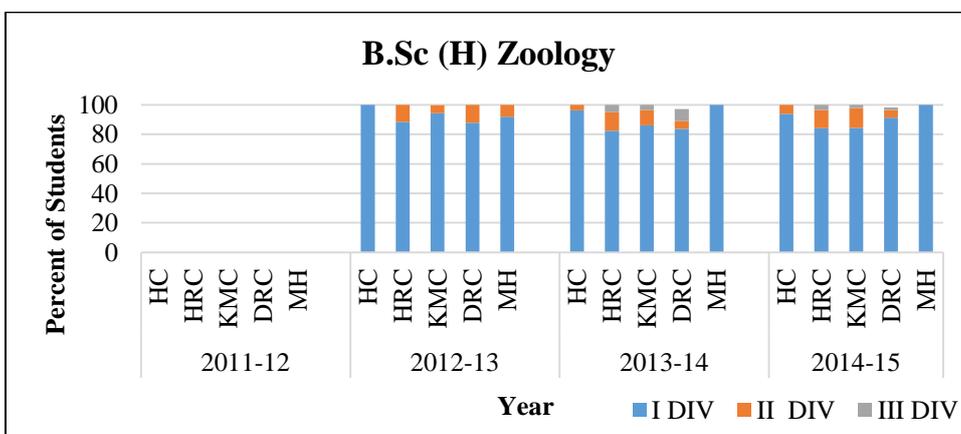


Figure 5.4(o): Comparative Result for B.Sc(H) Zoology

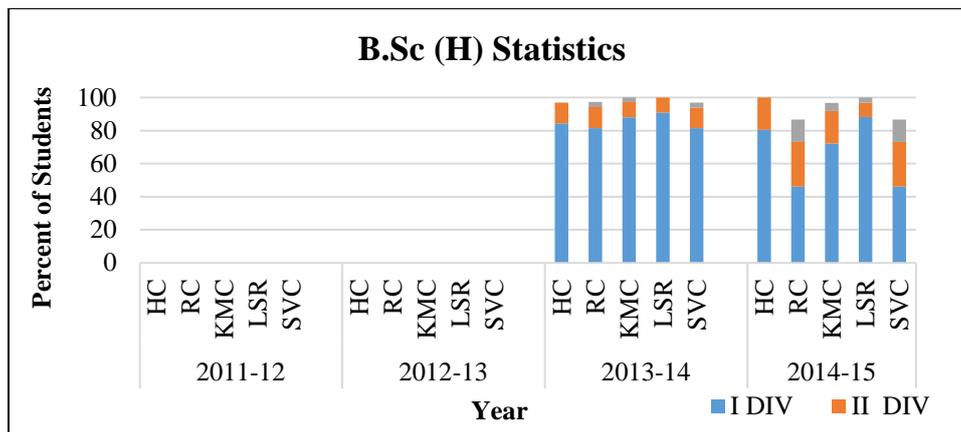


Figure 5.4(p): Comparative Result for B.Sc(H) Statistics

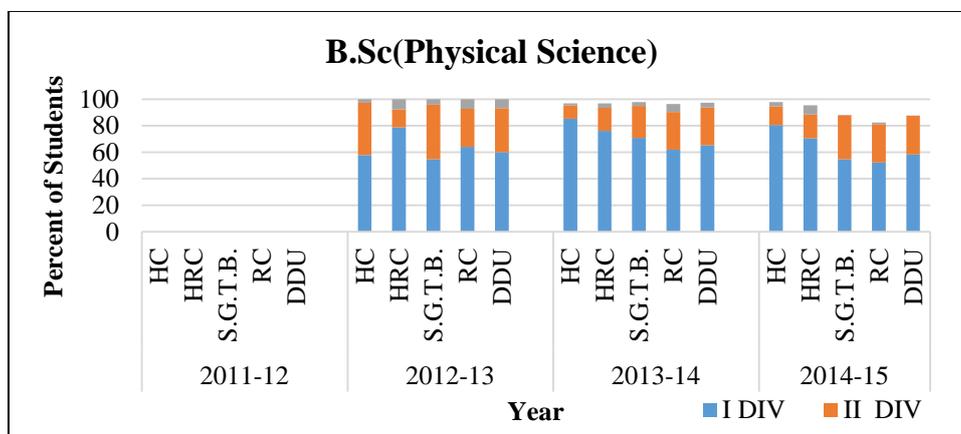


Figure 5.4 (q): Comparative Result for BSc (Physical Science)

It can be inferred from the figures that

- ❖ The pass percentage of our students in majority of the courses is hundred percent.
- ❖ A large percentage of our students secure first divisions across all courses.
- ❖ The decrease in the number of students passing out in a given course in comparison to the number of students appearing for exam in part I of that course is due to the fact that many of the students get admission in various professional courses like B.Tech, B.E., Architecture, Medicine, Law in their second attempt, when they are in the first/ second years of the course at Hindu College.
- ❖ The students with Essential Repeats are not considered fail as per Delhi University rules. A student gets five years from his year of admission to complete a course. This explains an occasional increase in the number of students appearing in the final year, in comparison to the number of students who had appeared in the previous years of a given course.
- ❖ These results are consistent not only for the last four years but similar results have been seen all through
- ❖ Undoubtedly, the College is known for its academic excellence, which is a reflection of the untiring efforts of its faculty and students.



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

#### Facilitation to Higher level of Education

- ❖ Students across departments are constantly encouraged and motivated to participate in a variety of academic activities like workshops, seminars, innovation research projects, summer training programmes etc. that widen their horizons.
- ❖ The College has a significant number of societies, each of which bring together students of different disciplines and organise activities/events that facilitate in making the students think, analyze and plan beyond their curriculum.

#### Facilitation for Employment

- ❖ The College has an active placement cell “*Disha*”.
- ❖ The College has an active internship cell “*Abhyas*”.

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

- ❖ The drop-out rate in the College is negligible small.
- ❖ Students who are at risk of dropping out due to financial reasons are provided free ships/scholarships.
- ❖ Students are counselled by teachers and also the Principal.
- ❖ A student counsellor is also available for this purpose.
- ❖ The College counsels families/ parents of such students, whenever required.
- ❖ The College has an active counseling cell “*Friends’ Corner*” which endeavours to motivate students and improve their self-esteem.
- ❖ The College has been organizing remedial classes for slow learners and academically weak students for all the courses from the beginning of each academic session.
- ❖ A *Computer Literacy Workshop* held this year saw participation of students from different departments. The week long workshop dealt with all aspects of computer literacy starting from the basics to advanced level programming.

### 5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

- ❖ **Sports and Games:** The College provides facilities for various sports like cricket, basketball, volleyball, lawn tennis, table tennis, chess etc. The College has a state of the art sports complex, gymnasium and a well maintained sports ground. Students are encouraged to participate in various tournaments held in the University and Colleges across India. Table 5.12 details the participation and achievements in sports.



**Table 5.12: Achievements in Sports**

Year	Achievements
<b>2015-16</b>	<p><i>Cricket</i> Runners-up in Indian College League Tournament at Loughborough University, UK Third position in Inter College Tournament. Himmat Singh and Vishwas Malik represented U-19 State and U-19 North Zone. Himmat Singh played U-19 Challengers trophy.. Navendu Sharma and Gaurav have been selected for North Zone Inter University Cricket</p> <p><i>Basketball</i> Reached the Semi-final of SRCC Alumni tournament. Reached the Quarters-Final; of YMCA tournament. Reached the league round of Inter College tournament. Arshpreet Singh Bhullar, Participated in 3X3 World Tour Beijing Master, held in China. Received Rs. 35,000 from Punjab Government. Arshpreet Singh Bhullar, Satyajit Chhaprana and Aviral selected for DU Basketball Camp</p> <p><i>Chess</i> Deep Kapoor represented Delhi University and won the North Zone Chess Tournament</p> <p><i>Swimming</i> Pulkit Sharma, won 8 gold medals in BITS Pilani (BOSM 2015) Largest College Fest of India.</p> <p><i>Football</i> Played the Qualifiers for Inter-College Tournament.</p> <p><i>Volleyball</i> Reached the 2<sup>nd</sup> round of Qualifiers in Inter-College Tournament.</p>
<b>2014-15</b>	<p><i>Basketball</i> The Winner of Noida College Basketball League. Participated in- YMCA Tournament, Kirori Mal College Invitation Tournament, IMG Reliance Tournament Satyajeeet Chhaprana has been selected for the National team. Ankit Malik represented DU in All India Inter -University Basketball Tournament/Competition</p> <p><i>Football</i> Reached the semi-finals of a St. Stephens Invitational Tournament and SRCC Sports Fest Also made it to the top 8 (of 50) in the Super League of the DU Inter College Tournament</p> <p><i>Cricket</i> Navendu represented DU in North Zone Inter University Cricket Tournament</p> <p><i>Swimming</i> Pulkit Sharma won Bronze in intercollege competition and represented Rajasthan in N'nal Games. Hindu College Sports Teams also represented the College in the following sporting events: Inter College Yoga and Cricket Competition</p>
<b>2013-14</b>	<p><i>Basketball</i> Winners of Y.M.C.A. Basketball Championship Tournament Consecutively for the Fifth time. Runners up in Inter College Basketball Tournament. In All India Inter University Basketball Tournament (2013-2014), our three students Adarsh Hooda, Gauravjeet Singh Kahlon and Nikhil Kumar represented University of Delhi.</p> <p><i>Football</i> The football team of the College reached the Semi Finals in St. Stephen Invitation match.</p> <p><i>Cricket</i> Vrishbhanu and Rohan Gupta represented DU in North Zone Inter University Cricket Tournament Hindu College Sports Teams also represented the College in the following sporting events: Inter-College Tae-Kwando, Shooting, Yoga, Cricket Championships</p>
<b>2012-13</b>	<p><i>Basketball</i> Winners of Delhi State Inter College Basketball Championship Winners of Y.M.C.A. Basketball Championship Tournament consecutively for fourth year Winners of L.S.R. Basketball Tournament. Runners up in Inter College Basketball Tournament. Gaurav, Adarsh and Aman represented DU in North Inter-University Basketball Championship Vinay Kaushik represented India in Asian Basketball Championship.</p>
<b>2011-12</b>	<p><i>Basketball</i> Winners of Inter-college Basketball Championship Winners of Y.M.C.A. Basketball Championship Tournament for third consecutive year Winners of L.S.R. and BITS Pilani Basketball Tournament.</p>



Year	Achievements
	<p>Vinay Kaushik, Praveen Dovan, Geo Varghese and Sam represented DU in North Zone Inter-University Basketball Championship, Praveen Dovan and Vinay Kaushik attended Indian Basketball Camp <i>Cricket</i> Vaibhav Rawal represented DU in Under-22 Team and scored 300 runs Vaibhav Rawal also attended Delhi Ranji Trophy Camp. Samrath represented Delhi State in Under -22 Team. <i>Swimming/Diving</i> Abhishek received Gold Medal in All India Inter-University Meet <i>Tennis</i> Gurvinder Mann represented Indian Universities in a Tennis Championship held in China. <i>Shot put</i> In events organized by EOC, University of Delhi, Ravinder Kumar Tomar secured 1<sup>st</sup> Position in shot put.</p>
2010-11	<p><i>Basketball</i> Winners in Y.M.C.A. Basketball Championship for second consecutive years Winners of L.S.R. and St. Stephen's Basketball Tournaments. Participation in North Zone Inter University Basketball Championship. Vinay Kaushik, Praveen Dovan, Geo Varghese represented DU in All India University Basketball Championship and secured 2<sup>nd</sup> position. <i>Cricket</i> Samarth and Maher Sharma represented Delhi State Under-19. <i>Swimming/Diving</i> Tarun Tokas represented India in Commonwealth Games 2010 Abhishek won Gold Medal in All India Inter University C'ship <i>Squash</i> Indraneel Baruah finished 2<sup>nd</sup> in All India Inter University C'ship, Mumbai</p>

- ❖ **Extra-Curricular Activities:** The College organizes a wide range of extra-curricular activities carried out through different vibrant societies. An account of different societies, events organized by them, details of participation and the program calendar is provided below.

**Table 5.13: Students' Activities for *Aarambh*: The Western Dance Society**

Year	Event
2014-2015	Satyawati College (Morning) Fest; Satyawati College (Evening) Fest; Kalindi College Fest; Shri Ram College of Commerce; Lady Irwin; Jesus and Mary College; A.R.S.D College; Mata Sundri College for Women; Motilal Nehru College, Quarks –the annual fest of the department of Physics(Hindu College), Western Dance Competition in <i>Mecca</i> .
2013-2014	Amity Youth fest; Pearl Academy fest; Women's Empowerment program; Rajdhani College fest

**Table 5.14: Students' Activities for *Abhirang*: Hindi Dramatic Society**

Name of the Play	Director
"Kafun" and "Sadgati"	Kapil Arya
<i>Symposium: Nukkad Natak ke Arth</i>	Prof. Asgar Wajahat
<i>Seema Rekha (2014)</i>	Dr. Arvind Kumar Sambal
<i>Banahine se to Banihe Biography (2013-14)</i>	Dr. Arvind Kumar Sambal
<i>Andher Nagri</i>	<i>Abhirang</i> Students
<i>Priyadarshni Ashok</i>	Natyapath, in presence of famous writer, Shri D.P. Sinha
<i>Shindhari</i>	Natyapath, in presence of famous writer, Shri Narender Mohan
<i>Kolawari D Aisi bhi (2011)</i>	Shri Arvind Gaur, Director Asmita Theatre
<i>Gadar ke Saye Mein (2011)</i>	<i>Abhirang</i> students
<i>Mari Teri Uski Bat (2011)</i>	Shri Arvind Gaur, Director Asmita Theatre
<i>Uski Ibadat (2010)</i>	<i>Abhirang</i> Students
<i>Mote Ram ka Satyagrah (2010)</i>	Shri Arvind Gaur, Director Asmita Theatre



**Table 5.15: Students' Activities for Abstractions: The Fine Arts Society**

Year	Activity
2014	Wall Graffiti in college campus on boundary wall of Sports Complex. The festival "Canvas 14" and inter college fine arts exhibition "Rangsrijan" was organized at the Bharat Ram Centre of Art.
2013	Events like wall graffiti, face painting and clay modeling were held
2012	Clay modeling workshop with experts from Delhi College of Fine Arts. A fine arts event was held under Mecca comprising of poster making and doodle art competition.
2011	Inter college art exhibition under the aegis of Culture Council, DU inaugurated by then VC Prof. Deepak Pental. Entries from several colleges were received.
2010	Various events such as poster making, clay modeling caricature sketching, doodle art etc. were held

**Table 5.16: Students' Activities for Adhrita: Classical Dance Society**

Year	Performance at Event
2015-16	Orientation Day, Visit of the Korean Delegation in the College
2014-15	College Fresher's Party, Mecca, Change Festival, Rajghat (Youth Alliance), Intercollege Competitions Organized Natrang '15: The Annual Indian Dance Festival, Duet and Solo Classical Competition, Folk Dance Competition in Mecca '15.
2013-14	Hindu Youth Summit, Founder's Day, Mecca, Youth Alliance, Gandhi Ashram, Intercollege Competitions Organized Natrang '14: Annual Indian Dance Festival, Solo Classical Dance Competition

**Table 5.17: Students' Activities for Alankar: The Indian Music Society**

Year	Performances
2010-15	College Fresher's, College Founder's Day, Mecca, Graduation Night Antaragini-Annual cultural Festival of IIT Kanpur, other inter-college competitions, organized Harmony- Intercollege solo competitions

**Table 5.18: Students' Activities for Aria: The Western Music Society**

Year	Events Hosted/Participations
2010-15	Annual Festival Arpeggio: solos, duets and a cappella. Organized 'Battle of the Bands' (Mecca) and participate in North East Cell Festival.

**Table 5.19: Students' Activities for Caucus: The Group Discussion Society**

Year	Event
2014-15	<ul style="list-style-type: none"> <li>IHMUN (10-12 October) saw the simulation of 5 committees, and hosted over 300 delegates representing different countries.</li> <li>Vaktavya, happened with four rounds of Group Discussions on various social, economic, political and cultural issues. The event saw a participation of about 50 students from DU.</li> <li>Online Debating platform was started, based on the <i>The Economist</i> magazine's online debate format.</li> </ul>
2013-14	<ul style="list-style-type: none"> <li>IHMUN (18-20 October): introduction of a Project-based Committee. The event saw a participation of about 400 delegates from schools and colleges.</li> <li>Vaktavya: participation of about 50 students from DU. Concept of 'baithaks' was introduced, which were discussions held in public places.</li> </ul>
2012-13	<ul style="list-style-type: none"> <li>IHMUN (13-15 September): participation of about 350 delegates across the globe in five committees.</li> <li>Vaktavya (5-6 March): participation of approximately 70 students who participated in four preliminary rounds and the Grand Finale.</li> </ul>
2011-12	<ul style="list-style-type: none"> <li>IHMUN (9-11 September): participation of approximately 250 students in four committees. IHMUN 2011 was graced with the presence of Shri Somnath Chatterjee.</li> <li>Vaktavya (28-29 February): participation of 70 students.</li> </ul>
2010-11	<ul style="list-style-type: none"> <li>International Hindu Model United Nations (IHMUN): participation of 200 students in four committees. IHMUN 2010 was graced with the presence of Ms. Kiran Bedi.</li> <li>Vaktavya(24-25 March): participation of 70 students.</li> </ul>



**Table 5.20: Students' Activities for *Earthlings: The Wildlife Society***

Year	Participation/ activities
2014-15	<ul style="list-style-type: none"> <li>Workshops conducted by the renowned Dr. Kaustubh Sharma and Shri Sharad Gaur.</li> <li>Trips to Kamla Nehru ridge, National zoological park, Asola Bhatti wildlife sanctuary.</li> <li>Plantation drive organized by Dr. Faiyaz Khudsar</li> <li>Currently working on a fund raising and awareness campaign under WWF.</li> <li>Organized the annual fest attended by students from various departments and colleges.</li> </ul>
2012-13	<ul style="list-style-type: none"> <li>Nature walk to the Northern Ridge, Delhi and Yamuna Biodiversity park.</li> <li>Dog feeding and awareness drive; Sterilization, rehabilitation of stray dogs in campus.</li> <li>Workshop on reptile handling and rescue by Wildlife SOS</li> <li>Seminars on Snow Leopard Conservation by Dr. Koustubh Sharma, Snow Leopard Organization: Environmental problems in Tibet and its relative impact on India Delhi Greens; Documentary screening</li> <li>GAIA 2012 - Annual festival of <i>Earthlings</i>.</li> </ul>
2011-12	<ul style="list-style-type: none"> <li>Documentary screenings – “Planet Earth-the future” and “6 degree celsius”</li> <li>Talk By Dr Faiyaz Khudsar on Chambal ravines</li> <li>Talk on GMO by Dr. S Mazumdar, eighton, University of Delhi</li> <li>Group discussions on ‘stray animal’s welfare and control’ and ‘animal dissections’.</li> <li>Discussion with Dr. Micheal Antoniou, Dept. of Medicinal and Molecular Genetics, Kings College, London, on Bt. Brinjal in association with “I am no Lab Rat” Campaign. Dr. Suman Sahai on Bt. Brinjal</li> <li>Trip to Okhla bird sanctuary and the annual fest of the society GAIA</li> </ul>
2010-11	<ul style="list-style-type: none"> <li>Workshop on reptile handling and awareness</li> <li>IYCN seminar</li> <li>Talk on Tibetan climate issues</li> </ul>

**English Debating Society** - For the past five years, the society has been hosting two parliamentary debates annually

- ❖ *The Annual Premchand Memorial Parliamentary Debate*: This debate is held every year in February/March and sees the participation of around 30-40 different colleges.
- ❖ *The Annual Thadani Memorial Parliamentary Debate*: Unlike the former, which sees the participation of at least 40 teams, Thadani is a more competitive and more selective debate.

**Table 5.21: Students' Activities for the *English Debating Society***

Tournament Level and Location	Organizing Institution
National Level tournaments held in Delhi – NCR	Stephen’s,LSR,Miranda House,Gargi,Shri Venkateshwara,KMC,SRCC,Ramjas,ARSD, JDMC, JMC, IITD, NLU, Ramanujan College, DRC, IPCW, GGS, Rotary Club Delhi (South).
National Level tournaments held outside Delhi	IIT Roorkee, CNLU Patna, NLIU Bhopal, ILNU Ahmedabad, DA-IICT Ahmedabad, NUJS Calcutta, NLS Bangalore, PEC Chandigarh, RML Lucknow, Xavier's Bombay, IIT Bombay.
International Level	WUDC, Chennai
National Level	Organising <i>Masquerade</i> since 2011 at Akshara Theatre.

**Ibtida: The Dramatics Society**: *Ibtida* performs all over the country and internationally. Having performed and secured positions at various outstation performances like IIT Kanpur, IIM Bangalore, The V Fest Goa, as well as within the Delhi circuit, at venues like Kamani Auditorium and Sri Ram Centre for Performing Arts under big banners like Atelier and Sahitya Kala Parishad, *Ibtida* has been maintaining its standard of performance, be it street theatre or stage theatre.



**Table 5.22: Students' Activities for Manthan: Quiz Society - Events hosted/Activities**

Year	Event Hosted
2013-14	MELA Quiz, General Quiz, India Quiz and Filler quizzes at Mecca 2014
2014-15	General Quiz, <i>Bacchanalia 2015</i> , English Department Fest <i>FLAME</i> Quiz, Cricket Quiz, Bollywood Quiz, Mecca 2015 <i>Mathapolis</i> , Maths Quiz, Mathematics Department, Hindu College

- ❖ *Nakshatra*: The Fashion Society: *Nakshatra* performed a show on the tribal theme in 2015. Panache is the fashion show held at Hindu College fest *Mecca* which is hosted and managed by *Nakshatra*.

**Table 5.23: Students' Activities for Panchtatva: The Environment Society**

Year	Participation/Events hosted/activities
2013-14	<ul style="list-style-type: none"><li>• Demonstration of Martial Dance of Puralia</li><li>• Organization of plantation drive in the College campus</li><li>• Celebration of February 14 as potted plant gift day.</li><li>• Events on tiger protection conducted by Shivani Wazir Pasrich Production.</li><li>• Workshop on preparation of scientific and eco- friendly plantation.</li><li>• Skit of CMS Vatawaran organized at Hindu College.</li><li>• Innovative plantation exhibited and potted plants gifted to guests at <i>Antardhwani</i>.</li></ul>
2012-13	<ul style="list-style-type: none"><li>• Cycle rally for a Tobacco free campus organized from Vishwavidyalayala Metro Station to Hindu College.</li><li>• Excursion to Azolla Wild Life Sanctuary</li><li>• Extempore competition was organized and Eco Meet was conducted.</li><li>• Collaboration with world lung foundation for Tobacco Free Campus.</li></ul>
2011-12	<ul style="list-style-type: none"><li>• Documentary on unwanted weeds of Chilka by Dr. Sahoo and session</li><li>• Seminar conducted on global warming and conservation of resource.</li><li>• Painting and Jingle making competition was organized.</li><li>• Paper recycling machine was gifted by the Ministry of Environment.</li><li>• Ozone day was celebrated with Honorable Chief Minister Mrs. Shiela Dixit</li><li>• With South India World Lung Foundation Hindu College, University of Delhi was declared a Tobacco free zone.</li><li>• Paper recycling campaign was organized.</li></ul>
2010-11	<ul style="list-style-type: none"><li>• Session and lecture on the weeds of Chilka lake .</li><li>• Our volunteers participated in Yamuna clean really.</li><li>• Paper recycling rally was organized during the student elections.</li><li>• Seminar conducted on climate change and its impacts by youth led organization.</li><li>• Organized seminar on diseases prevalent in degraded environment.</li></ul>

**Table 5.24: Students' Activities in Samhita: The Language, Literature And Culture Society**

Year	Participation/ Events hosted/Activities
2014-15	<ul style="list-style-type: none"><li>• Talk on Sanskrit by Dr. Subhash Chandra</li></ul>
2013-14	<ul style="list-style-type: none"><li>• Literary Festival including a Sufi music performance</li></ul>
2012-13	<ul style="list-style-type: none"><li>• <i>Chhatra Kavi Sammelan</i></li></ul>
2011-12	<ul style="list-style-type: none"><li>• A film festival was organized on the theme of the Holocaust</li><li>• Lecture on "<i>Paninian Grammatical Tradition</i>" by Prof. Ramanath Sharma</li><li>• <i>Kavi Sammelana</i> was organized in collaboration with Arohi.</li></ul>
2010-11	<ul style="list-style-type: none"><li>• Seminar on Functions of poetic Diction and suggestions, by Dr. Ramakant Shukla.</li><li>• Screening of the movie "<i>The Secret</i>" and "<i>Desire</i>"</li><li>• Celebrated the festival "<i>Hemant ritutsava</i>" which included lecture series</li><li>• Conducted "<i>Navodit – Kavisammelan</i>" (National poet's meet)</li></ul>



**Table 5.25: Students' Activities in *The Science Forum***

Year	Participation/ activities
2014-15	<ul style="list-style-type: none"> <li>• Discussion by students of their internships</li> <li>• Visit to the National Museum by the members .</li> <li>• Discussion on the importance of interdisciplinary exposure</li> </ul>
2013-14	<ul style="list-style-type: none"> <li>• Discussion on Relevance of Pure and Applied Sciences</li> <li>• Discussion on 'What, if anything, makes humans unique?' and 'Science and Ethics'</li> <li>• Evolution of Language by Prof. N Mukherji, Deptt. of Philosophy.</li> </ul>
2012-13	<ul style="list-style-type: none"> <li>• Lecture by Prof. Sanjay Jain, Department of Physics and Astrophysics,</li> <li>• Lecture by Dr. Alok Arun, Catholic University of Leuven, Belgium,</li> <li>• Lecture by Arkaparva Bokshi, PhD Student, Plasma physics, University of York, and Alumni-Founder member of the Science Forum</li> <li>• Student Lecture by Prerna Sriganan, Kritika Maheshwari, B.Sc(H) Chemistry, Srikanth Venkitachalam, BSc (H) Zoology</li> </ul>
2011-12	<ul style="list-style-type: none"> <li>• Student Lecture by Anagha Madhu, BSc (H) Physics, Manan Gupta, Raina Bhattacharya, BSc (H) Chemistry.</li> </ul>

**Table 5.26: Students' Activities for *Scribe: The Creative Writing Society***

Year	Events
2015	Spelling Bee, Creative writing, Newspaper creation (In collaboration with TOI), Literary quiz
2014	Creative writing, Change the ending marathon
2013	Creative writing, Word puzzle

**Table 5.27: Students' Activities for *SPIC MACAY***

Year	Events hosted/Activities
2014-15	<b>Virasat2014:</b> Ustad Rahmat Khan Langa (Rajasthani Folk Music) o Pt. Debu Chaudhary on Sitar, accompanied by Pt. Akram Khan on Tabla.
2013-14	<b>Fest 2013:</b> Heritage Walk to Ghalib ki Haveli; Fest inauguration by Pt. Hariprasad Chaurasia (Flute); Classic Cinema Screening; Smt Madavi Mudgal (Odissi) Performances by Pt. Birju Maharaj (Kathak); Disciples of Panditji <b>Virasat2013:</b> Performances by Rajan and Sajjan Mishra (Vocal) and Mrs Ileana Citaristi (Odissi)
2012-13	<b>Virasat2012:</b> <b>Week long programme: Heritage Walk to Purana Quila; Classic Cinema Screening; Shri Haji Sufi Aslam Sabri (Qawwali); Shri Udaya Bhawalkar with Dalchand Sharma on Pakhawaj (Dhrupad); Smt. Ashwini Bhide Deshpande (Vocal); Pt. Vishwa Mohan Bhatt (Mohanveena); Prerna Shrimali (Kathak)</b>

**Table 5.28: Students' Activities for *Srija: The Choreography Society***

Year	Participants/Awards/REcognition
2014-15	Theme: The Unparalleled Performances at BITS Pilani, IIT Mumbai (Finalists), LSR, Gargi, SVC, St.Stephens, Kamla Nehru (III position), SRCC (II position), Hindu, KM, Hansraj College
2013-14	Theme: The Paradox Performances at IIT Mumbai (II position), Gargi, DTU, LBS, DDF, Amity, St.Stephens College, KNC (III position), SRCC (II position), Hindu and Hansraj College
2012-13	Theme: Blind Faith Performances at IIT Delhi (II position), IIT Mumbai (II position), LSR (III position), Gargi, SVC (II position), St.Stephens College, KNC (II position), Hindu (II position), IP (I position), Kalindi College (I position)
2011-12	Theme: Zombie Land Performances at LSR, Gargi, SVC (III position), Amity, IIPM, St.Stephens College and Hansraj



- ❖ Srijya also performs at the *Freshers' Welcome, Graduation Night, Founder's Day* and *Mecca*.

**Table 5.29: Students' Activities in The Symposium Society**

Events	Details of participation/Organized
Mock Indian Parliaments/ Parliamentary simulations	<ul style="list-style-type: none"> <li>• 2014-, Mock Indian Parliament Majlis, Gargi College</li> <li>• Mock Parliament, Sri Venkateswara College</li> <li>• Manthan 2012</li> </ul>
Model United Nations (MUNs)	Gargi College MUN Conference 2015, Lead MUN 2013, DelTech MUN 2013, The World MUN 2014, PWS MUN Conference 2013
Events Organized	<ul style="list-style-type: none"> <li>• Debate between the candidates standing for the post of Prime Minister of Hindu College</li> <li>• Weekly Symposiums</li> <li>• Hindu Model Indian Parliament: Four editions have been organized till now.</li> <li>• Hindu Policy Summit: Discussion of issues that have been a part of the national debate, the preceding year.</li> </ul>

**Table 5.30: Students' Activities in Vagmi – Hindi Debating Society**

Year	Details of the Activities
<b>2014-15</b>	Participated in competitions organized by various colleges Events Organized: <i>Navagat Vad Vevad Pratiyogita</i> <i>Mecca Vad Vevad Pratiyogita</i> <i>Birla Memorial Chal Vaijyanti Vad Vevad Pratiyogita</i> <i>Parliamentary Vad Vevad Pratiyogita – Chakravyu</i>
<b>2013-14</b>	Participated in competitions organized by various colleges Events Organized: <i>Mecca 2014 Vad Vevad Pratiyogita</i> <i>Parliamentary Vad Vevad Pratiyogita – Chakravyu</i>
<b>2012-13</b>	Participated in competitions organized by various colleges Events Organized: <i>Mecca 2013 Vad Vevad Pratiyogita</i>
<b>2011-12</b>	Events Organized: <i>Intra Departmental Vad Vevad Pratiyogita</i> <i>Mecca 2012 Vad Vevad Pratiyogita</i>
<b>2010-11</b>	Participated in competitions organized by various colleges Events Organized: <i>Ashubhashan Pratiyogita, Nov 16, 2010.</i> <i>Parliamentary Vad Vevad Pratiyogita Chakravyu</i>

**Table 5.31: Students' Activities in Vivre: The Film and Photography Society**

Year	Events hosted / Activities
<b>2014-15</b>	The society organized Snap 2015 (Film and photography festival) consisting of exhibitions, screenings and talks
<b>2013-14</b>	Organized photowalks to Purana Qila, Red Fort and Chandni Chowk Created a movie on Hindu College for Antardhwani Organized Snap 2014 on 15 <sup>th</sup> and 16 <sup>th</sup> April consisting of photography competitions, workshops and talks
<b>2012-13</b>	Organized multiple photo discussions throughout the year on topics including light photography, portrait photography, etc; Participated in a photowalk to Lodhi Gardens, Delhi on 3.10.2013; Organized Snap 2013 (20-21 Feb) consisting of photo-essays, exhibitions and talks
<b>2011-12</b>	Organized a photography trail to Connaught Place capturing the essence of Lutyen's Delhi on 18.09.2012; Organized Reelplay 2012 – The first film-screening festival on November 1 and 2, 2012 showcasing various short-films, organizing photowalks etc.



The College Academic Calendar provides a broad framework under which various events and activities of the College are organized throughout the year.

5.3.2 Furnish the details of major student achievements in cocurricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years

**Awards/Recognition record of the Student members of:** Members of *Abstractions* participated in several competitions held both within and outside the University and won several prizes.

**Table 5.32: Awards and Prizes won by the Students**

Society	Student's Name	Year	Position	Event
<i>Abstractions</i>		2012	I	Doodle Art
		2012	I and II	Inter college event organized by World Lung Foundation
		2011	I	Poster making competition organized by World Lung Foundation
<i>Adhrita</i>		2014-15	I II	LSR College AIIMS, Change Festival at Rajghat
		2013-14	I II III	<i>Antardhvani</i> , University of Delhi Maharaja Agrasen College MOODS, IIT Delhi
	Namrata Natarajan	2014-15	I II II II	Semi classical, LSR Duet, LSR Semi classical, Sri Venketaswara College Duet, IIT Delhi
	Shubham Sarkar		III	Instrumental solo, IIT Kanpur
	Rajeev Prasanna		I	Instrumental solo, Gargi College
<i>Alankar</i>			II	Instrumental solo, Miranda House
	<i>Alankar</i> Mahtolia		I	Classical vocal, Maitreyi College, Ramanujan College, SRCC
	Group Event		II	Classical choir, LSR, Miranda House, JMC
			I	Classical choir, Gargi College, Maitreyi College
	Soumitra Thakur	2013-14	I	Instrumental solo, Maulana Azad Medical College
	Rajeev Prasanna		II	Instrumental solo, Maulana Azad Medical College
	<i>Alankar</i> Mahtolia		I II	Classical Vocal Maulana Azad Medical College, AIIMS, LSR Classical Vocal, IIT Kanpur, IIT Delhi
	Jyotisha Kapoor		I II	Classical Vocal, Gargi College, PGD.A.V., LSR Classical Vocal, AIIMS
	Group Event		I II III	Classical choir, Venkateswara College, St. Stephen's Band, PGD.A.V, Lady Irwin College, Jesus and Mary College, IIT Delhi Band, Miranda House college
	<i>Aria</i>	Namrata Natrajan	2015	III
Kartik Venu		2015	III	IIT Bombay's Mood Indigo (Western Solo)
Shivish Soni		2015	I	LSR's annual fest, Tarang 2015 (Western Solo)
Namrata		2015	II	LSR's annual fest, Tarang (Duet)
Kartik Venu, Ashrey Goel, Shivish Soni		2015	II	LSR's annual fest, Tarang (Western Trio)
Shivish Soni		2015	I	'In Bloom', Christ University 2015 (Solo)
Sidhant Seth			III	'In Bloom', Christ University 2015 (Solo), in Awarded the highest achiever in Grade 4, 6, 7 and 8 by the Trinity College of Music, London, Distinction in Grade 3,4,6,7 and 8 from Trinity College, London; Merit in Grade 5, theory, from Trinity College, London; Currently Soloist at Delhi Genesis Choir and Neemrana Foundation Choir; Performed as a Solo Artist in - Indian Habitat Centre, Indian international Centre, Alliance Francoise, CSOI Auditorium; FICCI-KK Birla Auditorium; Delhi School of Music



*Criterion-V: Student Support and Progression  
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Society	Student's Name	Year	Position	Event
	Acoustic Band	2014-15		Mood Indigo, IIT Bombay
	'Danny and the E-band'	2013-14	IV	Mood-Indigo', IIT-Bombay
	'Stoned Age' Band	2012-13	II	Formula 1 Race
	Ashrey Goel	2011-14	II II	Mood Indigo, IIT Bombay (Acoustic band), Tarang, LSR( Western Trio) 'Synapse 2015',Maulana Azad Medical College(2015) Grade 3(Merit) and 5 from ABRSM, Performed in the North East Fest of Hindu College. 'Mood-Indigo 2014', IIT-Bombay(Acoustic Band,2014) Grade 1,3,4,5,6,7,8(Merit), Trinity College of London, Grade 1(Distinction), ABRSM Performances:Indian Habitat Centre, Muktodara Auditorium with the Creative School of Music (2011, 2012, 2013);lecture on 'Mathematics and Music' at NCERT (2012); attended orchestral workshop by Swiss conductor Jean-Marie Curti, Neemrana Foundation (2012)
	Shaurya Vikram			Grade 3, Trinity College of London
English Debating Society	Team	2014-15	I  II  Adjudicator	Shri Ram College of Commerce Parliamentary Debate, Ramjas Parliamentary Debate, Kirori Mal College Parliamentary Debate, JDMC Parliamentary Debate, NLIU Bhopal Parliamentary Debate, Miranda House Parliamentary Debate, Ramanujam College Conventional and Parliamentary Debate, K K Birla Memorial Conventional Debate,Daulat Ram College Conventional Debate, SGGGS Khalsa College Freshers' Parliamentary Debate, BITS Freshers' Parliamentary Debate,  Punjab Engineering College Parliamentary Debate, Ramjas Parliamentary Debate, NLIU Bhopal Parliamentary Debate, Xavier's Bombay Parliamentary  Best adjudicator at Jindal Global Law School Parliamentary Debate. Third best adjudicator at JMC Parliamentary Debate. Second Best adjudicator at Gargi Parliamentary Debate. Best adjudicator at Xavier's, Bombay Parliamentary Debate. Second best adjudicator at St.Stephen's Pro-Am debate. Second best adjudicator at Ramjas Parliamentary Debate. Second best adjudicator at BITS Freshers' Parliamentary Debate.
		2013-14	I  II  Adjudicator	IPCW Parliamentary Debate,2014. IP College for Women Freshers Parliamentary Debate, 2013. IIT-Roorkee Parliamentay Debate,2014. NLIU, Bhopal Parliamentary Debate,2014. Stephens Pro-Am Parliamentary Debate,2013. ILNU Parliamentary Debate,2013. Ramjas Parliamentary Debate,2014. Faculty of Law, LC II Parliamentary Debate, 2014.  Janki Devi Memorial Parliamentary Debate,2013. BITS Pilani Parliamentary Debate,2014.  Fourth Best Adjudicator at JMC Parliamentary Debate. Second Best Adjudicator at Punjab Engineering College, Chandigarh Parliamentary Debate. Core adjudicator at IIT-Roorkee Parliamentary Debate.
		2012-13	I	Sri Venkateswara College Parliamentary Debate, Ranjan Roy Memorial Parliamentary Debate, Hindu College,NLIU Bhopal Parliamentary Debate, Miranda House Parliamentary Debate, IP College for Women Parliamentary Debate, Jesus and Mary College Parliamentary



*Criterion-V: Student Support and Progression  
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Society	Student's Name	Year	Position	Event
			II	Debate, Hansraj College Parliamentary Debate, Indian National Debate Championship, SRCC Freshers Parliamentary Debate.
			Adjudicator	Jesus and Mary College Parliamentary Debate, Janki Devi Memorial College Parliamentary Debate. 2nd Best Adjudicator at Kirori Mal College Fresher's Parliamentary Debate. Best Adjudicator at Hansraj College Parliamentary Debate. Best Adjudicator at Sri Venkateswara College 2nd Best Adjudicator at Jesus and Mary College Parliamentary
		2011-12	I	IPCW Parliamentary Debate, Turn-Coat debate, the Literary Society, Hindu College.
			II	Jesus and Mary College Parliamentary Debate,2011. Jindal Global Law School Parliamentary Debate,2011. Inter-college debate held at Hindu College
		2010-11	I	NV Thadani Memorial Parliamentary Debate, Hindu College, Tantra Debate,DU Culture and Hindu College,LSR Freshers Parliamentary Debate, KMC Freshers Parliamentary Debate.
			II	SRCC Parliamentary Debate,2011
Manthan		2014-15	II	<i>Mela Quiz, Pulse, Annual Fest, AIIMS Mega Flame Quiz, Con Qurso, Annual Quizzing Fest, Hansraj College Flame Quiz, Nexus, Annual Cultural Fest, Sri Venkateshwara College Mathopolis, Mathematics Quiz, Mathematics Society Fest, St Stephens General Quiz, Quizotic, Quizzing Society Fest, St. Stephens</i>
			III	Entertainment Dance and Music Quiz, Quizzing Society Fest, St. Stephens <i>Jeopardy, Rendezvous, Annual Cultural Fest, IIT Delhi</i>
			II	<i>Finalists – Indian History Congress Quiz, JNU</i>
		2013-14	I	General Quiz, Polity, Political Science Department Fest, Hindu College General Quiz, BA Programme Department Fest, IP College General Quiz, History Department Fest, Ramjas College General Quiz, <i>Quintessence</i> , Annual Quizzing Fest, Zakir Hussain College Sci-Tech Quiz, <i>Quizotic</i> , Annual Quizzing Fest, St Stephens College
			II	<i>Mela Quiz, Con Qurso, Annual Quizzing Fest, Hansraj College Cricket Quiz, Quintessence, Annual Quizzing Fest, Zakir Hussain College General Quiz, Catalysis, Chemistry Department Fest, Hindu College General Quiz, History Department Fest, Ramjas College General Quiz, Identity, Mathematics Department Fest, Hansraj College Mathematics Quiz, Origin, Mathematics Department Fest, Miranda House General Quiz, Polity, Political Science Department Fest, Hindu College</i>



*Criterion-V: Student Support and Progression  
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Society	Student's Name	Year	Position	Event
			III	<i>Hell Quiz, Quizotic</i> , Annual Quizzing Fest, St Stephens College Pop Culture Quiz, <i>Rendezvous</i> , Annual Cultural Fest, IIT Delhi Literature Quiz, <i>Synapse</i> , Annual Fest, Maulana Azad Medical College Literature Quiz, <i>Litopia</i> , Literature Fest, Janki Devi Memorial College General Quiz, <i>Catalysis</i> , Chemistry Department Fest, Hindu College <i>Mela Quiz, Rendezvous</i> , Annual Cultural Fest, IIT Delhi
<i>Masque</i>		2015	III Best Play	Best Actor at Unmaad, IIM Bangalore Best Director at Unmaad, IIM Bangalore A'Broadway, Amity University
		2014	II Best Play	A'Broadway-Amity University,
<i>Nakshatra</i>		2015	I II IV Finalist	North East India Fest ITM University fashion show Delhi Technical University The Deccan Herald fashion show
		2014	I  III Best models (male and female)	Lady Irwin College fest  SGGSCC Fest
<i>Scribe</i>	Shubhankar Sengupta	2014	I	Creative writing event organized by Lady Shri Ram college during their annual cultural festival <i>Tarang</i> 2014
	Mark Sanyal	2014	I	Literary quiz hosted by Lady Shri Ram College in their annual cultural fest <i>Tarang</i> 2014
<i>Sriya</i>		2014-15	II III	<i>Theme: The Unparalleled</i> IIT Mumbai, SRCC Kamla Nehru
		2013-14	II III	<i>Theme: The Pradox</i> IIT Mumbai, SRCC Kamla Nehru
		2012-13	I II III	<i>Theme: Blind Faith</i> IP College, Kalindi College IIT Delhi, IIT Mumbai, Sri Venkateswara, Kamla Nehru, Hindu Lady Shri Ram
		2011-12	III	<i>Theme: Zombie Land - Sri Venkateswara</i>
<i>Vivre</i>	Kevin V H		II	Wildlife photography competition, Zoology Department Fest, Hindu College.
	Manaskam Kakati		I II	Theme-based photography competition, Sociology Department Fest, Hindu College. Theme-based photography competition, Sociology Department Fest, Kamla Nehru College.
	Prateek Sultaniya		II I I I II	Online photography competition, Photography Society Fest, Ramjas College (Focus Fest). Online photography competition, Photography society Fest, Hansraj College (PhotoFest). Online photography competition, Photography Society Fest. Hindu College (Snap) SRCC Business Enclave



**Table 5.33: Participation and Achievements**

	Year	Participation and Achievements
<i>Caucus</i>	2014-15	The members attended a number of Model UN conferences and seminars during this session. Notably, we represented the College at NLUIMUN '14, held at Lucknow. Our delegation won one 2 Best Delegate awards, 2 high commendations and one special mention award.
	2013-14	The Society members also represented the College in various Model United Nations conferences held in Delhi like the JMC MUN, Zenith MUN, Jaypee MUN, Delhi Youth Concord, DU MUN, SRCC MUN among others, and won various awards, at an individual level, for the same. Some members have also participated in various MUNs as members of the Executive Board.
	2012-13	Members participated and won awards in various MUNs as delegates, as well as members of the International Press. Some notable MUNs that they participated in are Brain wiz Model United Nations, Stephen's MUN, Delhi Youth Concord, LSRMUN, SRMMUN and many more. Some members have also participated in various MUNs as members of the Executive Board.
	2011-12	Members participated and won awards in various MUNs as delegates, as well as members of the International Press. Some notable MUNs that they participated in are Brain wiz Model United Nations, Stephen's MUN, Delhi Youth Concord, LSRMUN, Delhi University MUN, DDUC MUN.
	2010-11	Members participated and won awards in various MUNs as delegates, as well as members of the International Press. Some notable MUNs that they participated in are St. Stephen's MUN, Delhi Youth Concord, LSRMUN, and Amity International MUN
<i>Nakshatra</i>		<p>Saqib Saleem- Leading bollywood actor today, got selected for an assignment due to his performance at Amity University.</p> <p>Anjali Singh - got shortlisted for miss India 2015 based on her performance at IIFT</p> <p>Khushboo, Manpreet- selected for Miss India at DTU Fest 2015</p> <p>Harshil and Lapakshi- got sponsored portfolios at SGGSCC Fest 2014</p> <p>Khushboo Sharma- Professional photoshoot for makeupstudio in June 2015, Photoshoot for Puro salon and spa representing them at Schwarkaufp hairdo competition 2014, Vogati campus model hunt finalist, Sponsored portfolio from Faces modeling agency</p> <p>Pranshu Malik - Mr Teen India 2015, Assistant director for leading bollywood shows director Kaushik Ghosh, Has taken grooming sessions for Palaash Miss India 2015, Sponsored portfolio by Mr Teen India</p> <p>Minakshi Meena- Selected for miss India at DTU Fest 2015, Finalist for fashion show Iglamour 2014 aired on Zoom, selected for Miss Delhi 2014</p> <p>Shruti Yadav- Designing and styling competition; internship with Lakme, in 2014</p>
<i>Panchtatva</i>	2012-13	Won prizes at Ozone day celebration organized at the Ministry of Environment and Forest
<i>Scribe</i>	2014-15	<p>Vaibhav Pabby- Participated literary events at Rendezvous, the annual IIT Delhi fest, and was given recognition for the same</p> <p>Sonakshi Srivastava, English honours, won the 'My story' competition organized by Tata Literature Festival, Mumbai</p>
<i>Vagmi</i>	2014-15	<p>Sahil Karry - SRCC (<i>Ashubhashan Pratiyogita</i>), Sri Venkateswara College, <i>Vad Vivad Pratiyogita</i> by Chemistry Department, Hindu College.</p> <p>Amarjeet Singh - Sri Venkateswara College (<i>Svarachit Kavyapath Pratiyogita</i>)</p> <p>Sahil Karry and Loh Kumar – Shahed Bhagat Singh College <i>Prashanottari Pratiyogita</i>, Hindu College Parliamentary <i>Vad Vivad Pratiyogita</i>.</p> <p>Sahil Karry and Gulab Singh – St. Stephens College <i>Prashanottari Pratiyogita</i>.</p> <p>Amarjeet Singh and Deepak Yadav – SRCC Amna Samna <i>Vad Vivad Pratiyogita</i>.</p> <p>Neeraj Singh – Shaheed Bhagat Singh College <i>Rachnatmak Lekhan Pratiyogita</i>.</p> <p>Loh Kumar – Hindu College Department of Chemistry <i>Vad Vivad Pratiyogita</i>, Hindu College Mathematics Department <i>Ashubhashan Pratiyogita</i>, Dayal Singh College <i>Vad Vivad Pratiyogita</i>, St. Stephens College <i>Vad Vivad Pratiyogita</i>.</p> <p>Anupam Tripathi – Miranda House <i>Ashubhashan Pratiyogita</i>.</p> <p>Loh Kumar and Bhavya Kumari – SRCC Amna Samna <i>Vad Vivad Pratiyogita</i>.</p> <p>Kamruzma Ansari - Hindu College Mathematics Department <i>Ashubhashan Pratiyogita</i></p>



Year	Participation and Achievements
	Atul Kumar Shukla and Adarsh Kumar Misra – Kirori Mal College <i>Prashanuttari Pratiyogita</i> . Himanshu Goswami and Lalit Sanwal – Amity University, Lucknow. Raja Choudhary – NSUI Rashtriya <i>Vad Vivad Pratiyogita</i> Sandeep Singh – K K Birla Memorial <i>Chal Vaijyanti Vad Vivad Pratiyogita</i> .
2013-14	Pallavi, Nitesha and Meena- <i>Antakshari Pratiyogita</i> by SRCC Loh Kumar – Sri Venkateswara College ( <i>Navagat Vad Vivad Pratiyogita</i> ), SRCC ( <i>Ashubhashan Pratiyogita</i> ), Indraprastha College for Women. Raja Chowdhary - Group discussion organized by <i>Caucus</i> , Hindu College. Umashankar Goswami – SRCC ( <i>Ashubhashan Pratiyogita</i> ) Sandeep Singh – SRCC ( group discussion), Group discussion organized by <i>Caucus</i> , Hindu College
2012-13	Aseem Agarwal, Ankit Kumar, Naushad Ali, Umar Shah, Sandeep Singh, Nitesha – SRCC, Laxmi Bai College, Miranda House
2011-12	Aseem Agarwal – Group Discussion organized by Hindu College <i>Friend's Corner</i> Ankit Kumar – Kirori Mal College, SRCC Rajkumar and Shwetansu Shekhar – Kirori Mal College, SRCC Nausahd Ali – Pragati Maidan <i>Vad Vivad Pratiyogita</i> Umar Shah – Hindu College <i>Vad Vivad Pratiyogita</i>
2010-11	Amar Shah: SGTB Khalsa College, Hansraj College, Satyawati College, Ramjas College. Aseem Agarwal – Miranda House Ankit Kumar – <i>Dainik Jagran Vad Vivad Pratiyogita</i> , SGTB Khalsa College Vinod – Bhim Rao Ambedkar College

### 5.3.3 How does the College seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

- ❖ The College has always been accessible to and encouraged feedback from students, parents, alumni, prospective employers and other stakeholders.
- ❖ A feedback questionnaire with questions pertaining to teaching quality, academic environment, facilities and infrastructure has also been devised to be filled by students under strict anonymity to enable free and frank expression.
- ❖ All suggestions including complaints if any are regarded in the right spirit for overall betterment of institutional standards.
- ❖ A feedback link is also maintained on the College website through which employers and graduates may provide feedback on various institutional provisions.
- ❖ Feedback so obtained is analyzed by the IQAC and discussed in departmental meetings and appropriate recommendations are made to the Principal.
- ❖ Feedback is also taken from employers during and after the on-campus placement.
- ❖ Significant concerns involving major decisions are placed before the Governing Body by the Principal and the teacher representatives for expeditious action.

### 5.3.4 How does the College involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/materials brought out by the students during the previous four academic sessions

- ❖ '*Indraprastha*' - the magazine of Hindu College – which has for several decades been the chief articulator of knowledge and cultural capital of the College. Having begun in 1929, the magazine encompassed contributions from the students and faculty in four different sections – English, Hindi, Urdu and Bengali in initial years. Over a period of



time the section-wise distribution of contributions changed to English, Hindi, Sanskrit and Science.

- ❖ If the Prospectus is the official window to the College, Indraprastha provides an informal introduction to the College life. The range of contributions includes academic, literary, everyday experience and reminiscence by students and faculty.
- ❖ Published at the behest of the College Principal, the magazine comes annually with a formally nominated Editorial Board.
- ❖ Magazine Manager: The Principal invites the applications for the post of Magazine Manager (III year student). The applicants are then called for interview by the Principal. The Manager is finally selected on the basis of this interview by the Principal, the Convener along with Advisory Board. Advisory Board of each section in association with the Magazine Manager and Editors of the respective section appoint two correspondences for each section.
- ❖ Apart from Indraprastha, the College Magazine, various departments also bring out their own magazines on annual basis with student editors. The names of such magazines and their departments are as follows:
  - Chemistry - *Substance*
  - Commerce - *Juvenilia*
  - Economics - *Arth*
  - Hindi - *Hastakshar*
  - Mathematics - *Annulus*; started e-magazine in 2014-2015
  - Philosophy - *Falsafa*
  - Physics - *Quarks*
  - Political Science - *Siyasat*
  - Sociology - *Rites*
  - Physical Science - *Momenta*
- ❖ Some departments also have their wall magazines. The department of Hindi regularly brings out – two wall magazines on quarterly basis. They are *Lehar* (since 1960) and *Abhivyakti* (since 2000). The department of Chemistry brings out *Chemi Forum*.
- ❖ The Boys Hostel of the College also brings out its own magazine.
- ❖ Apart from this, students, along with teachers design and publish brochures, posters, banners and other publicity material for various events/workshops/ seminars, organized by their respective departments.
- ❖ Even the various cultural societies of the College encourage students to design, publish as well as to do the publicity of the various events organized by them.

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

- ❖ Yes, the College has an active student council called the 'Parliament of the Republic of Hindu College'. The Republic of Hindu College has its own Constitution with all rules of procedure to be followed. The parliament is headed by the Prime Minister. Selection of the Prime Minister is through a process of election in which all enrolled students have the right to vote. The entire election process is conducted under the supervision of a Returning Officer who is a senior faculty member and all staff members are assigned election duties to ensure smooth conduct of polls. The winner is declared prime minister and the candidate who polls the next highest votes is declared leader of the opposition.



- ❖ The Speaker of the House who is also a senior faculty member conducts all sessions of the house. The Prime Minister has upto ten Cabinet Ministers who are appointed by the President (Principal) on the advice of the Speaker following recommendations of the Prime Minister.
- ❖ The cabinet ministers are allocated the following portfolios:  
1. Finance 2. Cultural Activities 3. Literary Activities 4. Library 5. Sports 6. Students' welfare 7. Canteen 8. Environment 9. Girl students' welfare 10. Physically disabled students' welfare.
- ❖ Before entering upon any business, the Honorable Members collectively take the oath of office. The tenure of the Prime Minister ordinarily begins from the date of his/her election and ends on the last day of the academic session. The Cabinet may appoint secretaries in consultation with the President and the Speaker for the smooth functioning of the ministries. A Marshall is also be appointed by the Speaker in consultation with the President.
- ❖ The Council of Ministers headed by the Prime minister conducts all the College level cultural, literary and co-curricular activities and provides yet another mechanism for ensuring the wellbeing of students. The high point of the activity calendar is Mecca which is the much awaited annual cultural festival of the College.
- ❖ Funding for activities is done from the students fund collected as part of the fees and self-financing through sponsorships from industry. The Parliament convenes in a Budget Session for allocation of funds among various portfolios. Table 5.34 outlines some of the activities of the Parliament in the past Five years.

**Table 5.34: Activities of the College Students' Parliament**

Year	Cultural/ Literary Activities
2015-16	Oath Taking Ceremony and Budget Session Talk by Dr Subramaniam Swamy, on "How to match Indian Higher Education with Global Standards", October 15, 2015
2014-15	2nd Literary Fest " <i>Musha'irah</i> " - 11th and 12th Feb, 2015 Panel Discussion, Book Discussion - " <i>Jheel Jalti Hai</i> " Cyclist Expedition of National Sportsperson from Kashmir Theatre Performance by Asmita Theatre Group - " <i>Amritsar Aa Gaya</i> "
2013-14	Freshers' Party on 3.10.2013-Nalin Singh (Chief Guest) Movie Promotion - <i>Highway</i> - 19 Feb, 2014 (Imtiaz Ali and Alia Bhatt) Budget Session - 24 Oct, 2013 Gulzar - 25 Oct, 2013 <i>Mecca 2014</i> - 20, 21 and 22 Feb, 2014 20 February - <i>Papon and The East India Company</i> , Jasleen Kaur Royal 21 February - DJ Nucleya 22 February - Mohit Chauhan, VJ Bani, Tisca Chopra Graduation Night - 17/04/2014 Founders day - 18/02/2014 - Dr. Kasturi Ranjan Student Interaction on behalf of AAP by Raghu Ram 1st Literary Fest " <i>Musha'irah</i> " - 5 and 6 Feb, 2014 - Theatre Performance ( <i>Asmita</i> ) - " <i>Chukayenge Nahi</i> ", Panel Discussion, <i>Dastangoi</i> , Fusion Band Performance
2012-13	Freshers' Party - 20 Oct, 2012 Movie Promotion - <i>Chakravyuh</i> - 18 Oct, 2012 (Arjun Rampal, Abhay deol, Isha Gupta, Manoj Vajpayee and Prakash Jha) <i>Spic Macay</i> - 29/10/12 - 02/11/2012 - Pt. Vishwa Mohan Bhatt, Pt. Hari Prasad Chaurasiya



Year	Cultural/ Literary Activities
	<i>Mecca 2013</i> - 26, 27, 28 Feb 2013 - Underground Authority, DJ Aqeel Movie Promotion - <i>I, Me Aur Main</i> - 25 Feb 13 (John Abraham, Chitrangda Singh and Prachi Desai) <i>Graduation Night</i> - 11 April 2013 <i>Founder's day</i> - 15 Feb 2013 – Dr. Shashi Tharoor
2011-12	<i>Mecca</i> - Feb 2, 3 and 4' 2012 - 2- - Javed Ali 4 - RDB Band
2010-11	<i>Mecca</i> - Jan/Feb' 11 - Daler Mahendi

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

The following institutional bodies have student representatives in them.

- ❖ **Academic:** Every department has an exclusive society to organize various events in the respective department. These societies function through the student executive body, having the student representation form all the three years of the undergraduate course.
- ❖ **Cultural Societies:** To manage the various activities, each extra - curricular society of the College has a student executive body.
- ❖ **Magazine:** Students are the members of the editorial board of the College/ Departmental magazine.
- ❖ **Grievance Redressal Cell:** The cell is specially formed for DUSU/college elections and has teachers as well as students representatives as its members.
- ❖ **College Complaint Committee:** Formed (under Ord-XV-D) up to Dec.2013.
- ❖ **Mecca Committee**
- ❖ **Founder's Day Committee**
- ❖ **Hostel Union** – Day to day functioning of the hostel is managed by the students themselves through the Hostel Union.
- ❖ **Joint Consultative Committee**
- ❖ **Culture Council of Delhi University**

### 5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution. Any other relevant information regarding Student Support and Progression which the College would like to include

The College invites the former teachers as well as the members of Old students Association on regular basis, for interaction. They are also represented in the IQAC as members. Some departments' alumni meets are organized on regular basis.

Many former students as well the teachers have instituted prizes/scholarships for the students of the College, for instance the Madhu Bhasin Lecture which is an annual lecture by a personality of eminence sponsored by an alumnus of the College.



## **CRITERION-VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 Institutional Vision and Leadership**

**6.1.1** State the vision and mission of the institution and enumerate on how the mission statement defines the institution's distinctive characters in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future etc.?

- ❖ The founders had a vision of an education that would enable the youth to take part in the polity of the nation and impact policy and decision making while being connected to Indian values.
- ❖ The College continues to be guided by its founding father's vision of providing education to as wide and varied a student population as possible.
- ❖ The College's ideal is to empower young men and women to grow into well-rounded citizens who can contribute to the community from the local to the global level. It aims at fulfilling this ideal by furnishing its students with freedom, democratic institutions, and opportunities for learning both within and outside the classroom.
- ❖ The motto of the College "Music of Truth" reverberates with the legacy of the ideals on which Hindu College was founded. It stands for the inner voice that expresses itself with truth and fearlessness - steadfast in all times - good or bad.
- ❖ Notwithstanding its name, students from all religions have grown here and excelled in their chosen areas of interest, be it academics, sports, or extra-curricular activities. The College has evolved over the years into a pre-eminent institution of higher learning in the University of Delhi and the country. It stands tall in public esteem and also in the memories of its alumni, many of whom are now prominent figures in government, business and industry, the media and education.

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

The College is administered by a management network that involves the Principal of the College, representatives from the faculty and non-teaching staff, as well as a Governing Body formed under the Statutes, Rules and Ordinances of the University, to oversee and streamline decision-making. The Principal is the Secretary of the Governing Body.

The Staff Council is a body of faculty members that contribute in the academic supervision of the College with policy recommendations, in accordance with the University rules and guidelines. The Principal is the ex-officio Chairperson of the Staff Council. Academic policies originate at the Staff Council level and are routed through the Principal.

Most other matters are addressed by the Principal, with the continuous advice of faculty members in the form of various issue and subject based sub-committees that are formed within the Staff Council. For matters related to academic policies, the Governing Body supports the recommendations made by these committees, routed through the Principal, in the form of sanctioning funds and working for infrastructural strengthening, wherever required. The Governing Body considers and approves the decisions and monitors and regulates funding for all sorts of planning and policy-making in the College.



### 6.1.3 What is the involvement of the leadership in ensuring:

- ❖ Policy statements and action plans for fulfillment of the stated mission
- ❖ Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan
- ❖ Interaction with stakeholders
- ❖ Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders
- ❖ Championing organizational change
- ❖ Reinforcing the culture of excellence

#### **Policy statements and action plans for fulfillment of the stated mission**

To accomplish decentralized and efficient policymaking, and to uphold the mission of the College, the following teams and committees are actively engaged in the process of decision making:

- ❖ The Staff Council meets periodically, especially at the beginning of the session to discuss every academic matter and decide the plan of action, along with the time frame for execution. The recommendations of the committees are executed through the Principal. The relevant Staff Council committees, which are involved in this work are:

Academic Affairs and Research Committee	Timetable Committee
Scholarship, Fee Concession Committee	Maintenance and Development Committee
Library Committee	Hostel Committee
Sports Committee	ECA Committee

These committees are constituted via a well laid down procedure well before the beginning of the academic session each year. At the end of the academic session, each committee presents its report.

The recommendations of these groups are then forwarded to the Governing Body by the Principal, especially when matters of funding are being addressed.

Apart from these, there are other committees which are not a part of the Staff Council but are also instrumental in implementation of policies. These are:

- ❖ Website Management Committee
- ❖ Monitoring Committee
- ❖ Departmental Moderation Committees

#### **Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan**

- ❖ In view of the above, an academic calendar has been initiated by the College to further serve as an information source and planning document for faculty, students, departments, societies as well as outside organizations. By highlighting important dates



and deadlines, it helps to regulate the process of teaching and examinations and addresses the needs of students and teachers.

- ❖ Departments, as well as the sub-committees within departments, are used to get closer to the student body at the level of individuals, and make sure that policy implementation is being followed through. The Teacher-in-charge of every department holds regular meetings, reviews progress of syllabus with faculty members and discusses student feedback, challenges, and co-curricular activities of the department.
- ❖ Student attendance is uploaded on a monthly basis to enable self appraisal and regularity.
- ❖ The Monitoring and Moderation Committees play a pivotal role in maintaining the quality of internal evaluation and decision making across the board.
- ❖ The Principal is in constant contact with these committees and the departments of the College. The minutes from various meetings within and among these groups are recorded and available for the Principal to review.
- ❖ There is also a joint consultative committee comprising of students and teachers from almost all departments. This committee thrashes out various issues and can approach the Principal with recommendations for reform.

#### **Interaction with stakeholders**

- ❖ The stakeholders are consulted on various levels in several capacities for broader decision making.
- ❖ Through the above mentioned mechanisms and other methods—such as an Open Door Policy—the Principal is accessible to all stakeholders regularly. This creates an atmosphere where information can be shared in either direction to further the interests of the College.
- ❖ Principal takes regular rounds of the College and interacts with students. This way she encourages free discussion and feedback.

#### **Interaction with students**

- ❖ Interaction with students seeking admission happens from the very first day. They are guided through the entire process of admission by the Central Admission Committee, the Counselling Cell, Friends Corner, NSS volunteers, Grievance Committee, etc.
- ❖ The College organizes an Orientation day on the first day of the new academic session. Here, all new admissions along with their parents are addressed by the Principal to apprise them with the mission and vision of the College. A small cultural programme along with refreshments is also organized in their welcome. The students get to meet various society in-charges to learn details.
- ❖ The students are taken to their respective departments for another orientation for details of the academic programmes, introduction to the faculty and non teaching staff, syllabi, time tables, etc.
- ❖ The administrative head meets students and faculty on events organized by their respective departments and societies. Most departments get their magazines/newsletters etc. released by the Principal.
- ❖ The Founder's Day function is a College level function where direct interaction with all stake holders happens.



- ❖ Intermittent and informal meetings with sports students are held to encourage them. Regular rounds of college provide easy and instant interaction with students.
- ❖ The College has a unique Parliamentary system of student government. The Prime Minister, as well as Cabinet Ministers with specific portfolios, point out potential problems faced by the students and bring them to the notice of the administration. These Cabinet Ministers also ensure the cultural vibrancy of the College.
- ❖ There are 33 student-run societies that ensure that there is a thriving extra-curricular atmosphere in the College that fosters an environment where students can follow their passion and strive for success. These societies also act as a bridge between the College and other colleges in the University and by extension, the outside world. These, and various other efforts, underline the culture of excellence in the College. Several groups actively engage with the community through service programs and act as agents of change and the greater good.
- ❖ Talks, conferences, seminars and events in the College help sustain intellectual dialogue and growth in the College. Apart from these, there are structured processes of placement run by the College that ensure students remain competitive and abreast with the changing world. Similarly, teachers are encouraged to regularly renew their professional growth through workshops, seminars and refresher courses.
- ❖ Several faculty members and students are involved in Innovation Projects run by the Delhi University. These projects give the students exposure to research in the real world and establish that urge in the students that propels them towards careers of their choice. These strides that students make at the College—as members and leaders of societies, in conferences or as part of research teams—ensure that this culture of excellence is instilled in them in their formative years.

#### **Interaction with staff**

- ❖ Interaction with staff members is a constant feature through which all functioning in the College runs smoothly.
- ❖ The Principal discusses all issues with staff members via the staff council and other committees.
- ❖ Along with this is the Staff association President and its executive, which also meets the Principal from time to time to address staff related welfare matters.
- ❖ Attendance record of the administrative staff and other non-teaching staff is maintained through a biometric system, to ensure their punctuality and fair assessment. Their appraisal for promotions is done in accordance with the University norms.

#### **Interaction with public**

- ❖ The College very well understands the important role it plays and the responsibility it owes to the society.
- ❖ Accordingly, in order to keep its procedures and methods transparent and acceptable to all, it has a well updated state-of-the art website giving information about its activities.
- ❖ The College has a Nodal Officer who coordinates with the Ministry of HRD
- ❖ The Public Information Officer addresses all queries made through RTI.
- ❖ Involvement of the public is ensured through outreach programmes such as blood donation camps, educating the needy, raising awareness about Bhopal Gas victims and



through many more such events organized by societies like Ibtida, Caucus, North East Cell, Spic Macay, Enactus, etc.

### **Reinforcing the Culture of Excellence**

- ❖ The Teacher-in-charge of every department holds regular meetings, reviews progress of syllabii with faculty members and discusses student feedback, challenges, and co-curricular activities of the department.
- ❖ Continuous student appraisal and uploading students' attendance every month has helped in improving regularity and performance.
- ❖ Periodic appraisal reports for non-teaching staff are mandatory. The staff is given timely promotions as per University rules.
- ❖ The hierarchy of staff is maintained to ensure accountability.
- ❖ The Biometric System is installed for the administrative staff to ensure regularity and fair assessment. Leave rules are well adhered to.
- ❖ The College management champions organisational changes to bring in a progressive outlook.
- ❖ New posts are created for better management and organization, as and when required. The Vice-Principal was appointed in 2010, which brought about a positive organizational change. Other such examples are formation of the Eco Club in 2006, the Clean Campus Committee in 2013, creation of the IQAC in February 2015 and the appointment of a Nodal Officer in 2013. The Bursar helps the Principal in finance related matters of the College. All these appointments aim at progressive leaps forward.
- ❖ The management encourages the members to take up new initiatives and provides all support in providing infrastructural, financial and other resources.
- ❖ The College is open to new developments in technologies and methods—specifically for the purpose of teaching. The College is committed to renewing our approach to administration and academics as and when better mechanisms emerge.

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

- ❖ **The Monitoring Committee and the Moderation Committee** oversee the effects of academic policies on the performances of students and teachers—thus acting as effective review tools. This enables the College to optimize decision making and achieve the best results with policies.
- ❖ Similar efforts are made regarding other specific policies by the various committees and groups listed above in 6.1.3.
- ❖ Apart from their regular functions, conveners of various committees report to the Principal with valuable feedback that establish a system of checks and balances in the College, and ensure that the end users of the policies are satisfied with their conceptualization and implementation.
- ❖ Science students undergo an additional monitoring through continuous evaluation of their practical skills and their practical record.
- ❖ The College has recently constituted the **IQAC** to monitor the Internal quality of procedures, activities and their implementations.



#### 6.1.5 Give details of the academic leadership provided to the faculty by the top management?

- ❖ The top management comprising of the GB with Principal as the academic head in College, gives ample encouragement for enhancing the academic atmosphere prevailing in the College.
- ❖ The Principal continues to take classes in addition to her administrative responsibilities. There is also a culture of striving for further academic development of the administrative heads of the College—in their own field. This establishes an environment where academic fulfillment is cherished by everyone in the College.
- ❖ The management also makes it a point to appreciate and encourage academic endeavors undertaken by the faculty.
- ❖ Add-on courses conducted by the faculty have been successfully organized for the last few years.
- ❖ Faculty training programs have been supported by the College to refurbish the aforementioned drive.
- ❖ Conferences and Workshops at national and International level organized by the faculty in the College are given tremendous appreciation and support from the administration and other concerned sections of the College.
- ❖ The College provides an excellent platform for research enthusiasts to grow and achieve further heights and this can be seen in the large number of innovation projects awarded to the College.
- ❖ Staff Advisors of various societies organize unique workshops, panel discussions and other programmes. Academic festivals are organized at the departmental level.

#### 6.1.6 How does the College groom leadership at various levels?

The College encourages its students, faculty and the administrative staff to assume positions of responsibility and become accountable.

- ❖ **Teacher-in-charge:** At the level of the faculty the principle of seniority-by-rotation applies to the position of Teacher-in-charge of a department and ensures that each teacher participates in running the department at least once over their time at the College. Though not statutory, this position provides administrative experience to the faculty.
- ❖ **Vice-Principal:** Realizing the need for administrative help in running the College, the post of Vice Principal has been introduced from 2010. A faculty member is appointed by the Governing Body from amongst the nominations for a term of five years, who shares the responsibilities of the Principal.
- ❖ **Bursar:** One faculty member is given the opportunity to take the position of Bursar and impact policies and decision-making. The appointment against this post, for a period of three years, is done on the recommendation of Governing body.

Other important posts that follow the same model are:

- ❖ **Public Information Officer:** Addresses all RTI enquiries.
- ❖ **Deputy Superintendent of Examinations:** All examinations conducted throughout the year are done under the supervision of this officer.



- ❖ **Coordinator of Practical Examinations:** For the smooth conduct of Semester Practical Examinations the College appoints a Science Faculty member, on rotation basis for one year. The Coordinator, in association with the Departments-in-charge fixes the schedule, examiners and other necessary facilities for the exams, including remuneration to examiners, invigilators and lab staff.
- ❖ **Coordinator of Evaluation Centers in the College:** Each year the College is given the responsibility to be the centre for evaluation of answer scripts of at least one subject. A faculty member is appointed as the Coordinator for this purpose.
- ❖ **Equal opportunity Cell coordinator:** A faculty member is appointed to look after the needs and comfort of the PwD students of the College, in coordination with the University Cell.
- ❖ **Media Coordinator:** All official announcements are made through this faculty member chosen by the Principal for a defined term.
- ❖ **SC/ST Observer and OBC Observer:** These faculty members participate in recruitment/ selection committees.
- ❖ **Governing Body members:** One faculty member with less than 10 years of experience and one faculty member with more than 10 years of experience represents the staff in GB meetings for a term of one year.
- ❖ **Nodal Officer:** He/she is the Public relations officer of the College. These posts give faculty member extra exposure to new skills and attributes. Teachers exhibit their leadership qualities through convenorships of various committees
- ❖ The student parliament—including the **Prime Minister, Cabinet Ministers and Leader of Opposition**—is able to witness the functioning of the College over the course of the year. They also pick up important skills like handling finances.
- ❖ Each class of every course in each department has a representative—usually elected by the students—who acts as the bridge between teachers and students. This gives the representative additional responsibility that helps them grow.
- ❖ Every department has a departmental society that is managed by **students and staff advisor/s**. Students elect office bearers who are responsible for the functioning of these societies, guest lectures and publications. Similarly, there are at least two office bearers in all student-run societies. These provisions create a system where leadership is groomed at every level of the College.

### **Non-teaching**

- ❖ The Non-teaching staff has its Union President, Secretary and Treasurer.
- ❖ Non-teaching staff members have the opportunity to become President/Secretary of the Thrift and Credit Society.
- ❖ A special invitee represents the non-teaching staff in the GB.

#### **6.1.6** How does the College delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

- ❖ The College works in a way that ensures that there is decentralization in the governance system and administrative responsibilities are shared. This leads to a transparent system of governance.



- ❖ The Principal is responsible for the execution of rules, regulations, directives and guidelines of the University, and facilitation of the policy decisions of the Governing Body, Staff Council and the other committees.
- ❖ The conveners of the Staff Council and other College-level committees together with their members hold meetings to formulate policies and guidelines for implementation in the College.
- ❖ Teachers-in-charge of the department and other faculty members enjoy relative autonomy within the established frameworks.
- ❖ Student leaders are also given portfolios according to their responsibilities, within which they operate.
- ❖ The Building Committee looks after infrastructure development and comprises of the Chairman of the GB or his nominee, the Treasurer of the GB, Secretary of the GB, the Bursar, two faculty members and one representative each of the administrative and accounts departments. An architect and a civil engineer of the rank of executive engineer from the CPWD or an equivalent body are also included in the committee.

#### **6.1.8 Does the College promote a culture of participative management? If 'yes', indicate the levels of participative management**

The College believes in participative management which ensures representation of all stakeholders of the College. While the faculty represents and participates through their roles as members of Governing Body, members and conveners of the Staff Council and its committees, departments and their committees, the students in their capacity as members and leaders of various groups and societies are able to influence several administrative decisions and positions.

For more details refer to section 6.1.6

## **6.2 Strategy Development and Deployment**

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

As a 116 year old college, we are recognized throughout the country and outside as a college devoted to providing quality education to students from various backgrounds. We are driven by this consistent commitment and the guidelines of the University of Delhi that ensure that we adhere to the highest standards.

The quality policy of the College, though not formally stated, is in line with these guidelines. Accordingly, academics and administration is managed via:

- ❖ **Academic Affairs and Research Committee:** This is one of the most crucial committees that oversees all aspects related to academic performance in the College. This includes the workload allotted to teachers on the basis of sanctioned strength, adoption and conduct of new curriculum as and when these are executed, student teacher ratio etc.



- ❖ **Timetable Committee:** The Workload is translated into time-table by this committee and displayed well in advance of the beginning of the academic session, to ensure preparation of courses allotted to teachers and the smooth conduct of classes right from the word go.
- ❖ **Teachers-in-charge of Departments:** The decisions/recommendations/ suggestions made by the Academic Affairs Committee are sent to departments for implementation via the Teacher-in-charge. The academic performance of students is tabulated at semester-end for submission to the University as internal assessment, and results when declared, are discussed with the Principal. Suggestions for improvements and streamlining are made wherever required.
- ❖ **Maintenance and Development Committee:** The 60+ year old building requires continuous repair and maintenance to keep up with the requirement of heavy student and staff load.
- ❖ **Discipline Resource Committee:** This committee monitors student activities to ensure discipline and a healthy atmosphere in the College. Violation of rules leads to fines which range from monetary penalties to community services to instill into students a sense of responsibility and belonging. Other committees like Library committee, Hostel committee, Sports Committee, Internal Complaints Committee, Administrative Affairs and Grievance Committee help in the smooth regulation of quality.
- ❖ **Internal Quality Assurance Cell:** This Committee was constituted in May 2015 with the Principal as its head, to monitor quality. It has been expanded to include external experts, alumni, parent representatives and GB members for better planning, monitoring and evaluation of quality assurance.

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

- ❖ **Infrastructure:** The College is heading towards massive, planned infrastructural development. The short term prospective plan is being realized with the construction of a Girls' Hostel and a four-storey Academic Block to provide an enriching environment for intellectual growth and stimulation. The Academic Block will fulfill all the infrastructure deficits, viz. library, labs, classrooms, lecture theatres, administrative sections, teacher/ staff rooms, etc. It will have an ample number of lifts to make it accessible to all.
- ❖ The long term plan in consonance with the 'Vision statement 2020' proposes to house a conference centre, research centre, a revamped auditorium and a guest house. With the development of such infrastructure, academic enhancement and exchange programs will rise.
- ❖ **Faculty Development:** As in the past, qualification enhancement through workshops, refresher courses, seminars and other training programmes will continue to be encouraged by the administrative head and the management.



- ❖ A MoU with NUS, Singapore also has the provision of teacher exchange, which will be initiated soon. Preliminary talks with other foreign Universities are in the pipeline for similar agreements.
- ❖ The College gives full support to teachers involved in research work sponsored by various agencies. Although the current infrastructure is limited, the teachers have been given whatever support possible by allocating space for research labs. Research activities are bound to step up once the dedicated research centre is ready.
- ❖ Innovation projects have been undertaken by several teachers.

**Student Development:** At its priority lies the facilitation for enrichment of knowledge and skills for the student community, which in turn reflects the well being of the College.

- ❖ Student curriculum is made more interesting and absorbing through field trips, educational tours and industrial visits. Relevant talks by experts, seminars, and discussions further motivate them. These features of curriculum delivery will be further enhanced.
- ❖ Short-term courses and certificate programmes add to undergraduate qualifications.
- ❖ Currently four foreign language programmes are running successfully with a massive number of applicants. The College intends to increase the number of these courses.
- ❖ Interaction with student groups from foreign universities sent by various agencies, inform students of varied cultures and lifestyles.
- ❖ Several research enthusiasts have been given opportunities through innovation projects. Through the societies as well as community outreach activities, the students hone their extra-curricular skills. Departmental societies will be encouraged to conduct more academic oriented and intellect stimulating programmes.
- ❖ Alumni interface with students would be increased further through lectures by eminent personalities in their fields. Through this interaction the students would gain tremendously, especially for their job prospects. *Disha*, the placement cell, is a very active section of the College wherein several companies have been visiting to provide job opportunities. The effort to increase this number, in terms of quality and quantity, will continue.

#### **Community Service/ Outreach programmes**

- ❖ Several activities are organized round the year to aid and benefit the stakeholders, ranging from teaching, empowering women, blood donations, environmental consciousness and more. Many of these are regular activities are done in collaboration with NGOs and other agencies.
- ❖ The College has collaborated with the NGO Jagriti for recycling waste paper into useful paper products.



6.2.3 Describe the internal organizational structure and decision making processes

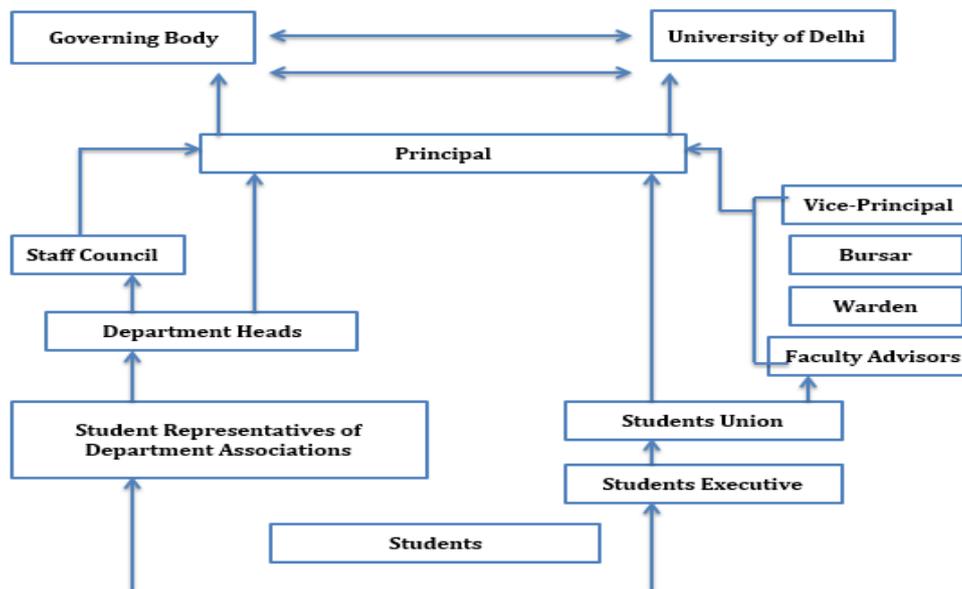


Figure 6.1: Organization chart of the College

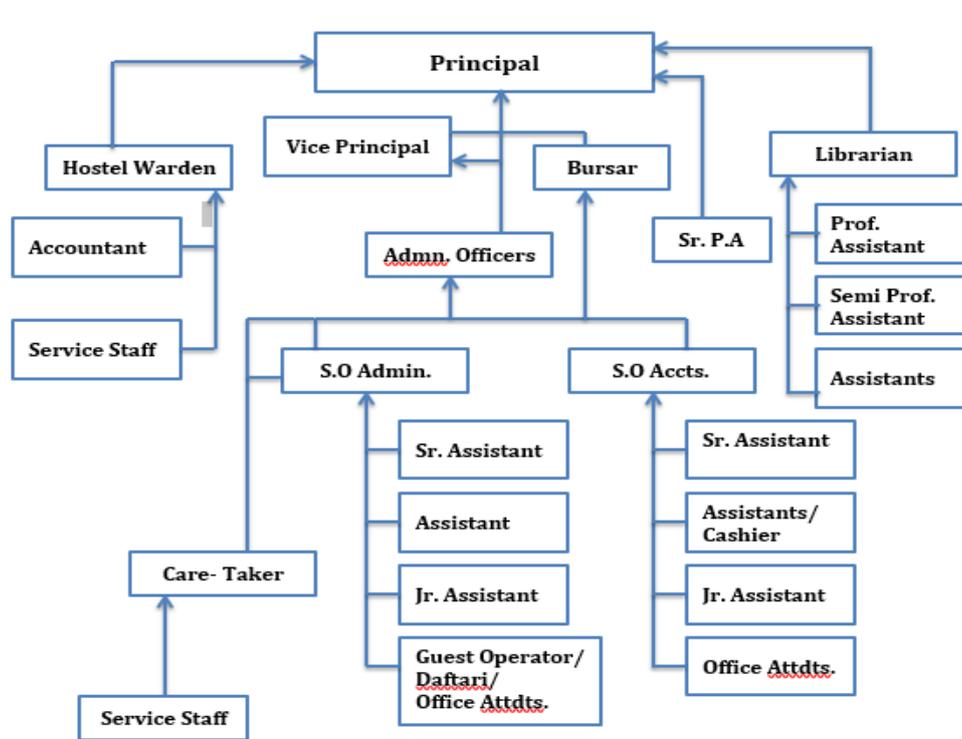


Figure 6.2: Organization chart of the process



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

**Teaching and Learning:** It is a constant endeavour of the College to further the experience of students, make it memorable and everlasting so that it is rewarding in every sense.

- ❖ Continuous upgradation of infrastructure is done to incorporate more and more learner facilities. Classrooms are equipped with projectors and collapsible screens. Students have been provided with laptops and computer access in common facilities like the library and ICT labs. The campus is WiFi enabled.
- ❖ Emphasis is laid on discussion and debate - in refining the skills of independent thinking and of clear communication which any university education should encourage.
- ❖ Efforts are made to call experts from various organizations so as to have more lectures that directly make the student more interested in the subject.
- ❖ Students with greater aptitude and self motivation are encouraged to share their approaches to learning.
- ❖ Workshops, seminars and development opportunities are regularly organized.
- ❖ Good and innovative practices are shared through events, networking, forums and good practice discussions
- ❖ In order to create an engaging, motivating, and intellectually stimulating learning experience, teachers adopt latest teaching tools. For instance, they systematically blend ICT learning experiences in combination with high quality face-to-face learning environments to enhance student learning.
- ❖ Hands-on experience for science students is to be increased. The correlation between research related aspect and teaching at the right stage is being considered important.
- ❖ Learning resources: library, laboratory, ICT are made easily available to learners.
- ❖ We seek to increase the frequency of exchange program with other universities and countries like Singapore.
- ❖ Overall personality enhancement: crucial skills like writing, presentations and speaking to be emphasized.

**Research and Development:** In consonance with Vision 2020 of the College, which comprises of infrastructural strengthening through research centres, young teachers have been enthused and have picked up more projects. It is very heartening to see that faculty members from different departments sit together to incubate, nurture and produce ideas they wish to explore in the form of research projects.

- ❖ Career enhancement by pursuing Ph.D, postdoctoral research, foreign university assignments are given full support in terms of leave and remunerations, as per university rules.
- ❖ Innovation projects in the last 4 years have been well received in the College. This interest of the teachers to do projects for undergraduates speaks of their dedication towards the enhancement of the learning experience of the students in the College. So far we have undertaken 15 projects in the scheme.
- ❖ Since its inception, the University has been selecting students of our college for exploration through travel in the landmark initiative “Gyanodaya”.
- ❖ Arising out of these projects, several presentations, publications, articles have been produced by research groups.



**Community Engagement:** Community Engagement or Service learning is an important tool that enables relationships and trust to build and strengthen over time. Departmental and college societies work over a range of such activities, from providing advice/ counseling to undertaking activities/projects to meet some of the outcomes. The societies/ clubs dedicated in these services are - NSS, Eco Club, Panchtatva, WDC, Enactus, NCC etc. Some of the regular and significant activities done are: Anti-tobacco drive, Blood Donation, clean campus drives, educating children and adults, tree plantation and others.

### Human Resource Management

- ❖ With the infrastructure getting a massive expansion, HR management will be further enhanced.
- ❖ The administrative and accounts section will get cubicles/work stations with modular furniture.
- ❖ All accounts work such as salary slips, student fee deposition etc., are computerized.
- ❖ Biometric system for the attendance check of the non-teaching staff ensures regularity.
- ❖ Thrift and Credit Society, with members from the teaching and non-teaching staff is actively contributing to their welfare.

### Industry Interaction

- ❖ Established in 2000, *Disha*, the placement cell of Hindu College provides interaction with the industry. Reputed companies and corporate houses are invited to placements for the final year students of the College. The cell registers undergraduate students of the College every year to offer placements related information and services. However, registration with the cell does not stand in the way for a student to be considered for on-campus placements. Students are empowered as follows:
  - Organizing seminars, skill enhancement workshops, talks and industry/company visits to improve the job readiness of students.
  - Facilitating internship programs for the first and the second year students alongside fellowships.

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

- ❖ The Annual report of academic performance of students, career enhancement by teachers, sports and extra curricular activities and other related engagements and participations. This is read out on the Founder's Day of the College when the Governing Body gets information.
- ❖ Needs of the students, teachers and non-teaching staff are also discussed during Governing Body meetings and policies and resolutions are passed. New faculty and non-teaching recruitments are reported to the Governing Body. The Governing Body is also supplied with regular audit reports.
- ❖ Provident fund of all staff, and other loans, as well as leave applications are approved by the Governing Body. Important communications from the university/UGC are immediately shared with the Governing Body for their perusal.
- ❖ The College prospectus gives detailed information about its policies and functioning.



- ❖ The Paper and Electronic Notice Boards are updated regularly for dissemination of information to all stakeholders.
- ❖ The College website announces important information, advertisements, activities and events etc.

**6.2.6** How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The Governing Body supports ventures financially and in spirit, so that the cultural and academic life of the College can be enhanced. The Governing Body also makes it a point to recognize extraordinary efforts made by staff members. The Governing Body also participates in important functions when it gets a chance for direct interaction with the staff.

**6.2.7** Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions

Table below depicts the number of resolutions passed in GB in the last year.

**Table 6.1: Number of resolutions passed by the Governing Body in 2014-15**

S.No.	GB Meeting	Number of Resolutions	Number of Resolutions Implemented	Remarks
1.	9 September 2015	13	Minutes yet to be confirmed	
2.	15 May 2015	16	16	
3.	20 March 2015	3	3	Emergent
4.	17 December 2014	23	23	
5.	16 October 2014	1	1	Emergent
6.	8 August 2014	29	29	

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

Not Applicable

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

In the day-to-day running of the College, grievances are sorted by engaging the involved parties in the spirit of conflict resolution and reconciliation. Course correction is made wherever necessary.

- ❖ During the admission process, there is a Grievance Committee set up under directions of the University.
- ❖ The University has a Committee to directly entertain grievances of all members of its community and the public.



- ❖ The nature of contentious grievances are reported in the Staff Council usually under the rubric of “any other matter” and discussed at length.
- ❖ Serious administrative matters are only in the purview only of the GB.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute? Provide details on the issues and decisions of the courts on these?

Table below depicts the Court Cases filed by and against the College

**Table 6.2: Details of Court Cases filed by and against the College**

Year	Case Details	Issue	Decision
2015	Chidanand Hegde Vs. University of Delhi and others	Admission in BA Prog.	Disposed off Granted admission in BA Prog.
2014	Nirmal Jain Vs. Hindu College and others	HRA of Staff Quarters	Decision pending
2014	Vishal Maharaj Vs. Hindu College and others	Admission-ECA Category	Disposed off. No relief granted to petitioner
2014	Ashok Kumar Vs. Hindu College and others	allotment of Type III quarters (SC)	Disposed off. Petitioner cannot claim allotment under reserved category.
2014	Siddarth Mittal Vs. University of Delhi	Admission (Sports)	Disposed off. To admit petitioner in next academic session in Sports Category.
2014	Sh. Yogesh Soti Vs. University of Delhi	HRA of Staff Quarters	Decision pending
2014	Kumar Saurabh Vs. University of Delhi	Not awarded highest medals inspite of getting highest scores in MA (Hindi)	Decision pending
2013	Poonam Sethi Vs. Hindu College and others	Regarding wardenship Still in Court	Decision pending

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

- ❖ The College welcomes suggestions from all stakeholders and attempts to address it at the earliest through various committees.
- ❖ Complaints made and feedback given directly to the principal are also equally effective in streamlining academic and administrative affairs.
- ❖ A suggestion box has been installed in the Library.
- ❖ From April 2015, Student Feedback has also been collected on a questionnaire form.

### 6.3 Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non-teaching staff?

#### Teaching Staff

- ❖ In the past 5 years, several faculty members have been granted leave to proceed for pursuing Ph.D and post doctoral assignments. The details for the same have been provided in Criterion III. Apart from this, faculty members have been given the



support to go for Faculty Training Programmes in U21 Exchange Network to different Universities in UK.

- ❖ 25 members of the teaching staff are currently engaged in DU Innovation Projects, from the time these have been conceptualized by the University.
- ❖ In addition, faculty members going for academic enhancement through refresher courses and orientation courses are extended complete cooperation. On an average, 10% of faculty members attends such courses each year.
- ❖ Teachers are given support for attending workshops etc. for which academic leave are granted.

### **Non-Teaching Staff**

The non-teaching staff is also encouraged to attend training and skill upgradation programs conducted in-house and also by the University and other bodies. The College encourages the lab staff to attend workshops to make them better equipped for handling laboratory work and conducting routine practical classes. Departmental Promotion Committees sit at regular intervals, whenever there are vacancies at various levels of the administration and teaching staff.

**6.3.2** What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

- ❖ The College facilitates teachers to attend training programmes, refresher and orientation courses etc.
- ❖ The faculty is seen making use of their training in improving their lectures, eg. incorporation of video clips, documentary clips, quizzes and other aids.
- ❖ The faculty is encouraged to share their learning with their colleagues by organizing workshops, seminars etc.
- ❖ The College holds workshops for the non teaching staff as well.

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

- ❖ All academic and administrative activities and relevant information concerning the faculty and non-teaching staff are recorded in their respective service books.
- ❖ Performance Appraisal System (PAS), such as CAS (Career advancement scheme) allows for self-appraisal on a prescribed proforma designed as per University norms, through which promotions are considered.
- ❖ Non-teaching Staff members are assessed annually by filling the APAR forms. APAR contains brief descriptions of duties undertaken by the employee, timely accomplishment of planned work, proficiency in work and personal attributes such as, attitude to work, sense of responsibility, communication skills, analytical ability, interpersonal relations etc. It is initiated by the reporting officer and reviewed at a higher level in the hierarchy.



**6.3.4** What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

- ❖ In line with the rules of the University of Delhi, performance appraisal is the key parameter for considering promotion of the employee.
- ❖ The management doesn't review self-appraisals under normal circumstances. Only under cases where there is significant discrepancies in the claims of the applicants.

**6.3.5** What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The percentage of staff members that availed the benefit of schemes in the last four year is given in the Table below.

**Table 6.3: Details of the Staff Welfare Scheme (last four years)**

Welfare Schemes	2014-15		2013-14		2012-13		2011-12	
	Teaching	Non-Teaching	Teaching	Non-Teaching	Teaching	Non-Teaching	Teaching	Non-Teaching
Teachers' flats and houses	69.5	60	74	70	78.3	80	82.6	90
WiFi Facility	Available for all on campus							
Banking facility	Availed by all							
Photocopy and Stationery	Available for all							
WUS Health Scheme	26.27	68.13	24	69.99	18.69	65.26	22.52	65.34
Cooperative Society	83.83	100	78	93.75	74.76	100	62.16	98
Children Education Allowance	30.30	38.46	34.34	42.70	28.97	44.21	14.41	35.64
LTC	14.44	24.32	9.93	29.73	9.21	18.00	7.80	5.40
HTC	2.13	5.41	4.96	2.70	5.67	6.30	7.80	9.00
MEDICAL	33.51	52.63	42.62	67.85	34.42	69.23	31.15	68.75
GPF	31.91	73.00	32.62	73.47	37.58	76.29	40.00	77.67
CPF	4.96	2.15	4.96	2.06	4.96	2.06	5.00	1.94
NPS	63.13	24.85	62.42	24.47	57.46	31.65	55.00	20.39

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

- ❖ Rated as a premier institutions for graduate and postgraduate education, the College provides a liberal, lively and competitive environment for its students to enable them to carve out a niche for themselves in their chosen areas as well as a healthy synergizing atmosphere for its academics to grow and attain fulfillment.
- ❖ The College has been attracting exceptionally meritorious aspirants as faculty, several amongst whom are alumni of the College.



- ❖ Recruitments are done through advertisements in national dailies and interviews by duly constituted selection committee enable selections.
- ❖ The faculty is given support and facilities for career enhancement by timely promotions, research encouragement and academic assignments. This gives them the opportunity for raising the bar for themselves which in turn does so for the College.

#### **6.4 Financial Management and Resource Mobilization**

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

- ❖ While the financial management is governed by the statutes, rules and ordinances of the University and the General Financial Rules of the Government of India. The Governing Body of the College looks after the utilization of the available resources and funds. All incomes and expenditures have to be approved by the Treasurer of the Governing Body.
- ❖ On the recommendation of the Principal, the Governing Body also appoints a faculty member as the Bursar of the College, through whom all expenditures have to be routed.
- ❖ Departments have their annual budget allocated as per student strength. Purchases are made through Departmental purchase committees.
- ❖ In addition, departments are also allocated certain amount out of the Parliamentary budget. Similar fund is allocated to the societies from the parliamentary budget after the presentation of budget by these societies.
- ❖ Payment of bills and re-imburement of expenses is done as and when received, as per rules, and verified by the in-charges.
- ❖ There is a committee which recommends the names of students for financial assistance out of Students Aid fund.
- ❖ There is also a committee for scholarships which recommends the names of students for granting scholarship out of various scholarship funds.

##### **6.4.2 What are the institutional mechanism for internal and external audit? When was the last audit done and what are the major Audit objection**

- ❖ The internal audit is done by the auditor (Chartered Accountant) appointed by the Governing Body of the College as per norms and duly approved by the University of Delhi. The audit report with the audited financial statement is presented to the Governing Body through the Treasurer for approval. The approved report is sent to UGC. The Governing Body monitors financial issues and the same are reported in GB meetings.
- ❖ As per the decision of the UGC, the external audit is now being done by CAG, Government of India. Satisfactory reply and compliance is shown to the various audit objections. **Last audit** (up to 31<sup>st</sup> March 2012) was done in May 2013.

Refer to Annexure 6.1 for CAG Compliance report.

**6.4.3 What are the major source of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/ corpus available with the Institutions, if any**

Major source of institutional receipts/ funding:



- ❖ UGC grant (95%) Grant from Delhi University for Innovation Projects
- ❖ Governing Body share (5%) Grant from DBT for Star College scheme
- ❖ Students fee Grant from DST for research project
- ❖ Donation/sponsorship Grant from UGC for research projects

There is no deficit as the grant is received from UGC on account basis and if any surplus or deficit is in a particular year, the grant is adjusted in subsequent years.

**Table 6.4: Income and Expenditure Statement**

Year	Income	Expenditure
2014-2015	31,37,03,466.00	27,90,87,783.00
2013-2014	22,50,67,760.00	24,37,34,662.00
2012-2013	21,54,76,016.00	24,27,79,163.00
2011-2012	22,00,87,688.00	22,72,46,684.00

**Table 6.5: Details of the Reserve /Corpus Fund**

Year	Reserve Fund
2014-15	11,95,97,750.00
2013-14	10,68,96,301.00
2012-13	8,51,44,158.00
2011-12	7,20,29,754.00

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

The College has received funding from DBT, GOI under the Star College scheme.

## 6.5 Internal Quality Assurance System (IQAS)

### 6.5.1 Internal Quality Assurance Cell (IQAC)

- a. **Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**
- b. **How many decisions of the IQAC have been approved by the management / authorities for implementation and how many of them were actually implemented?**

Commitment to quality has been a maxim of Hindu College since its very inception. The College has recently constituted the IQAC which commenced operations from July 2015 and which has now become the designated nodal agency for ensuring and providing quality guarantees in academics and administration of college. The IQAC has a diverse composition of alumni, parents, non teaching staff, external experts and students.



However, prior to this, the Academic Affairs and Research Committee (AARC), which is a staff council committee has been engaging itself in monitoring the internal academic quality of the College. Along with this committee, the monitoring committee of the College as well as other committees like time-table committee etc. have been working towards keeping up the academic standards of the College. Regular meetings within the departments enable the planning, analysis and review of the teaching-learning process. Use of non-conventional teaching tools enhance the teaching learning experience of the stake holders. Quality is ensured by implementing all the guidelines of Delhi University and UGC with regard to academic and administrative matters. For instance the reservation policy, the examination framework, syllabus implementation, recruitment policies are all according to the norms prescribed by the University, UGC and Ministry of Human Resource Development. All recruitments strictly follow UGC and DU norms.

### **Objectives of IQAC**

The cell is envisaged to function as the hub for:

- ❖ Developing and disseminating standards of excellence in pedagogy and institution building.
- ❖ Providing a systematized and durable mechanism for conscious and continuing self-evaluation, introspection, and improvement in the overall performance of the College.
- ❖ Conceptualizing, plan and implement quality initiatives and regularly evaluating the same.
- ❖ Providing a forum for students and alumni to participate in strengthening the academic standards of the institution. The cell shall receive and evaluate feedback from students, parents, alumni, and other stake holders as well as the society at large on an ongoing basis and strive to make quality consciousness an institutional paradigm.

#### **c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.**

Shri R V Kanoria, a distinguished industrialist, who is keenly committed to academic concerns, is the external member of the Cell.

#### **d. How do students and alumni contribute to the effective functioning of the IQAC?**

The alumni in their individual capacity or in the form of an association (known as the Old Students Association) has been helping the College in various ways over nearly two decades. From the centenary year of the College (1999) and felicitating students, faculty and staff members have been recognized and felicitated with honours for their contributions in academics, research and administration. Alumni has provided financial assistance to many students in the form of scholarships, has provided computers in the Hostel, water coolers etc. Recently, the Old Student association has collected 7 lakhs as donation for the ongoing infrastructure expansion. Apart from this, debates, lectures seminars are also organized by the alumni, wherein they both sponsor the event and act as resource persons/ speakers.

Their activities are made known to all through an annual newsletter published by them.



It will continue to play a significant role, in association with IQAC.

**e. How does the IQAC communicate and engage staff from different constituents of the institution?**

The composition of IQAC is such that there is representation by the convenors of all staff council committees relevant for maintaining quality standards of the College. This ensures smooth communication of the policies, plans and methodologies of implementations.

**6.5.2 Does the institution have an integrated frame work for Quality assurance of the academic and administrative activities? If yes, give details on its operationalization**

Academic and administrative activities of the College have been developed, monitored, assessed and reviewed by the various committees of the Staff council, which is the provision available under the University ordinances. Beginning from admissions to implementation of timetables and curricula, are all done through the related committees (details in section 6.2.1).

- ❖ All teachers evaluate their students, on a continuous basis, through class tests, assignments, projects, presentations and others. Their performance is compiled and duly displayed on the website after routing through a departmental moderation committee, the composition of which is in line with the University ordinance. This enables the teachers to assess the overall performance of the students across all subjects and gives them a chance to counsel the students wherever required.
- ❖ Internal assessment of all departments, which reflect the performance of the College as a whole, are scrutinized and assessed by the Monitoring Committee to be sent to the University for further compilation along with the semester-end results.
- ❖ The recently instituted Academic Calendar of the College helps in streamlining all policies and procedures in a more efficient and objective way.
- ❖ The College has started keeping a record of all academic performance details of every student through a student information system software.
- ❖ Quality in administrative work is ensured through regular as well as frequent, need-based meetings and interactions. The general philosophy is to address all issues on urgent and immediate basis. Mechanisms to keep the staff regular, punctual and answerable have been employed, which include biometric attendance record, issuing of memos, daily updates etc.

**6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If yes, give details enumerating its impact**

- ❖ The College sends the laboratory and library staff on a regular basis for attending special training programs and workshops by the University, UGC and other agencies to upgrade their skills.
- ❖ Similarly, the administrative staff goes for workshops on RTI, leave rules, roster etc. in order to understand and implement policies and regulations introduced from time to time.
- ❖ Faculty members participate in workshops, seminars and related programs designed by their parent departments and other agencies, particularly during the introduction of restructured courses/ semester mode of education etc.



- ❖ For the current CBCS system, exhaustive meetings were organized with the Departmental in-charges for effective implementation of guidelines. Subsequent to this, each department held exclusive sessions with their students to counsel and implement the new guidelines.
- ❖ The College trains teaching and non-teaching staff, through various committees to engage itself in the process of admissions, examinations and college events, which ensures smooth conduct/ running of the College.

**6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If yes, how are the outcomes used to improve institutional activities?**

As a consequence of following the rules, statutes and ordinance laid down in the University, the College does not have the system of academic audit by an external agency. However, academic monitoring is satisfactorily carried out through the various Staff Council committees and other committees constituted for the purpose.

- ❖ **Academic Affairs and Research Committee:** The Academic Affairs and Research Committee oversees all activities that support the academic mission of the College, in coordination with the Timetable Committee, Library Committee, Scholarship and Fee Concession Committee and others.
- ❖ **Monitoring Committee:** The Monitoring Committee assesses and reviews the results of the College as a whole and sends the results for compilation by the University.
- ❖ **Moderation Committee:** The Moderation Committee tests conducted internally at the Departmental level, which are included in the final examination results as internal assessment, are passed through this committee for evaluation and analysis of results in comparison to other colleges. This enables maintenance of academic standards.
- ❖ **Departmental Meetings:** Regular meetings within the departments are helpful in scrutinizing the results at a closer level and in addressing issues and challenges pertaining to teaching and learning. In this context, student feedback has been introduced from the end of the last semester that can help in improving methodologies, delivery and quality based on the needs of the students.
- ❖ The **Principal** holds meetings with each department separately at the start of the academic year to analyze the examination results of the students.

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

Quality assurance is aligned with the guidelines of Delhi University and UGC.

**6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?**

The Institute strives for continuous improvement of the teaching-learning process

- ❖ Workload of every teacher is in strict compliance with the University and UGC norms. Timetable adherence is strictly monitored. Timetables (Teacher-wise, Course wise, Room wise) are displayed in advance on the website and outside every classroom/ lecture theatre.



- ❖ With the help of the academic calendar deadlines for submissions of attendance, class tests/ assignments etc. have been fixed to ensure continuous evaluation and to give opportunities to students for improving their performance. Timeline for completing the syllabus has been set that allows a great deal of scope for planning. Regular Departmental meetings led by the respective teachers-in-charge enable compliance with this schedule.
- ❖ Schedules for student extra curricular activities have been laid down so that there is a balance with curricular activities and better planning for all such work can be done.
- ❖ Attendance of students is displayed on monthly basis on the website to help them keep a check on their regularity.
- ❖ Regular rounds by the Principal ensures discipline and direct interaction with students to address grievances.
- ❖ Academic quality monitoring is done with the help of the Moderation and Monitoring committees.
- ❖ Website display of academic performance keeps all informed and ensures transparency.
- ❖ Also, kindly see section 6.5.4

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

- ❖ The policies, methodologies and outcomes adopted by the College are communicated to all stakeholders and put in the public domain.
- ❖ A well maintained website displays all information including notices, activities, student information, timetables etc.
- ❖ The College has installed three LED screens at strategic points for the same purpose. Faculty is given information through e-mails as well.
- ❖ Apart from these digital modes, the College notice boards, prospectus, circulars and other traditional methods continue to be effective.
- ❖ A comprehensive Annual Report of the College presented to all stakeholders, i.e to faculty members, students, non-teaching staff, parents, the alumni as well as the Governing Body. It gives details of activities, accomplishments and performance of the College as a whole, thereby giving an assessment of how the College attempts to work in line with its vision and mission. The report includes the students' results and achievements that speak of the academic performance of the College. Through details of Sports and extracurricular activities, the strength of the College in such areas is reflected. Faculty enhancement, credentials and research done are detailed. Major infrastructural programmes underway are presented, giving a sense of the management's vision. This Annual Report is read out at the Founder's Day function by the Principal and is forwarded to Governing Body members and the University of Delhi.



## CRITERION-VII: INNOVATION AND BEST PRACTICES

### 7.1. Environmental Consciousness

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

The College has not conducted a formal Green Audit of the campus, however, in view of the ongoing construction of a new academic block and the girls' hostel, important data was collected in order to obtain clearance by the State Environmental Impact Assessment Authority (SEIAA). Some key 'Green' measures taken are as follows:

- ❖ The direct generator set in the College (KVA capacity) is acoustically enclosed.
- ❖ Soil parameters are well within limits. The soil supports a large amount of green cover and at the moment the College has over 500 large trees.
- ❖ Survey of the ambient noise level, and the air quality statistics are within the limits set by the Central Pollution Control Board. All samples were collected by National Accreditation Board for Testing and Calibration Laboratories, NABL, Ministry of Environment and Forests, and accredited labs.
- ❖ To minimize air pollution, burning of garden waste is strictly prohibited on the Campus. All garden waste is used for making compost in compost pits.
- ❖ The MCD removes all solid waste from the campus.
- ❖ E waste is routed through appropriate channels for proper disposal.
- ❖ In order to ensure safe drinking water, the College has installed ROs in the campus.

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

Hindu College has two students' run societies, *Panchtatva* (with more than 100 students) and *Earthlings* (around 30 students), which work alongside other societies such as the NSS, the Sustainability Cell of NSS and teachers to make the campus as eco-friendly as possible. The NSS wing of the College is the mainstay of most environmental related efforts in the campus. Many college teachers have, over the years worked on environmental questions, some keeping in view the issue of ecology.

#### **Tree Plantation**

- ❖ Each year on Van Mahotsav the College plants scores of saplings. Over a hundred saplings were planted in the Sports Complex of the College on Van Mahotsav in 2015; on this occasion the Chief Conservator of Forests was the chief guest.
- ❖ *Panchtatva*, the Hindu College Environment Society, organized tree plantation drives in the months of August and September 2015, in keeping with another annual tradition.
- ❖ The NSS unit also engages in tree plantation in and around the campus.
- ❖ Each year the College organizes tree plantations on its Founders Day.
- ❖ *Earthlings*, the wildlife society of Hindu College was part of a plantation drive organized by Dr. Faiyaz Khudsar, the Scientist in-Charge of the Yamuna Biodiversity Park. The plantation program aims at planting 50,000 saplings of 15 species native to the Aravalis to bring back birds and animals to their natural habitat.
- ❖ *Panchtatva* did an exhibit on scientific and eco-friendly tree-plantation for Antardhvani, the university festival, and gave away potted plants to guests.



### Energy Conservation

- ❖ Much of the College building, built decades ago, has been designed to keep energy requirements for cooling (during summer months) and heating (during winter months) minimal.
- ❖ Because of good availability of natural light and cross-ventilation in the building the College is able to minimize the use of electric lighting, air-conditioning etc.
- ❖ The College has numerous small lawns within built spaces. This helps keep energy requirements relatively lower: for example, the teachers use one such lawn facing the staff room, during winters facing the sun, instead of depending on high energy-consumption heaters.

### Use of Renewable Energy

- ❖ The College hostel and staffroom are equipped with solar water heaters.
- ❖ The College hostel uses pellet fuel (*Oorja*) in the mess. This is made of food waste and saw dust, which, on burning releases much smaller amounts of harmful gases than most other fuels. It is renewable and non-polluting.
- ❖ The new girls' hostel, which is briskly coming up, is also provided with solar energy systems.
- ❖ In the near future, plans to develop the use of such energy sources are in the pipeline.

### Efforts for Carbon Neutrality

- ❖ Hindu College has always had one of the greenest campuses in the university, with large green-patches, gardens, and a vast assortment of trees.
- ❖ The College has over a 100 species of herbs growing naturally.
- ❖ Much of the social and cultural life of students on the Hindu College campus has revolved around its green patches and trees.
- ❖ In order to reduce the use of paper in printing official notices etc. the College has installed three LCD screens to communicate with students and faculty.
- ❖ In 2009, the Ministry of Environment gifted the College with a paper-recycling machine.
- ❖ For additional paper waste, the College has a collaboration with an NGO, Jagriti: they collect all waste paper from the campus and give the College file covers, folders and A4 sheet reams and other stationery items in return.
- ❖ Panchtatva organizes campaigns for paper recycling every year around the university elections, because invariably a lot of paper gets wasted in these weeks.
- ❖ The College is increasingly shifting to the use of LED lights.
- ❖ Car-pooling: Students and faculty members are encouraged to share cars whenever possible to reduce their carbon footprint.
- ❖ Use of bicycles and public transport: The College has actively encouraged the use of bicycles by finding extra space in the campus for an enclosed shed to keep bicycles and two-wheelers. The College also encourages students to use public transportation whenever possible, and helps them acquire bus passes and metro concessions.



### **Waste Disposal and Eco-friendly Gardening**

Both Panchtatva and Earthlings have organized numerous cleanliness campaigns over the last few years. These drives encourage students to separate recyclable and non-recyclable wastes. New dustbins are often installed as part of such drives.

- ❖ Students actively participated in the Swachh Bharat Abhiyan – the nation wide cleanliness drive, under the able guidance of the faculty.
- ❖ A cleanliness start-up campaign was also initiated on 2 October 2015 on the occasion of Gandhi Jayanti and is now an ongoing feature in the College.
- ❖ The NSS volunteers also regularly participate in campus cleaning initiatives.
- ❖ The College has banned the burning of leaves and branches. These are disposed of using the College's active compost pits.
- ❖ The Garden Committee tries to ensure the use of natural fertilizers and natural material for supporting plants and climbers.
- ❖ E-Waste Management: E-waste generated in the campus is managed as per the E-Waste Management and Handling Rules, 2011, through a committee constituted for this purpose. The E-waste is disposed off to authorized recyclers.
- ❖ Student societies are encouraged to have their practice sessions in any of the numerous green patches the College maintains. So, for example the Hindi dramatic society, Ibtida, uses one lawn, the English dramatic society another. This cuts down on the energy that would be required in fans, lighting etc. if sessions were to take place indoors. Further, the Bharat Ram Centre also provides one such verdant venue.

### **Other Initiatives**

- ❖ In the last five years students from Panchtatva have been involved in numerous environment related efforts, like the Clean Yamuna Drive, attempts to spread information about ozone depletion, global warming and issues around tobacco use etc. In addition to these efforts the students have come up with innovative ways involving the larger student body. Among them, one successful plan was to celebrate 14<sup>th</sup> February as “potted plant gift day”. This has supplemented the society's regular plantation drives. In the near future, the society plans to develop a herbal garden and a green gas plant to provide labs with green gas.
- ❖ Panchtatva has organized workshops on the preparation of scientific and eco- friendly plantation for students. Both Panchtatva and Earthlings organize regular seminars and interactions with environmental and ecology experts like Dr. B.C. Sabata, Dr. Dinabandhu Sahoo (who was the first Indian student participant in the 7<sup>th</sup> Indian Scientific Expedition to Antarctica during 1987-88), Anoop Poonia, Dr. Michael Antoniou and Dr. S Majumdar. In 2013 Panchtatva organized a bicycle rally to support the cause of a tobacco-free campus. Both societies have been involved in numerous visits to wildlife parks and reserves and have actively gathered information from experts, which has been used whenever possible to enhance the eco-friendliness of the College campus. The Hindu Earth Summit – 2015 was organized in January 2015, in which many eminent environmentalists interacted with the students of the College.
- ❖ Some faculty members of the College, along with large groups of students over several batches, have over the years put in a lot of work in exploring the environmental costs of industry. This has been centred largely on the Bhopal industrial disaster. Certain signal



achievements in this work have been under the aegis of ‘**We for Bhopal Mission**’ (WFB), a student’s group based in Delhi University and affiliated to International Campaign for Justice in Bhopal (ICJB), an eclectic group of academics, writers, students, lawyers, doctors and social activists, and Students for Bhopal (SFB), based in the US in 30 universities. This group is coordinated by Dr. Suroopa Mukherjee from the Department of English of the College. Groups of Hindu College students have participated in the World Social Forum, Mumbai, as official delegates of the ICJB under WFB. WFB set up a stall at Dilli Haat to create awareness about the Bhopal Padyatra, organised many street plays and awareness events, and launched a Report and film titled “Closer to Reality” at Hindu College Seminar Room.

## **7.2 Innovations**

**7.2.1** Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the College

### **Governing Principle of Commitment to Innovation**

Hindu College, its pedagogical vision, and distinctive ethos have developed over more than a century of its history. The continued success of its structures, organizations, students and faculty over this time show that it has consistently adapted to changes in the national and global educational environment—indeed, how in many ways it has stayed ahead of the curve.

The innovations over the last four years that are detailed below are centered around, and advance, a core principle of:

- ❖ Empowering self-actualisation through student initiative;
- ❖ Capacity-building through student democracy, which is centered on the College Parliament;
- ❖ Outward links to the community, state/statutory bodies, research and academics, and the market; and
- ❖ Multiple points of connection with these fields which enable bidirectional flow of benefits, and further build the system’s capacity.

Hindu College aims at being open and collaborative, and thus functioning as a **cultural ecosystem**, sustained and growing by a constant flow of energies.

#### **A. Empowering Student Participation in Academic/ Research Spaces**

Hindu College is steadily building a system in which students are given research skills through:

- ❖ Introduction to academic writing and research through papers and projects written for their home departments;
- ❖ Opportunities to learn from distinguished academics in inter-departmental and intra-college and inter-college academic seminars, lecture series, and workshops; and
- ❖ Opportunities to participate in research projects under faculty members with external funding.



- ❖ The success of this system is evident in student research which is showcased in departmental and college student seminars, student committee events, and student-run departmental and college magazines.
- ❖ The university inter-college cultural festival *Antardhwani* also provides a forum for showcasing the talents and achievements of students.
- ❖ The Innovation Research Projects in which students also participate are also displayed in *Antardhwani* and on the Founder's Day with the encouragement of the College faculty.

#### (i) Lecture Series/ Seminars

Various departments and participatory bodies of the College have instituted the following annual research-and-interaction events. Each of these is organized with student initiative and participation, whether through the College Parliament, Departmental bodies, or College committees. Each also represents a live linkage between departments of the College (both student and faculty), the larger student community of the University, as well as national and international institutes of teaching, research, and policy/ governance.

- ❖ O.P. Kaushik Memorial Lecture (Economics): A key speaker has been Padma Bhushan and Fellow of the British Academy, Andre Beteille.
- ❖ Ranjan Roy Memorial Debate and Lecture (Economics): From 2010 to 2014; these events have augmented discussions on issues of social equity, such as Prof. Jayati Ghosh's lecture on women's contribution to economic activities, which interested and involved an interdisciplinary audience.
- ❖ Madhu Bhasin Memorial Lecture: This series was instituted by Lalit Bhasin, a distinguished alumnus of the College in the field of law. It annually draws a large and diverse audience ranging from distinguished industry personages, senior lawyers, constitutional and human rights experts, and international visitors including the People-to-People Group. The lectures address topical questions of national policy and culture. They offer students the opportunity to engage with Union Ministers, former secretaries to ministerial departments, retired ambassadors and the like. Further, they link prominent alumni with the current students and faculty.
- ❖ N.N. Aggarwal Paper Reading Contest (Political Science): Instituted to encourage original research, persuasive and argumentative writing; this contest has in recent years drawn papers on contemporary issues such as the 'Occupy Movement' and democratic uprisings in North Africa, the Middle East and Greece.
- ❖ Annual Lalita Subbu Memorial Lecture (English): This lecture series, one of the best-known and attended in the University, has in the past four years featured leading lights of the field from international faculties like Cornell and Chicago, such as Leela Gandhi. It is managed on the student-teacher partnership model by the English Department's Academic Council. It has the additional advantage of furnishing a space for students to interact with distinguished alumni, who frequently return as speakers.
- ❖ Deepak Sinha Memorial Lecture (Hindi): Eminent litterateurs are invited to give invigorating talks to students. The most recent lecture was given by Prof. Namvar Singh, professor emeritus at JNU.
- ❖ Ashok Priyadarshi Memorial Freshers Debate
- ❖ N.V. Thadani Memorial Parliamentary Debate
- ❖ Prem Chand Memorial International Debate



❖ Tantra Extemporatory Debate

- The last four events in the above list were organized every year by the English Debating Society of Hindu College. The 'DebSoc' has a long and illustrious history, during the course of which it has consistently produced and nurtured quality debaters who have won numerous national and international debate competitions. Many have gone on to careers in the fields of television broadcasting, print journalism, academics, film-making and other forms of communication. Furthermore, the DebSoc directly traces its lineage to the unique institution of the Hindu College Parliament, which served as an important platform during India's freedom struggle and was addressed by such luminaries as Mahatma Gandhi, Jawaharlal Nehru, Maulana Azad and M.A. Jinnah.

These events are touchstones of intellectual excellence in the University, and for most students of all Departments, are the first and formative encounters with public spaces of productive dissension. They are also a cherished part of the University campus' cultural calendar, and form part of the student community of debating enthusiasts across colleges.

In addition to the periodic events above, most departments and student bodies of the College have developed mechanisms that ensure the students' calendars are organized around innovative reading, thinking, and active engagement. For instance,

- ❖ The Chemistry Department organized 'ChemCareers India 2015,' a free-to-attend career fair, together with the Royal Society of Chemistry (RSC). Its objective was to provide students an opportunity to learn about prospective employers, receive expert advice from professionals and gather information on career options and interact with people from the industry. Industry partners included Daiichi Sankyo, Dabur, and C:Drive. All students attending the event were offered RSC membership at a discounted price. The key note speaker was Dr Ian Cliffe, Vice President and Head of Research Management, Daiichi Sankyo, India.
- ❖ The Commerce Department, as part of the Hindu College Distinguished Lecture Series, organized lectures on contemporary issues like 'Corporate Governance' and the Satyam case, as well as professional practice areas such as 'Capital Markets'.
- ❖ The English Department's Academic Council structures each week around a 'Wednesday Seminar', which in the past four years has worked on a twin focus: encouraging creative writing and expression, and student seminars and guest lectures of an interdisciplinary bent. Thanks to the workshops on creative writing, many students have published, won writing prizes, started blogs and other online writing forums, and interned or worked in the publishing industry and news media. Visitors have included distinguished alumni, members of other departments, musicians, translators, and authors, such as Dr. Leela Gandhi, Dr. Ania Loomba and Sudeep Sen.
- ❖ The Mathematics Department organized an interactive session between the students and a former president of the National Council of Teachers of Mathematics (USA and Canada). They also organized a workshop training both teachers and students in 'LaTeX' software.
- ❖ The Zoology Department has, in the past four years, organized twenty-four lectures by prominent specialists in the subject. Topics of discussion have included fields of further study such as immunology, ecological sciences and biodiversity, public health and policy, and DRDO research. Questions of youth welfare such as health, psychology,



stress and lifestyle have also been addressed. The lectures also engaged the students as citizens with ethical obligations to the environment and locality, such as through discussions of Delhi's biodiversity and the Yamuna. Interdisciplinary workshops for science students have also been organized, including one on 'Scientific Writing and Oral Presentation', and one on 'Concepts in Bioinformatics'.

- ❖ The College parliament in collaboration with the Commerce department organized a talk by eminent political personality and alumnus of the College, Dr Subramanian Swamy in October 2015.

There are many other examples of the College's focus on student enrichment and early engagement with original research. **In all, the Departments of the College organized over 100 student enrichment activities and events over the period of 2010-11 to 2014-15.**

The success of the College's system of encouraging and enabling research is demonstrated by many indicators:

- ❖ The progression rates of Hindu College's students from UG to PG (Master's) have been as high as an (estimated) 30%-45%.
- ❖ Institutes of excellence to which Hindu College graduates regularly gain admission to include Oxford, Campus Law Centre (Delhi University), Indian Institute of Science (IISc), JNCASR, ISI (Indian Statistical Institute), Delhi School of Economics, School of Oriental and African Studies, London, London School of Economics, IIMs, IITs, premier American universities such as Harvard, Johns Hopkins, Delhi University and JNU PG Departments, etc.
- ❖ While in their UG programs at the College, students have consistently earned University merit awards, scholarships from the Central Sector Scheme (CSSS), Delhi State Govt., INSPIRE, the VC Students Fund Scholarship, the Department of Biotechnology, the UGC, Directorate of Education, Department of Science and Technology, the Prime Minister's Scholarship Scheme, armed forces welfare associations, and the *Kishor Vaigyanik Protsahan Yojana*.
- ❖ In the period 2010-2015, the College's students have been among the top three ranks as follows: 2 PG and 3 UG in Hindi; 15 UG and 10 PG in History; 20 UG and 28 PG Mathematics; 2 UG and 5 PG in Philosophy; 4 UG and 6 PG Physics; 3 PG in Sanskrit; 4 UG and 9 PG Statistics; 4 students in UG and 1 in PG Zoology; among others. In the India Today ranking of 'India's Best Colleges,' Hindu College has consistently held high positions in the years from 2010 to 2015

**Table 7.1: Streamwise National Rank Holders in the last 5 Years**

Year	Stream-wise National Rank		
	Arts	Commerce	Sciences
2015	5	5	7
2014	8	12	10
2013	9	7	8
2012	8	9	16
2011	6	11	7



- ❖ A student of the Zoology Department was awarded the PM Manmohan Singh Fellowship for further study at Cambridge University.
- ❖ A student of the Physics Department won first rank in the JAM exam with the highest ever percentile.
- ❖ A student of the Commerce Department was awarded the Dean's Scholarship for the Master's programme at Johns Hopkins Carey Business School.
- ❖ A student of the History Department was selected for a visit to China in September 2015, under the auspices of the China Education Association for International Exchange.

These encouraging results are aggregated and celebrated by the students themselves in Departmental annual reports, and the Parliament. They are also made public on the Founder's Day and in the College magazine, *Indraprastha*, which are sites of collaboration between faculty, students and the administration.

### **(ii) Research Projects with External Funding/Support**

The College faculty and administration have enabled research projects which serve the aims of skill building in students, enhancing teachers' capabilities, and establishing multiple channels of connection between the College and the larger world. These projects have inaugurated a contemporary, teamwork-based relationship between students and faculty outside the classroom. They testify to the consistent and improving quality of staff and students, and provide both with valuable work experience.

The Zoology Department's faculty members were awarded a project by the UGC and the Department of Science and Technology amounting a total value of over Rs. 26,00,000(approx.).

- ❖ College faculty were also awarded Delhi University's Innovation Projects for a total value of Rs. 9300000/.
- ❖ The Physics Department's faculty members were awarded sponsorship by the UGC and the Department of Science and Technology for a total value of approx. Rs. 30,00,000, including a Fast Track Young Scientist project.
- ❖ The College was included in the 'Star College Programme' under the Department of Biotechnology's 'Star College Scheme', aimed at strengthening the life science and biotechnology education and training at undergraduate level along with sensitization to the importance and scope of scientific education. Criteria for selection as a 'Star College' are very stringent. Total amount of sponsorship is Rs. 18,00,000.
- ❖ A faculty member of the Economics Department's was awarded funding for a project on "Revisiting the valuation of soil benefit of watershed in Darjeeling, India", by the South Asian Network for Development and Environmental Economics (SANDEE), Kathmandu, for the amount of Rs. INR10,52,100/-.
- ❖ The percentage of students who have undertaken in-house research projects, including inter-departmental ones, ranges as high as 10% of the strength of Commerce and various Science Departments. This percentage is in addition to the regular production of research work and academic papers which is required of students in every semester and in their final year as part of their curriculum. The curriculum-required papers are held to a high standard of originality and quality. Several Departments and faculty members



initiate students into the system of proposing paper topics, making reading lists and bibliographies, library and online research, formal academic writing and citation, drafting and reviewing in collaboration with the supervising teacher, and presenting the paper to the class/ tutorial group, or defending it in a *viva voce* examination.

- ❖ In recent years, student papers begun under this system have been developed by the authors for presentation at College events, such as 'Wednesday seminars', annual paper-reading contests etc., and at inter-college conferences. A Commerce student's project proposing a business model for improving agricultural productivity was selected as the best 100 papers nationally and presented to the Prime Minister and others.
- ❖ A further 10% of students are placed in outside organizations, research laboratories and related industries. This connects the faculty as well as the students with professional spaces and markets as an extension of the academic or research space. A further link for self-actualization is established because internships, summer jobs and trainee placements are substantially routed through participatory bodies like the Internship Cell and Placement Society.
- ❖ Through the specialized placement cells, students of various departments learn about the variety and interrelation of new and promising professional areas, and how their fellows from other Departments can gain access to them. Through these bodies and the placed students, the academic and professional community of alumni is also more closely bound to present students.
- ❖ The College as a system interacts with, responds to, and contributes to the state, academia, as well as industry. Faculty-led and student-initiated research projects and internships thus become one more point of synergistic student development.

## **B. Empowering Student Engagement with Occupational Fields**

Hindu College has built, and continues to refine, a dynamic, rapid-adapting, and multifaceted relationship of mutual benefit with industry sectors and professional fields. In accordance with its democratic ethos, student organizations are the chief actors and contact points in this relationship. Moreover, the faculty, far from being relegated to purely instructional or supervisory roles, forms a second stream of connections in this relationship through the roles many of them play in professional organizations, as well as in bodies like the Regional Direct Taxes Advisory Committee. A further connection to the working world is through the large and accomplished body of alumni, who continue to act as community members with current students from their positions in various career paths. Last but not least, the employment market is not treated as external to the academic spheres of pedagogy and research. Rather, the students and teachers of the College envisage themselves as valuable conduits between the two, through whom workplaces and classrooms can access and inform each-other.

The College Internship Cell '*Abhyas*'

- ❖ *Abhyas* is a student society of members from various Departments. Since its inception in 2013, *Abhyas* has made significant strides in making the campus a meeting-ground for potential employers and students. Its achievements include a dramatic increase in student awareness of fields of work they may be attracted to and suitable for, as well as a culture of utilizing time out of classes in the acquisition of real-world skills,



exploration of various opportunities in advance of graduation, and building resumes of work experience.

- ❖ The data on students involved in internships and other part-time work and training speaks for itself: approximately 40-45% of the strength of some Departments. Students have opened up possibilities for themselves that they would not be aware of earlier, including journalism, online content generation, advertising and marketing, publication including new media, non-governmental sectors such as youth development and ecology, film and television production, as well as manufacturing, IT, tourism, banking and finance.
- ❖ Student extra-curricular societies are also contributors to and stakeholders in *Abhyas*' work. Members of this society gains organizational experience, exposure to spaces of public discussion and decision-making, and soft skills, which are advantages in their candidature for internships. The complementary flow of these same advantages, enhanced by workplace training, makes the students more confident and competent in their various engagements.
- ❖ Students get the benefit of a wide overview of dozens of interrelated markets, and become capable of complex liaising and negotiation, as well as assisting in event management and marketing for students' interests.
- ❖ *Abhyas*, with the collaboration of the student community it serves and in partnership with recruiters, organized a number of events in the past few years to aid synergy between the educational and employment spaces.
- ❖ In addition to and supplementing *Abhyas*' work, the visits of distinguished practitioners and professionals (often alumni) to Departments for lectures and other academic events serve as occasions for both stakeholders in the employment market to hear each-other. For instance, the Department of Economics organized a lecture titled 'Seizing India's Moments' by the Managing Director of the International Monetary Fund.

The College Placement Cell '*Disha*'

Hindu College has legendary reputation and brand value sustained for more than a century. The placement cell, *Disha*, was established in the year 2000. It antedates the Central Placement Cell (CPC) of Delhi University by a good 7-8 years. It seeks to leverage the College's prestige to the financial and co-curricular advantage of its undergraduate students by:

- ❖ Inviting reputed companies and corporate houses to do placements for the final year students of the College on campus.
- ❖ Organizing seminars, skill enhancement workshops, talks and industry/company visits to improve the job readiness of students.
- ❖ Facilitating internship programs for the first and the second year students alongside fellowships and campus ambassador programs.

*Disha* operates through the following regular activities:

- ❖ Registering the undergraduate students of the College every year to offer placements related information and services to registered members. However, registration with the cell does not stand in the way for a student to be considered for on campus placements.



- ❖ Organising an Orientation Program for final-year students at the beginning of the academic calendar.
- ❖ Staffing the cell with 15-20 sub-coordinators who are second-year students, and 4-5 coordinators who are selected on the basis of their work with *Disha* in previous years, as well as a formal interaction with the faculty in-charge for placements. Of the selected coordinators from the final year students, the roles of president and treasurer are assigned.
- ❖ The average number of students registered with *Disha* over 2015-16 and 2014-15 has been around 150.
- ❖ Organisation of various seminars, workshops and pre-placement talks throughout the academic year.

Quality of students and alumni (with whom the Cell is constantly in touch) of the College have ensured that the best names hiring undergraduate students in the country usually don't miss out on coming to the Hindu campus. In the coming years, it is proposed to put a mechanism in place where feedback from the hiring companies is elicited on annual basis about the performance of Hindu College students hired by them over the previous few years. This is expected to fine-tune *Disha's* efforts in job-preparedness for its students.

The overarching aim of the College's innovation in structuring industry interactions is to reduce information asymmetries and unequal negotiation positions between education and industry.

### **Empowering Capacity-Building in the Faculty**

The faculty of Hindu College is highly qualified, and many senior members of each Department are prominent contributors to their fields of specialization. The ideal of the College is a learning community in which teachers and students are equal partners, and share a joy in self-motivated research and work. Teachers are encouraged to publish, present and participate, as well as to play a role in the institutions of their discipline, and in allied fields of industry, employment and policy. As the Department reports set out in greater detail, an impressive number of faculty members represent this ethos. Their achievements are embraced by the College as a whole, through Department publications, the Annual Report and the Founder's Day celebrations, and the College magazine *Indraprastha*.

Teaching staff who keep upgrading their knowledge and skill are not merely better classroom instructors, they also contribute to the student's links with the spheres of research and of industry; facilitate students' access to external bodies for research publication, funding and collaboration; and can practice a market-conscious as well as an academically rigorous pedagogy.

### **C. (i) Faculty Memberships and Contributions**

The intellectual curiosity, keen activity and stature of the College faculty are evidenced by the participation of many of its members in institutions and activities including academic journals, the governing body of the College, institutions of research in their fields, University Departments, and onwards to Government regulatory, advisory and other bodies. These achievements as laid out below evidence that the College's teachers are linkages



between the students, and several outside spheres—syllabus deliberations at the University level, high-level research, academic writing and publishing, market regulation and innovations. All these areas of activity form dynamic relationships with the classroom and staffroom.

- ❖ A faculty member of the Botany Department serves as a Content expert in Botany to preview the programme and consortium of education communication (CEC) and Inter University centre of the UGC; holds the post of Deputy Proctor, University of Delhi, and also the member of Delhi University Garden Committee.
- ❖ The Commerce Department has faculty members who are part of policy advisory bodies such as the Regional Direct Taxes Advisory Committee (RDTAC) at New Delhi. Other faculty are members of institutions such as the Departmental Research Committee, Delhi School of Economics, Delhi.
- ❖ The Economics Department has faculty members who participate in the central Departments and Faculties of the University, namely the Faculty of Social Sciences. Members have also participated in expert group on course formulation at IGNOU, and in NCERT programme for development of Exemplar Material in Economics for students with Visual Impairment. Further, members have been paper-setters for NCERT exams and Guest Lecturer in the Faculty of Management Studies.
- ❖ The English Department has faculty who held fellowships such as, at the Nehru Memorial Museum and Library, *Teen Murti* fellowship. Faculty members have also been awarded the Fulbright Grant for Foreign Language Teaching Assistant Program, teaching at the University of Florida, Gainesville. Other faculty members have participated in examination paper-setting and moderation at the level of the University Department of English.
- ❖ Members of the Hindi Department have been part of Government of India delegation to *Vishwa Hindi Sammelan* (Johannesburg 2012). They have also served as Convener of University Refresher Courses, State Secretary in international cultural organisation SPIC-MACAY, and experts at workshops organised by Rajasthan Sahitya Academy.
- ❖ Members of the History Department have been members of the University Cultural Council, resource persons for ILLL Workshops, Convener for Syllabus Redesigning with the University's Department of History, resource person-CPDHE Orientation Course, Coordinator for DU Massive Open Online Course (DU-MOOC), and Coordinator for Persons with Disability Students (PWD). A member has also been Key Informant with the Project titled "UO World Survey" by the department of Psychology, University of Oregon.
- ❖ A member of the Maths Department was jury member at INSPIRE awards organized by Department of Science and Technology, Govt. of India.
- ❖ Members of the Philosophy Department have been General Secretary, Indian Association for the Study of Religions (IASR); India Joint Secretary of Ludwig Wittgenstein Philosophical Society; and members of People for Animals (PFA), The Kant Society (Germany), Asia Association for Global Studies, All-Assam Students Union Body in Delhi, and Advisory Member of editorial board of Harhi College (Assam).
- ❖ Members of the Political Science Department have been Associate Fellow - Developing Countries Research Centre (Delhi); member of the Canadian Disabilities Studies Society, and the Society for Disability Studies, USA.



- ❖ The Physics Department has faculty who hold memberships in prestigious organisations such as The Indian Association of Physics Teacher (IAPT), the Optical Society of America (OSA), and the Magnetic Society of India (MSI). Certain faculty also hold editorial positions in publications such as the Journal of Material Sciences. Faculty have also been members of the Course Committees (B.Tech.), and member of board for setting up examiners and moderation committee for IGNOU. Physics Department teachers have been Vice-Principal/Officiating principal of Hindu College (2010-14), Deputy Dean of student welfare, Delhi University (2010-15), College Bursar (2012-15), and member of University committee of courses (2013-15).
- ❖ Members of the Sanskrit Department have been Convenor at UGC-sponsored national conferences, Staff Advisor for *Indraprastha* (College Magazine), and co-convenor of a national conference with collaboration of Delhi Sanskrit Academy. A member was expert at the evaluation meeting “Fundamental Glossary of Administration Terms (English-Sanskrit), GOI.
- ❖ A member of the Sociology Department is Mentor at the Cluster innovation centre of the University. A member of the Sociology Department has been appointed to write modules for a PG course under the e-Pathshala Project of the UGC. A faculty member translated the NCERT class XII sociology text book into Hindi language. Faculty members have been actively involved in course content development and are paper setters and head examiners for several courses.
- ❖ The Statistics Department has faculty who are expert members/advisors of policy bodies such as the Committee on Plan Scheme ‘Capacity Development of CSO’ under the Ministry of Statistics and Programme Implementation, Government of India. A faculty member was an attachment training on Stochastic Modelling in the area of Agricultural innovation / Technology foresight as per revised module of FOCARS at Hindu College of Dr.(Ms.) Richa Sharma – Scientist (On probation), ICAR. He was also nominated an Evaluator for the “Awards and Fellowships for Outstanding and Meritorious Research Work in Statistics”, in connection with ‘Statistics Day’. Another faculty member was appointed as member of the Departmental Research Committee in Statistics for a period for two years w.e.f. 20.8.2012. A faculty member worked as Nodal officer of All India Survey for Higher Education (AISHE) for MHORD through Hindu College.
- ❖ The Zoology Department has faculty who hold membership in the International Society for Developmental and Comparative Immunology, and International Federation of Comparative Endocrinology; as well as national-level bodies like the Indian Society of Comparative Endocrinology and the Indian Immunology Society. Further, certain faculty make contributions to the NCERT Department of Education in Science and Mathematics. The Zoology Department has made considerable efforts towards better connectivity between the school and UG level, through events focused on research, skilling and community-building for both school and college teachers, with the support and funding of internal and external bodies. For instance, a symposium for college teachers are funded by the UGC, the Department of Biotechnology, Government of India, and the College OSA Society; a workshop for school and college teachers on ‘Biotechnology: Trends and Techniques’, part-funded by the Department of Biotechnology; and a workshop for School PGT science teachers on “Techniques in Life Sciences”.



As the Department Reports show, the faculty of the College are keen participants in Refresher courses, lectures, workshops and the like organized by the University, the UGC and organizations/ bodies in their respective fields. They also take the initiative in organizing similar events within their Departments and the College, not only for the benefit of the students but for PG and UG teachers, and even school-level teachers. They, thus, form active links in an innovative structure of connecting and optimizing teaching and research at all levels.

### C. (ii) Faculty Publications, Other Capacity-Building Achievements and Contributions

Publications and conference presentations by the faculty of the College demonstrate their constant production of research, which both emanates from their innovative pedagogy in the classroom, and in turn enriches the students' learning experience. Concurrently, they have made active contributions to academic and administrative work at levels both within and outside the College and the University. The College's innovative approach to the role of the teacher, pedagogy which is not limited to the classroom, and open, multi-level skill-building are evidenced by their achievements.

- ❖ Teachers of the Botany Department have published books with major publishers such as Tata McGraw-Hill. They have also authored e-lessons in the University's e-learning initiatives under the Institute for Lifelong Learning (ILLL).
- ❖ Teachers of the Chemistry department have a number of publications to their credit such as text books, journal articles, e publications etc. They also have lectures in the virtual learning project for the girl child "Project Udaan" of the CBSE.
- ❖ Teachers of the Economics Departments have published books with major international publishers such as Orient Blackswan and VDM Verlag, book reviews and scholarly articles in important journals such as *Economic and Political Weekly* and *Business Analyst*. They have also published articles on contemporary economic issues in national newspapers including *The Financial Express* and *Indian Express*.
- ❖ Teachers of the English Department have published books with major international publishers such as Routledge, Palgrave Macmillan, Pearson Education, Draupadi Verlag (Heidelberg); and Indian publishing houses such as Katha, Kali, Aakar, Nehru Memorial Museum and Library, Linköping University, and Erasmus University (Rotterdam). Faculty members have also published scholarly articles in journals including *Economic and Political Weekly*, *Journal of Postcolonial Writing*, *Exemplar: the Journal of South Asian Studies*, *Journal of Drama Studies*, *Journal of Literature Studies*, *South Asia Journal of Culture*, and *Critique*.
- ❖ Teachers of the Hindi Department have published a large number of books with important publishers including Macmillan, the Delhi University Press, Delhi University School of Open Learning (SOL), ILLL, Vani Prakashan, Swaraj Publishers, Rajkamal Books, Adhar Publications, and Kitabghar. Several are frequent book reviewers and commentators in periodicals and dailies including *Jansatta*, *Adharshila*, *Hindi Chetna*, etc. Members of the Department have also authored textbooks and resourcebooks for UG and PG courses in Delhi University and other institutions, such as the Indira Gandhi National Open University.
- ❖ Teachers of the History Department have published books with internationally reputed publishers such as Routledge, Cambridge University Press (Foundation Books series), Sage Publications, Frank Brothers and Lambert Academic Publishing and the Indian



Association for Canadian Studies. They have also published with national publishers such as Ratnasagar Publications, Gyan Publishers, National Book Trust, Hindu College, Information and Feature Trust and Hindi Book Centre.

- ❖ Teachers of the Philosophy Department have published with reputed publishing houses such as Sage, Macmillan, Asian Trading Corporation, and *Universitätsbibliothek* (Heidelberg); and national publishers such as Satya Nilayam and Shekhar Prakashan. Their reviews and articles have been published in *Indian Review of Books*, *International Journal of Applied Ethics*, and *Asia Journal of Global Studies*.
- ❖ Teachers of the Political Science Department have published with such international publishers as Routledge, University of Illinois Press, Orient Longman, and Peter Lang New York. One member also has a book forthcoming with Oxford University Press. Members have also published course-related material for Delhi University Hindi Medium Directorate and Indira Gandhi National Open University.
- ❖ Teachers of the Sanskrit department have published books with financial assistance from the Rashtriya Sanskrit Sansthan and reputed publishers such as Bharatiya Vidya Prakashan. Members of the department have also authored textbooks.
- ❖ Teachers of the Sociology Department have published books with reputed international publishers such as Sage, Routledge, University of California Press (Berkeley), and Ashgate (Surrey). They also have journal articles in reputed academic journals.
- ❖ Teachers of the Statistics Department have published with Shipra Publications, the Center for African Studies, Department of African Studies, Delhi University, IGNOU; School of Computer and Information Sciences; Tata McGraw Hill Education, Educo International, International Book House, Pathfinder Academy, and NOVA Publishers.
- ❖ In addition to publishing research, faculty members of many College Departments have played important roles in the administration of the College, and contributed to work at the University level. They have been coordinators in College English Language Proficiency Courses and Foreign Language Certificate Courses; Deputy Coordinator, Central Evaluation Centre (CEC) at the College; and have fulfilled duties for the Staff Council such as Observer, Sports Admission Committee. At the level of the University Department of English, faculty have also been members of Syllabus Revision Committees, CATE Committees for conducting the entrance exam, etc.
- ❖ Teachers at the College have also served as instructors for Language Proficiency Courses conducted at the College, and outside, for instance at the Department of Adult and Continuing Education. As facilitators of the University's work both within and outside the College, they have performed roles in UPSC examinations, interview boards of Kendriya Vidyalaya Sangathan, and have taught PG courses at other institutions such as Madurai Kamraj University.

In total, faculty members of the College have:

- ❖ Authored or edited approximately 230 books/ chapters in books,
- ❖ Published approximately 350 articles in journals, reviews, and periodicals, and
- ❖ Been involved in—as resource persons, speakers, attendees, discussants, moderators, organisers, etc.—approximately 350 capacity-building events, including conferences, workshops, panel discussions, refresher courses, paper readings, seminars etc., at all levels up to international events.



#### **D. (i) Information and Communications Technology**

The College has excellent ICT (Information and Communications Technology) facilities, both centrally and as part of various Departments as appropriate to the subjects taught. The Botany and Zoology Departments maintain a Museum as well as two laboratories each for the benefit of students. The Statistics Department Computer laboratory is constantly upgraded. In the future, the Statistics Department plans to provide individual as well as group analytics support to be channelized through the institution. This is intended to lead to student interaction, knowledge enhancement, revenue generation, and development of domain expertise. The Department plans to conduct training programme/workshops to enhance skills and development among individual in-house as well as on consultancy basis.

The Physics Department maintains two well-equipped and fully functional physics laboratories, Lab-I and Lab II and one computer lab Lab-3, which provide ample facilities and conducive environment to the students to learn experimental techniques, and their applications, as part of their curriculum; along with innovative learning and research projects done over and above the prescribed syllabi.

In addition there are two ICT labs and one centralized computer lab (CCL) for use of students.

All departments of the College practice a pedagogy which is engaged with technological and disciplinary changes both in an academic as well as a market-attentive or skill-development sense. ICT is used to impart the lesson plans by showing videos (available from an open source like MIT open source, UNSW open source etc.) which strengthen comprehension of the basic underlying principles of the subject.

Various Departments encourage the students to use the ICT-equipped classrooms to make presentations with visual aids (Powerpoint, etc.), which are an integral part of the employment spaces today. In line with the synergistic ethos of the College, students are motivated and encouraged to take collective interest in and responsibility for the infrastructure they use, by repairing the inoperative/damage instruments. Science students are thus given practical knowledge and experience with instruments. The various labs motivate the students to learn and use open-source software like linux, gnuplot, scilab, origin, GIMP etc. The Physics and other Sciences faculty uses and takes help from open courseware of renowned universities like MIT, Princeton, Berkeley etc. for course enhancement, suggestive teaching aids and additional inputs. Science students are also taken on educational visits to research and industrial facilities like National Science Centre, National Physics Laboratory for exposure to real research environments and facilitate in visual learning through observation of instruments and techniques not available in departmental labs like fabrication units, clean room technology, reactors etc. Students of humanities and social sciences are taken to industry visits, field work and appropriate visits such as to the Archeological Survey of India, Reserve Bank of India etc. The faculty keep themselves up-to-date and informed about new and related research applications and industrial outlook associated with, and as an extension of the courses they teach. Both students and faculty share in this effort and its benefits.



## D (ii) Residential, Academic and Cultural Amenities

**Open and Ecologically Conscious Academic Spaces:** The student body of the College, as well as the faculty and administration, cooperate to use the heritage buildings and green spaces of the campus in the most egalitarian, interactive way possible, while also maximising energy-efficiency, reduction of waste, and optimum and creative uses of spaces. One large part of this focus is captured under Section 7.1 of this SSR, which details how a number of administrative and student initiatives maintain a green campus. A second important part is the treatment of the campus as a ‘cultural ecosystem,’ through innovative uses of space—a central achievement in this regard, the **Bharat Ram Centre**, is discussed in detail in Section 7.3.2 below, as a ‘Best Practice.’ The third limb of this philosophy of campus management is illustrated in the use of lawns, open/ practice spaces, and sanitation/ water amenities. The academic building is supplied with capacious and well-maintained bathrooms for both sexes and on various floors and locations. There is an uninterrupted supply of safe drinking water. The College building is fully secured with a boundary wall, whose gates are constantly manned by trained security guards who have rotating shifts round the clock. Identity cards of students are checked before entry.

As a heritage building, the College’s design includes green lawns and quadrangles which are welcome gaps in the brick structure. These help to reduce the energy expenditure in cooling the building and act as a natural, traditional climate-control. Furthermore, they are hubs for the more than 30 or student societies and clubs, who use them to hold meetings, rehearse, and interact. The College is committed to keeping these spaces as student-friendly as possible and also sees them as the ‘lungs’ of the green campus. Thus for instance the ‘Principal’s lawns’ are regularly used by *Ibtida* (dramatics society) for its meetings, exercises and practice and is now popularly known as *Ibtida* Lawn. Old structures are preserved from decaying by being used in innovative ways (such as the Bharat Ram Centre).

The College has a boys’ hostel providing residential facilities to more than 200 undergraduate and postgraduate students with 117 rooms (12 single seaters, 98 double seaters and 7 triple seaters). The hostel also encloses eight lawns with rose beds and hedges. The hostel also has a guest house of two air conditioned double rooms with attached bathrooms for visitors.

Accommodation for faculty and staff is also provided on campus. There are 23 faculty housing including the principal’s house and 30 for the members of the non-teaching staff.

**Vision 2020:** The present academic building of the College (after expansion work in 1960) has a capacity of approximately 1500 students. **The building is protected as a part of the city’s heritage, recognised as having “historic significance, historic integrity, and historic context” as explained in policy guidelines of the CPWD (Central Public Works Department) and the ASI (Archaeological Survey of India).** To upgrade the campus, an Infrastructure Development Vision Plan (Vision 2020) has been formulated. Vision 2020 projects a student strength of over 4,500 after 2016.

One of Vision 2020’s chief priorities is provision of rooms for lectures, tutorials and laboratories. It has become imperative to have a larger academic block. This new block



would offer the advantages of ‘smart classrooms’, tutorial rooms, department rooms, lecture theatres, laboratories and a staff room.

Residential facilities for female students are an important feature of Vision 2020. At present the intake of the College is almost 50% female, with many of those admitted not being residents of Delhi. The full air conditioned female students’ hostel planned under Vision 2020 will provide accommodation for 168 students in 84 twin-sharing rooms. It is planned with up-to-date facilities and conveniences and will be open from the 2016 academic session.

The foundation stones for both these buildings were laid on 28 March 2014 by the Honorable Lieutenant Governor of Delhi, Mr. Najeeb Jung. Both these projects are rapidly underway. Vision 2020 encompasses many other improvements to the campus, notably:

- ❖ Upgrading the auditorium. Though impressively large and with a history of its own, the auditorium is almost 50 years old and in need of refurbishment. The increasing population of students necessitates expansion of seating capacity and addition of modern technology.
- ❖ Adding a conference centre and guest house. The planned structures would offer state-of-the-art seminar and conference facilities. The guest house would have residential rooms of a 3-star-hotel standard, to host visitors. These would greatly benefit student placement events, student executive training, and invitations to visiting faculty who can be offered accommodation.
- ❖ Research centre: In furtherance of Hindu College’s commitment to academic excellence, Vision 2020 also proposes building a research centre offering independent rooms, internet connectivity, and technologically current laboratories.

### **7.3 Best Practices**

#### **7.3.1 Best Practice 1**

**Title of Practice:** Parliament of the Republic of Hindu College

**Goal:** The College Parliament is a student body that enriches the higher education experience of Hindu College students by exposing them to new frontiers and paradigms of education, discussion, and debate. Officially known as the Parliament of the Republic of Hindu College, it is a historic student body that aims at active student participation in running the College. It is a collective endeavour to build an engaged and informed community of students in the mode of parliamentary democracy. The running of the College and its everyday concerns is a collective process and the parliament allows all members of the College community to bring their unique strengths and perspectives in this open forum. The Parliament is a forum for discussions on academic and administrative issues. It is an excellent training ground for public speaking and leadership qualities. It has an annual budget session where it allocates funds to various societies and departments. It organizes and conducts seminars, festivals and other events throughout the year. The Parliament reconciles the emerging national and global responsibilities of the students with their local sensibilities.



**Context:** The Hindu College Parliament is the only student organisation of its kind not only in the University of Delhi but also in the entire country. All the students and teachers of the College are its members. In the beginning of the academic year, the College holds student elections, free from the general DUSU elections. The students elect the leader, known as the Prime Minister from amongst themselves at the beginning of the year and the student who polls the second highest number of votes gets designated the leader of the Opposition in true parliamentary tradition. The Speaker of the Parliament is a teacher nominated by the Principal in his/her capacity as the President of the Hindu College Republic. A Cabinet of Ministers is also constituted, to which the following portfolios are allocated: Finance, Cultural Activities, Literary Activities, Library, Sports, Students' Welfare, Canteen, Environment, Girl Students' Welfare, and Physically Disabled Students Welfare.

The Constitutional Clauses of the College Parliament allocate the Parliament with the power to enact such legislation which may promote the welfare of its members, and the power to debate national and international issues. The annual budget session is held to decide the fund allocation for the various cultural societies and student clubs for the duration of the academic year.

The Hindu College Parliament was initiated in order to inculcate in the students a sense of community and social responsibility. The Republic of Hindu College is considered a microcosm of the Republic of India and as such aims at a holistic education and preparation of its students as concerned citizens of the country. The Parliament, therefore, helps prepare the students to be active, involved and responsible members of the Indian democracy.

The origins of the Hindu College Parliament go back to India's struggle for Independence, during which it was a centre for intellectual and political debate. It was constituted in the 1920s [begun as parliament - social union] to teach the students the art of public speaking and parliamentary etiquette, and was an active site of intellectual activities during the years that followed, especially during the Quit India Movement. Over the decades, the College Parliament has hosted Mahatma Gandhi, Jawahar Lal Nehru and Muhammad Ali Jinnah. It helped secretly shelter the revolutionary leader Chandrashekhar Azad in the College. In 1927-29, its members came out in large numbers in Chandni Chowk's streets to protest against the Simon Commission. Ever since its inception, this student body has been integrally associated with Indian national history.

**The Practice:** The College Parliament constantly strives to empower the students and evolve into a paradigm of inclusive and participative administration of college affairs. It unites an increasingly diverse student population, overcoming diversity arising from discipline, socio-economic background, region, religion, and language. Not only does it provide equal access and equal voice to each and every student, it also empowers those voices by including them in the practice of college administration. It provides an open space for the members of the College community for healthy debate and interaction.

It unifies all other cultural societies and student bodies that are part of the vibrant corporate life of the College. As such, it oversees the running of all cultural and extra-curricular academic activities, of all societies of the College. Over the last many years, the Parliament has been responsible for organizing the Annual College Festival called 'Mecca', which is one of the biggest college festivals in Delhi University, in terms of scale and corporate



sponsorship. The Parliament forms a number of student committees to oversee all aspects of the annual festival – sponsorship, organization, as well as security. Aided by a large team of student volunteers, the Parliament has been responsible for the success of the annual festival over the last many years. Many popular and acclaimed artists, such as the bands Jal and Euphoria, Javed Ali, Rekha Bhardwaj, and Vishal-Shekhar, Ghulam Ali, Jagjit-Chitra Singh, Daler Mehandi, Sabri Brothers Qawwals have visited and performed in the College through the initiative of the Parliament. Under the auspices of the Parliament, the College has also hosted prominent academicians, writers, and scholars namely Dr. A.P.J. Abdul Kalam, Javed Akhtar, Gulzar, Dr. Kunal Chakraborty, and Dr. Romila Thapar. During the centenary celebrations of the College a number of luminaries were invited in the College including the then Prime Minister of India Shri Atal Bihari Vajpayee. Other important dignitaries that have visited this esteemed institution are Smt Shiela Dixit, Smt. Vaijayanthimala Bali, Smt Smriti Irani, Shri Arun Jaitley, Dr Subramanian Swamy among others.

The parliament has also recently begun organizing an annual literary festival called *Mushairah* which includes panel discussions, book discussions, presentations, and cultural performances.

The Parliament is also responsible for a number of other events organized every year such as the Freshers' Meet and the Graduation Night. All of these events are conceptualized, organized and managed by committees constituted entirely by students.

Through its regular sessions of debate and discussion that are held in the College Parliament which is always filled to its capacity, the Parliament empowers Hindu College students with new and essential life-skills that would lead to experiential and wholesome learning. The wide array of perspectives that each and every member of the Parliament is exposed to ensures the kind of all-inclusive growth that would ensure the students become socially aware and responsible citizens once out of college.

The Parliament is equipped to address the accelerated pace of globalisation coupled with the ever-changing landscape of higher education in the country, which is evidenced by the increasing number of inter-college, inter-disciplinary and inter-departmental events it organizes. It actively involves itself in university, national, and international level debates and is cognizant of the increasing need of ensuring the evolution of pedagogical and administrative practices with the times. It has kept up with the legacy of political activism that it inherited from the time of its inception.

**Evidence of Success:** The success of the College Parliament is evident in the fact that it has survived decades of existence among ever-changing external conditions and has continued to teach and empower its members. All sessions of the College Parliament are attended by students in large numbers and it continues to foster a spirit of active communication and participation among them. The responsibilities shouldered by the student body have intensified over the years. The Parliament has integrated within it a large and very diverse student body and has gone a long way in making education a truly inclusive experience. Education, in Hindu College, is not limited to what is taught inside the classroom. The Parliament shoulders a bulk of the learning experience of Hindu College students outside the classroom. Its responsibilities extend to democratic allocation of funds for student



events, notably the College fest MECCA. This is done in a budget session that the whole student body is encouraged to attend.

**Problems Encountered and Resources Required:** Fund allocation to different college societies, done at the behest of the Parliament, can at times lead to disappointments due to constraints of funds. In future it may be useful to collectively rethink mechanisms for augmenting the available funds for extra curricular activities.

The College flagship event, the Mecca Fest, is a logistical challenge by virtue of its size and the human resources required to manage it. The steadily increasing audience for Mecca events can create security concerns which must be carefully projected and prepared for in advance.

### 7.3.2 Best Practice 2

**Title of Practice:** Total Campus Management as a ‘**Cultural Ecosystem**’

**Goal:** **Bharat Ram Centre** is a central illustration of how the College has evolved its approach to balancing conservation with use. The goal of the institution is for total campus management as a cultural ecosystem. The College is exceptionally alert and sensitive to the optimal use of its built-up and green areas, owing to its long history and the status of the academic building as heritage site. Its tree cover, too, includes many old plantings which must be preserved. The College has evolved its campus as a space where its use by students is not opposed to conservation of the natural environment. Instead, each supports the other. The students and teachers requires spaces for academic and extra-curricular interaction and open participation, which is one of the goals of the Parliament. This need is balanced with the determination not to reduce the eco-friendliness of the campus by reclaiming, renovating and reorienting campus structures in innovative ways.

**Context:** Situated amidst the hostel, and the staff residences, the **Bharat Ram Centre** was originally a dilapidated structure which was not used for anything. It was constructed around 1825, as a guard house. Before the Mutiny, it was originally used by British hunters to store their weapons while on *shikar*. The single-storeyed structure was clearly of significant age and showed signs of Raj-period construction and aesthetics. The green area around it had fallen into disuse and was overgrown. Given the limitations on new construction, it was decided to take up renovation of the structure, and to give it to students as a unique space for self-expression and interaction.

**The Practice:** After its reclamation and renovation, the structure was named after Shri. Bharat Ram, a towering figure in the College’s history who had been Chairman of the Governing Body for 50 years. The guard house was converted into a students’ art gallery which may be the only one of its kind in the North Campus. Works of art were put on the walls, and the building was opened to student use. Thus, the guardhouse was repaired and restored for use as an art gallery. Its inauguration was celebrated with *Rang Srijan*, an inter-college painting exhibition. The Vice-Chancellor of the University was the honourable guest who ceremonially opened the Bharat Ram Centre.

*Abstractions*, the College Fine Arts Society, has a history of more than 25 years. Ever since its inception it has stimulated and supported experimentation in forms of art including



painting, sketching, graffiti, clay-modelling, calligraphy, etc. However, there was no established space for displaying the society's achievements. The Centre has since remained Abstractions' home. The Bharat Ram Centre sees a variety of different uses and reorientations every year. Not only do individual students seek it out as a place of contemplation, socialisation, and leisure, it has also become an imposing, visually striking venue for a number of clubs to showcase their events. For instance, within the last five years: Vivre (the film and photography society), celebrated its annual fest (2014) 'Snap' beginning with a photo exhibition at Bharat Ram Centre. Student and faculty guests from many other colleges, as well as the guest speaker Mr. William Chang (an award winning photographer) enjoyed seeing the photographs displayed at such a site. *Abhyas* (the internship cell) held its inaugural internship fair *Apprentissage* at Bharat Ram Centre and attracted scores of students from various colleges. *Adhrita* the classical dance society has its practice sessions and performances at the centre.

**Evidence of Success:** Today, the Bharat Ram Centre has become a focal point of campus life. The interconnectivity of the College's people and spaces can be seen centred here—the green space around it is still natural, but no longer abandoned. Instead it has become a synthesis of art, conversation and natural quiet. It is famous among successive generations of students as a location where interesting events are hosted, but also where individuals or groups relax. Thanks to many distinguished visitors to the College who have been shown round the art gallery, and to the variety of society events put up, the Bharat Ram Centre appears in College reports, society bulletins and campus news. It has thus become a connecting link between students both within and outside the College. It is a success because it has created a multi-utility, adaptable and versatile, aesthetic and natural space without destroying any green cover or constructing any buildings.

**Problems Encountered and Resources Required:**

Landscaping around the Bharat Ram Centre may be considered in the future. This may go a long way in further popularizing this structure amongst the students.

**CONTACT DETAILS**

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## Evaluative Report of Department of Botany

- 1. Name of the Department:** Botany
- 2. Year of Establishment:** 1972
- 3. Name of the Programmes/Courses offered:**
  - Undergraduate: B.Sc. (H) Botany (Department of Botany and Zoology were a common Department in the name of B.Sc. Premedical course at the time of inception of the College)
  - Postgraduate: M.Sc. (Botany)
- 4. Name of Interdisciplinary courses and the Department/unit involved**

Name of course	Department (s)/unit (s) involved
B.Sc. (H) Botany	Department of Chemistry, Mathematics and English

- 5. Annual/semester/choice based credit system:** Refer to Table I
- 6. Participation of the department in the courses offered by other department:**
  - B.Sc. (H) Chemistry
  - B.Sc. (H) Zoology
  - Inter-departmental courses—B.Sc. Programme with Chemistry/ Electronics
- 7. Courses in collaboration with other university, industries, foreign institutions, etc:** Nil
- 8. Details of courses/programmes discontinued (if any) with reasons:** FYUP has been discontinued as per the directions of the University
- 9. Number of Teaching posts:**

Teaching Posts	Sanctioned	Filled
Professor	—	—
Associate Professor*	—	04*
Assistant Professor	08	04**

\* No direct recruitment, only by virtue of promotion

\*\* 02 Permanent, 02 Ad-hoc



## 10. Faculty Profile

Name	Qualification	Designation	Specialization	No. of years of teaching Experience	No. of Ph.D. students guided for last 4 years
Dr. K.R. Sharma (Retd. 2012)	Ph.D.	Associate Professor	Mycology	38	—
Dr. Vijaylakshmi Khatter (Retd. 2013)	Ph.D.	Associate Professor	Stain Technology	35	—
Dr. Anuradha Sharma	Ph.D.	Associate Professor	Cell Biology	27	—
Dr. Suman Kumra	Ph.D.	Associate Professor	Morphogenesis and Tissue Culture	25	—
Dr. K.K. Koul	Ph.D.	Associate Professor	Plant Cytogenetics	21	—
Dr. Rajesh Kumar	Ph.D.	Assistant Professor	Microbiology	9	—
Dr. D. Monika Ram	Ph.D.	Associate Professor	Phycology	10	—
Dr. Ravindra Kumar	Ph.D.	Assistant Professor	Biotechnology	6	—
Dr. Hemanta K. Singh	Ph.D.	Assistant Professor	Biotechnology	3	—
Dr. Mani Arora	Ph.D.	Assistant Professor	Phycology	3	—
Shri Vivek Chopra	M.Phil.	Assistant Professor	Phycology	July 2015 onwards.	—
Dr. Savita Singh	Ph.D.	Assistant Professor	Plant Tissue Culture and Pathology	July 2015 onwards.	—

11. List of senior visiting faculty: Nil

12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty

Year	2014-15	2013-14	2012-13	2011-12	2010-11
Programme	Percentage of Theory + Practical workload %				
B.Sc. (H) Botany	11.88	1.75	13.48	1.90	5.66
B.Sc. (H) Chemistry	7.80	—	8.59	10.67	9.40
B.Sc. Programme	9.09	10.00	8.90	9.92	9.40
B.Sc. Programme (Electronics)	9.09	10.00	8.90	9.92	9.40



**13. Student-Teacher ratio programme wise:**

B.Sc. (H) Botany—

(a) Theory: 12:1

(b) Practical: 15:1

**14. Number of academic support staff (technical) and administrative staff, sanctioned and filled:**

Support Staff	Sanctioned	Filled
Lab Assistant	04	04
Lab-Attendant	04	04
Gardener	01	01

**15. Qualification of teaching faculty:**

Qualification	Number
D.Sc.	Nil
D.Litt.	Nil
Ph.D.	07
M.Phil.	01
PG	Nil

**16. Number of faculty with ongoing projects from (a) National and (b) International funding agencies and grants received: Nil**

**17. Departmental Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and total grants received:**

Project	Name of Faculty	Funding Agency and Grant no.	Grant (Rs.)
Controlling toxigenic strain of <i>Aspergillus flavus</i> and aflatoxin by isolating the microbes from rhizospheric soil and studying the mechanism of control at cellular level” w.e.f. 2012.	Dr. Rajesh Kumar and Dr. Anuradha Sharma	UGC (F4-1/397/2012(SR))	14,35,800/-
“Isolation and characterization of metal corrosion bacteria from the polluted water and development of inhibitors for microbiologically induced corrosion (MIC)” 2012-2013.	Dr. Rajesh Kumar, Dr. Anuradha Sharma (Department of Botany) and Dr. Sudershan Kumar (Department of Chemistry)	Delhi University, Innovation Project (Inter-disciplinary) HC-102	10,00,000/-
“Pharmacognostical studies on <i>Selaginella</i> Species and evaluation of its antimicrobial properties”. 2013-2014.	Dr. Rajesh Kumar, Dr. Charu Sharma (Department of Botany) and Dr. Neha Kapoor (Department of Chemistry)	Delhi University, Innovation project, (Inter-disciplinary) HC-202	6,00,000/-



Project	Name of Faculty	Funding Agency and Grant no.	Grant (Rs.)
A study of Botanical aspects of plants cited in Kalidasa literature- A comparative analysis". 2013 -2014.	Dr. Anuradha Sharma, Dr. Suman Kumra (Department of Botany) and Dr. Anita Rajpal (Department of Sanskrit)	Delhi University, Innovation Project, (Inter-disciplinary) HC-203	3,00,000/-
University of Delhi funded Innovation Project "Nutraceutical evaluation of some Green Microalgae". 2015-2016.	Dr. K.K. Koul (Department of Botany), Dr. Anju Srivastava and Dr. Reena Jain (Department of Chemistry)	Delhi University, Innovation Project RC/20/15/9435, (Inter-disciplinary) HC- 301	5,50,000/-

**18. Research Centre/Facility recognized by the University:** Nil

**19. (a) Publications per Faculty:** Refer Table II and Annexure I

**(b) Books/Chapters in books by faculty:** Refer Table II and Annexure II

**(c) Participation of faculty in attending and organising Workshops/Seminar/Conferences/other academic activities:** Refer Table II and Annexure III

**(d) Participation of faculty in administrative and other activities** Refer to Table II and Annexure IV

**20. Areas of consultancy and income generated:** Nil

**21. Faculty as members in National, International and Editorial Board:**

Name of Faculty	National Committees	Editorial Board
Dr. Anuradha Sharma, Dr. K.K. Koul, Dr. D. Monika Ram and Dr. Rajesh Kumar	Delhi University Botanical Society (DUBS)	Life Members
Dr. Anuradha Sharma and Dr. Monika Ram	International Society of Plant Morphologists	Life Members

**22. Student Project**

**(a) Percentage of students who have done in-house projects including inter departmental/programme**

Year	Class	Project	% of students who have done in-house projects including inter departmental/programme
2013-2014	B.Sc. (H) Botany II year	One project "Pharmacognostical studies on <i>Selaginella</i> Species and evaluation of its antimicrobial properties".	5.37%
2013-2014	B.Sc. (H) Botany III year	One project "A study of Botanical aspects of plants cited in Kalidasa literature- A comparative analysis".	5.37%
2012-2013	B.Sc. (H) Botany II year	One project "Isolation and characterization of metal corrosion bacteria from the polluted water and development of inhibitors for microbiologically induced corrosion (MIC)"	5.37%



**(b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies (2014-15)**

Year	Class	Laboratory/Industry/agency	% of students who have done in-house projects including inter departmental/programme
2014-2015	B.Sc (Hons) III year	Ambedkar Center of Biomedical Research	3.22%
2013-2014	B.Sc. (H) II year	Anthropology Dept. University of Delhi	16.12%
2013-2014	B.Sc (Hons)II year	Anthropology Dept. University of Delhi	6.45%
2013-2014	B.Sc (Hons) II year	Department of Environmental Science	19.35%
2013-2014	B.Sc (Hons) III year	NII (National Institute of Immunology)	6.45%
2013-2014	B.Sc. (H) Botany I year	Anthropology Dept. University of Delhi	32.25%

**23. Award/Recognitions received by faculty and students-2014-15**

**(a) Meritorious Fellowship/Award by students**

2014-15

Class	No. of students	Name of Award	Amount (Rs.)
B.Sc. (H) Botany III yr.	01	Science Meritorious (D.U.)	800/-

2013-14

Class	No. of students	Name of Award	Amount (Rs.)
B.Sc. (H) Botany III yr.	02	Science Meritorious (D.U.)	800/-

2012-2013

Class	No. of students	Name of Award	Amount (Rs.)
B.Sc. (H) Botany II yr.	01	Science Meritorious(D.U.)	800/-
M.Sc. Botany II yr.	01	Science Meritorious(D.U.)	1,200/-

2010-11

Class	No. of students	Name of Award	Amount (Rs.)
B.Sc. (H) Botany II yr.	01	Science Meritorious(D.U.)	800/-
B.Sc. (H) Botany II yr.	05	Science Meritorious (D.U.)	800/-
M.Sc. Botany III yr.	01	Science Meritorious(D.U.)	4,200/-



**(b) Position Holders- Students**

Year	Name and Position achieved in Delhi University (North Campus)	Award/Prize	
2014	Ms. Aditi Batra	B.Sc. (H) Botany	First position, Gold Medal

**24. List of eminent academicians and scientists / visitors to the department**

S.No.	Name of scientists / visitors	Year
1.	Dr. Y. Singh, Scientist E, Environmental Biotechnology, Institute of Genomics and Integrated Biology, University of Delhi. Dr. Anita Kamra Verma, Kirori Mal College, University of Delhi, Delhi. Dr. Gyan Prakash, Department of Environmental Studies, University of Delhi. Dr. Alok Arun, Assistant Professor, Department of Biotechnology, Inter American University of Puerto Rico, USA.	2014-15
2.	Professor V. P. Singh, Prof. and Head, Department of Botany, Delhi University	2013-14
3.	Dr. Alok Arun, Assistant Professor, Department of Biotechnology, Inter American University of Puerto Rico, USA.	2012-13
4.	Dr. V.C. Kalia, Designation: Scientist, Environmental Biotechnology, Institute of Genomics and Integrated Biology	2011-12
5.	Dr. Alok Arun, Assistant Professor, Department of Biotechnology, Inter American University of Puerto Rico, P.O. Box 517, Puerto Rico, U.S.A. Dr. Manoj Prasad, Staff Scientist-V, National Institute of Plant Genome Research, New Delhi Dr. Anita Kamra Verma, Kirori Mal College, University of Delhi.	2010-11

**25. Seminars / Conferences/ Workshop organized and the source of funding**

**(a) National**

Name of the Conference workshop/ Seminar	Dates of Seminar/Conference/ Workshop	Source of funding
One-day Workshop for interdisciplinary science students on "Concepts of Bioinformatics"	2015	Rs. 10,000/- from DBT
Seminar on "Microbial Infection" at IGIB	2015	Hindu College
Seminar on "Invasive Plant Species" at Department of Environmental Studies	2015	Hindu College
One-day Workshop for interdisciplinary science students on "Scientific Writing and Oral Presentation"	2014	Rs. 10,000/- from DBT
Workshop on "Bioplastic"	2014	Hindu College
One-day Seminar on "Biofuel"	2014	Hindu College
One-day Seminar on "Preventing bacterial Infection: Vaccine Way"	2014	Hindu College

**(b) International: Nil**



## 26. Student Profile programmes / course wise:

Name of the Course/programme: B.Sc. (H) Botany/Year	Selected	Enrolled		Pass Percentage
		*M	*F	
2014-2015	42	18	24	100%
2013-2014	24	9	15	100%
2012-2013	80	36	34	100 %
2011-2012	56	30	26	100%
2010-2011	41	16	25	100%

\*The pass percentage has been calculated as the total number of students appeared in part III of the exam in the said academic year minus the number of students that failed

## 27. Diversity of Students:

Name of the Course B.Sc. (H) Botany	% of students from the same state	% of students from other states	% of students from abroad
2014-2015	5/42, 11.90%	37/42, 88.09%	—
2013-2014	4/24, 16.66%	20/24, 83.33%	—
2012-2013	15/80, 18.75%	65/80, 81.25%	—
2011-2012	20/56, 35.71%	36/56, 64.28%	—
2010-2011	18/41, 43.90%	23/41, 56.092%	—

**28. Students who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services and Defence services, etc.:** A large number of students clear and excel in various entrance exams but the comprehensive data is not available.

## 29. Student progress

Student progress	Against % enrolled
UG to PG	10.95% (2012-13) 7.14% (2011-12) 9.75% (2010-11)

## 30. Details of Infrastructural facilities

(a) **Library:** Each year, the Department adds new books/editions to the College Library to improve its students' access to research materials.

Academic Year	No. of Books	Grant Received (Rs.)	Expenditure (Rs.)
2014-2015	66	34,362/-	36,126/-
2013-2014	58	34,720/-	33,864/-
2012-2013	21	29,380/-	27,509/-
2011-2012	20	21,265/-	23,070/-
2010-2011	27	19,875/-	19,992/-



- (b) **Internet facilities for staff and students:** 6 computers for faculty and students – 3 in museum, 3 in Room 16 A
- (c) **Class rooms with ICT Facility:** 01
- (d) **Laboratories with ICT Facility:** 02
- (e) **Central Instrumentation Facility:** The Botany Department has a CIF which contains the equipments purchased under various scientific projects financed by DBT, UGC, DST and Delhi University. Besides, CIF also has a small darkroom equipped with paraphernalia required for developing and printing of black and white films.
- (f) **Botanical Garden** is an indispensable part of the Botany Department. It is an institution which holds a collection of important living plants for the purposes of scientific research, ethnobotanic studies, conservation display and education. It is committed to long-term maintenance of its collection.

Being a reservoir of valuable heritable characteristics, it is a formidable resource for scholars, but, more importantly, it provides a rich opportunity for students to learn more about the plants, their utility and how to grow them.

The Botanical Garden that decorates the landscape of Hindu College has a rich collection of plants of scientific interest, collected from various sites in and outside Delhi during various collection trips. Be it the multifarious shade- and moisture-loving ferns or the high altitude dominant tree species like *Pinus (Chir)*, they all have been an integral part of the garden. The other species that decorate the garden include *Cycas*, bottlebrush, *Grevillea*, *Eucalyptus*, bamboo, cotton, etc. A number of ornamentals, both perennial and annual, like *Asparagus*, *Rose*, *Hibiscus*, *Canna*, *Ficus*, etc.; and plants of economic importance that provide various condiments, spices and vegetables like turmeric, fennel, coriander, beetroot, spinach, garlic, onion, radish, soya bean, *arhar*, potato, groundnut, etc. are always maintained in the proper seasons. The garden also has a small pond providing shelter to a number of aquatic plants of academic value. These include the water hyacinth, *Salvinia*, *Hydrilla*, *Ceratophyllum*, etc. The plants are grown according to the curriculum of the students pursuing Botany. These plants are maintained by a gardener appointed permanently for this job. A portion of the garden is always left undisturbed to allow the growth of wild plants. This is required for the study of population dynamics by the students studying ecology. Since large-scale construction work is presently underway under the OBC Expansion Scheme, the erstwhile Botanical Garden has been relocated to a new site. Every effort is being made to bring the new garden at par with the former one. It is our endeavor to collect as many plant species of academic/ taxonomic significance as possible and raise them in the garden.



### 31. Number of students receiving financial assistance from College, University, Government or other agencies.

#### (I) Meritorious financial assistance

Year	Financial Assistance	B.Sc.(H) Botany I Yr	B.Sc.(H) Botany II Yr	B.Sc.(H) Botany III Yr	M.Sc. Botany I Yr	M.Sc. Botany II Yr
2014-15	Sc. Merit. Award (DU)			1		
2014-15	SA Fund (College)	5				
2013-14	Sc. Merit. Award (DU)			2		
2013-14	VC Fund (DU)		2			1
2012-13	Sc. Merit. Award (DU)		1			1
2012-13	Merit Sch. (Manipur Govt.)	1				
2012-13	Sita Ram Jindal		1			2
2012-13	SA Fund (College)	1				
2012-13	Fee Concession	1				
2012-13	VC Fund (DU)			1		1
2012-13	Kailashwati Khanna					1
2012-13	SC/ST/Excl. Creamy Layer			1		
2011-12	Sc. Merit. Award (DU)		1			1
2011-12	Merit Sch. (Manipur Govt.)			1		
2011-12	Sita Ram Jindal				3	
2011-12	Fee Concession			2		
2011-12	VC Fund (DU)				1	
2010-11	Sc. Merit. Award (DU)		2	6		1
2010-11	Sita Ram Jindal			3	2	
2010-11	SA Fund (College)		1			
2010-11	Fee Concession		1			
	<b>Total</b>	<b>8</b>	<b>9</b>	<b>17</b>	<b>6</b>	<b>8</b>

### 32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:

- ❖ Students visited the Yamuna Biodiversity Park, Delhi for ecological studies in 2013.
- ❖ Students actively participated in field trips and environmental awareness programme organized by *Panchtatva*, the environmental Society of Hindu College in 2013-2014.
- ❖ Students participated in “Ozone Day” celebrations organized by the Ministry of Environment on 16 September 2014.
- ❖ Students attended a one-day workshop sponsored by the DBT for interdisciplinary science students on “Scientific Writing and Oral Presentation” with expert Dr. Alok Arun, on 5 December 2014.



- ❖ 30 students attended a two-day workshop on “Bioplastics” in the Institute of Genomics and Integrated Biology, Delhi with expert Dr. V.C. Kalia, Scientist E, on 9 and 10 December 2014.
- ❖ Students attended a special lecture, “Microbial Disease—A Vaccine Way” delivered by Dr. Y. Singh, Scientist E, on 22 December 2014.
- ❖ Students attended a DBT-sponsored one-day workshop on “Concepts of Bioinformatics,” with expert Dr. Alok Arun, on 4 February 2015.
- ❖ Students attended a lecture, “Evolution in Complex Organisms” delivered by Dr. Alok Arun on 12 August 2015.
- ❖ Students attended a lecture on “Nano-Technology” by Dr. Anita Kamra Varma, Kirori Mal College, Delhi.
- ❖ Visit to Forest Research Institute, Dehradun on 20 October 2015.
- ❖ Botanical excursion to Mussoorie and Dhanaulti, 21-25 October 2015.

### **33. Teaching methods adopted to improve student learning**

Besides the usual blackboard teaching, the other methods which the teachers in the Department adopt to enhance the students’ learning, include:

- ❖ PowerPoint presentations;
- ❖ Frequent field trips;
- ❖ Interaction with faculty of other Universities;
- ❖ Visits to various labs to expose students to recent trends in scientific research; and
- ❖ Group discussions and presentations.

### **34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

Students and the teachers have been actively participating in the anti-smoking campaign to stamp out smoking among the students. Besides, the members of *Panchtatva*, the environmental society of the College, run mostly by the students of Botany, have been actively engaged in “Save Environment” related programmes to increase awareness. Many students are involved in ISR Activities through various societies of the College

### **35. SWOC analysis of the Department and future plans**

#### **Strengths of the Department**

- ❖ Dedicated faculty.
- ❖ Helpful and cooperative non-teaching staff.
- ❖ Intellectually stimulating atmosphere in the Department.
- ❖ Healthy interaction between teachers and students.
- ❖ Meritorious students eager to learn more.

#### **Weakness of the Department**

- ❖ Lack of enough space and the infrastructural facility.

#### **Opportunities**

- ❖ Exposure to latest techniques in the Biological Sciences;



- ❖ Good grooming of students, who come from different schools and with diverse cultural and economic backgrounds, for overall personality development;
- ❖ Undertaking research-oriented activities to develop scientific temperament among the students; and
- ❖ Teaching beyond classrooms, through organized educational tours and academic interactions.

### **Challenges**

- ❖ To motivate the students to pursue Botany at the postgraduate level;
- ❖ To inculcate values and focus on holistic development of the student; and
- ❖ To sensitize our students to the needs of society.

### **Future Plans**

- ❖ To upgrade the relocated Botanical Garden and bring it at par with the erstwhile Botanical Garden;
- ❖ To make efforts to introduce more plant species of taxonomic significance, collected from outside Delhi, into the garden;
- ❖ To have more research oriented innovation projects to instill scientific temper among the students and encourage the pursuit of science;
- ❖ To establish a departmental library;
- ❖ To invite lectures from eminent scientists to keep students abreast with the latest in science;
- ❖ To visit reputed labs/ research centers and interact with the scientists; and
- ❖ To name /label all the trees growing in the College. The label will include the scientific names, the local names and the land of origin. This will help the students in identifying the trees dotting the College landscape.



## Evaluative Report of Department of Chemistry

- 1. Name of the Department:** Chemistry
- 2. Year of Establishment:** More than 60 years earlier
- 3. Name of the Programmes/Courses offered:**
  - (a) Undergraduate:**
    - (i) B.Sc. (H) Chemistry**
    - (ii) B.Sc. (Programme)\***

(\*Earlier it was called B.Sc. general Group-A, later on B.Sc. Physical Sciences and Applied Physical Sciences, now B.Sc. Programme with Electronics/Chemistry)
  - (b) Postgraduate:** M.Sc. (Chemistry)
- 4. Name of Interdisciplinary courses and the Department/unit involved**

Name of course	Department (s)/unit (s) involved
B.Sc. (H) Chemistry	Department of Physics, Mathematics, English, Botany and Zoology
B.Sc. (Programme)	Department of Physics, Electronics, Mathematics, English, Botany and Zoology

- 5. Annual/semester/ FYUP/choice based credit system:** Refer to Table I
- 6. Participation of the department in the courses offered by other department:**
  - (a) B.Sc. Physical Sciences
  - (b) B.Sc. (H) Botany
  - (c) B.Sc. (H) Zoology
  - (d) B.Sc. (H) Mathematics
  - (e) B.Sc. (H) Physics
  - (f) B.Sc. Programme with Electronics
- 7. Courses in collaboration with other university, industries, foreign institutions, etc:**  
Nil
- 8. Details of courses/programmes discontinued (if any) with reasons:** Nil
- 9. Number of Teaching posts:**

Teaching Posts	Sanctioned	Filled
Professor	Nil	Nil
Associate Professor*	—	07
Assistant Professor	19	12**

\* No direct recruitment, only by virtue of promotion

\*\* 08 Permanent, 04 Ad-hoc



## 10. Faculty profile:

Name	Qualification	Designation	Specialization	Total no. of years of teaching Experience	No. of Ph.D. students guided for last 4 years
Dr. Ram Sharan	Ph.D.	Associate Professor	Inorganic Chemistry	34	Nil
Dr. C.K. Seth	Ph.D.	Associate Professor	Physical Chemistry	34	01
Dr. V.K. Sharma	Ph.D.	Associate Professor	Organic Chemistry	29	Nil
Dr. Charu Kumar	Ph.D.	Associate Professor	Organic Chemistry	22	Nil
Dr. Anju Srivastava	Ph.D.	Associate Professor	Organic Chemistry	18	Nil
Shri Ajai Kumar	M.Sc.	Assistant Professor	Inorganic Chemistry	11	Nil
Dr. Reena Jain	Ph.D.	Associate Professor	Inorganic Chemistry	18	Nil
Dr. Meenu S. Srivastava	Ph.D.	Assistant Professor	Inorganic Chemistry	10.5	Nil
Dr. Geetika Bhalla	Ph.D.	Assistant Professor	Physical Chemistry	11	Nil
Dr. Vinita Narula	Ph.D.	Associate Professor	Physical Chemistry	18	Nil
Dr. Neera Sharma	Ph.D.	Assistant Professor	Physical Chemistry	11	Nil
Dr. Neha Kapoor	Ph.D.	Assistant Professor	Organic Chemistry	5	Nil
Dr. Hemant Verma	Ph.D.	Assistant Professor	Physical Chemistry	7.5	Nil
Dr. Sudershan Kumar	Ph.D.	Assistant Professor	Inorganic Chemistry	7	Nil
Dr. Devanshi Magoo	Ph.D.	Assistant Professor	Organic Chemistry	5+3 (UTA)	Nil
Dr. Raghvi Khattar	Ph.D.	Assistant Professor (Ad-hoc)	Inorganic Chemistry	4	Nil
Dr. Richa Tyagi	Ph.D.	Assistant Professor (Ad-hoc)	Physical Chemistry	4	Nil
Dr. Dinesh Kumar	Ph.D.	Assistant Professor (Ad-hoc)	Organic Chemistry	3	Nil
Ms. Manisha Chawla	M.Sc.	Assistant Professor (Ad-hoc)	Inorganic Chemistry	4 months	Nil

Also refer to Table II



**11. List of senior visiting faculty: Nil**

**12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty**

Year	2014-15	2013-14	2012-13	2011-12	2010-11
<b>Courses</b>	<b>Percentage of Theory + Practical workload %</b>				
B.Sc. (H) Chemistry	26.5	65.1	63.5	26.5	
B.Sc. Physical Science with Chemistry	19.4	34.8	14.8	19.4	
B.Sc. Applied Physical Science	6.1		8.1	6.1	
B.Sc. (H) Physics	12.2				
B.Sc. (H) Mathematics	—		8.1		
B.Sc. (H) Zoology	16.3		1.3		
B.Sc. (H) Botany	19.4		5.4		

**13. Student-Teacher ratio programme wise:**

- (a) B.Sc. (H) Chemistry/B.Sc. (H) Physics/B.Sc. (H) Mathematics  
(i) Theory: 17:1 (ii) Practical: 15:1
- (b) B.Sc. Programme [Physical Science with Chemistry (PSC)]:  
(i) Theory: 17:1 (ii) Practical: 15:1

**14. Number of academic support staff (technical) and administrative staff, sanctioned and filled:**

Support Staff	Sanctioned	Filled
Lab Assistant (Technical staff)	08	05
Lab-Attendant	06	02

**15. Qualification of teaching faculty:**

Qualifications	Number
D.Sc.	Nil
D.Litt.	Nil
Ph.D.	17
M.Phil.	01
PG	02



**16. Number of faculty with ongoing projects from (a) National and (b) International funding agencies and grants received:**

Project	Project Investigator	Funding Agency	Grant (Rs.)
"Tonic Liquid: Green Corrosion Inhibitors for metals and alloys in acidic media"	Dr. Sudershan Kumar	SERB (DST)	6,00,000/-

**17. Departmental Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and total grants received:**

Project	Name of Faculty	Funding Agency	Grant (Rs.)
Innovative Projects for Science Learning	Dr. C.K. Seth	University of Delhi	3.50,000/-
Design and Implementation of Electronic Lab Note-book	Dr. C.K. Seth Dr. Neera Sharma	University of Delhi	4,50,000/-
"Development of Thin Films/ Nano materials for their Electronic and Biomedical Applications"	Dr. Srivastava Dr. Reena Jain	University of Delhi	10,00,000/-
"Green approach for the extraction of Hazardous Heavy Metals and Dyes from Wastewater using synthetic and Natural wastes"		University of Delhi	10,00,000/-
Nutraceutical Evaluation of some Green Algae		University of Delhi	5,50,000/-
Innovation Project (2013-2015): HC-202 "Pharmacognostical Studies on <i>Salaginella</i> sp. and Evaluation of its Antimicrobial Properties"	Dr. Charu Kumar Dr. Neha Kapoor	University of Delhi	6,00,000/-
Innovation project- HC-102 "Isolation and characterization of metal corrosion inducing bacteria from the polluted water and development of inhibitors for microbial induced corrosion (MIC)"	Dr. Sudershan Kumar	University of Delhi	10,00,000/-
Innovation project- HC-304 "Thermodynamic, electrochemical and quantum chemical investigation of some PEG based polyurethanes as corrosion inhibitors for mild steel in Cyclohexane Propionic Acid"	Dr. Hemant Verma Dr. Sudershan Kumar	University of Delhi	5,00,000/-
Innovation project- HC-104 "Development of Thin Films / Nano materials for their Electronic and Biomedical Applications"	Dr. Devanshi Magoo	University of Delhi	5,00,000/-

**18. Research Centre/Facility recognized by the University: Nil**

**19. (a) Publications per Faculty:** Refer Table II and Annexure I

**(b) Books/Chapters in books by faculty:** Refer Table II and Annexure II

**(c) Participation of faculty in attending and organising Workshops/Seminar/Conferences/other academic Activities:** Refer Table II and Annexure III

**(d) Participation of faculty in administrative and other activities:** Refer to Table II and Annexure IV



**20. Areas of consultancy and income generated: Nil**

**21. Faculty as members in National, International and Editorial Board:**

Name of Faculty	National Committees	Editorial Board
<b>Dr. Anju Srivastava</b>	<ul style="list-style-type: none"><li>Member of Royal Society of Chemistry (RSC)</li><li>Life member:<ul style="list-style-type: none"><li>❖ GCNC, Delhi University</li><li>❖ Indian Society of Analytical Scientists, ISAS</li></ul></li></ul>	
<b>Dr. Reena Jain</b>	<ul style="list-style-type: none"><li>Member of Royal Society of Chemistry (RSC)</li><li>Life member:<ul style="list-style-type: none"><li>❖ GCNC, Delhi University</li><li>❖ Indian Society of Analytical Scientists, ISAS</li></ul></li><li>Jury Member, "INSPIRE" (Innovation for Scientific Pursuit For Inspired Research), National Level Exhibition And Project Competition 2011, organized by DST, August 2011</li></ul>	
<b>Dr. Neera Sharma</b>	Life Member of Association of Chemistry Teachers (ACT)	
<b>Dr. Neha Kapoor</b>	Life Member of NMR Society	International Journal of Nano-Dimension
<b>Dr. Sudershan Kumar</b>	Life Member of Association of Analytical Scientist	
<b>Dr. Devanshi Magoo</b>	<ul style="list-style-type: none"><li>Member of Royal Society of Chemistry (RSC)</li><li>Life member, Indian Society of Analytical Scientists, ISAS</li></ul>	

**22. Student Project**

**(a) Percentage of students who have done in-house projects including inter departmental/programme (2014-15)**

S.No.	Class	% of students who have done in-house projects including inter departmental/programme
1.	B.Sc. (H) I year	7 (approximate)
2.	B.Sc. (H) II year	18 (approximate)
3.	B.Sc. (H) III year	7 (approximate)
4.	B.Sc. Physical Sciences with Chemistry	8 (approximate)

**(b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies (2014-15)**

Sr. No	Class	% of students placed for projects/Internship in organizations outside the institution
1.	B.Sc. (H) I year	Nil
2.	B.Sc. (H) II year	3 (approximate)
3.	B.Sc. (H) III year	8 (approximate)



### 23. Award/Recognitions received by faculty and students

#### (a) Fellowship/Award by Faculty: 2014—2015

S. No.	Award/Recognitions	Faculty
1.	“Best Employee with Disability (Female),” National Award from the Ministry of Social Justice and Empowerment, Department of Disability Affairs, 2014	Dr. Neha Kapoor
2.	“Teachers Excellence Award” in Science and Life, by University of Delhi	Dr. Hemant Kumar

#### (b) Fellowship/Award by students

S.No.	Award/Recognitions	Students
1.	LEADearthSHIP Fellowship	01 Students of B.Sc. (H) Chemistry III year (Passed 2014-15)
2.	INSPIRE SHE	01 Students of B.Sc. (H) Chemistry III year (Passed 2014-15)
3.	INSPIRE Scholarship	19 Students of B.Sc. (H) Chemistry III year
4.	SCHOOL Scholarship	02 Students of B.Sc. (H) Chemistry III year
5.	CBSE-Central Sector Scholarship Scheme (CSSS)	02 Students of B.Sc. (H) Chemistry III year
6.	VC Fund Scholarship	01 Students of B.Sc. (H) Chemistry III year
7.	Internship: Homi Bhabha Centre for Science Education (TIFR)	01 Students of B.Sc. (H) Chemistry III year 02 Students of B.Sc. (H) Chemistry II year
8.	Internship: Niti Aayog, Govt. of India	01 Students of B.Sc. (H) Chemistry III year
9.	Internship: Jawaharlal Nehru Centre for Advance scientific Research (JNCASR)	01 Students of B.Sc. (H) Chemistry III year
10.	Internship: National Institute of Immunology (NII, DELHI)	02 Students of B.Sc. (H) Chemistry III year
11.	Internship: 1) A.B.P. News 2) D.K. and Associates 3) Sharda Group of Exports	01 Students of B.Sc. (H) Chemistry III year

#### (c) Position Holders- Students

Year	Name and Position achieved in Delhi University (North Campus)		Award/Prize
2014	Deepika Arora	M.Sc. Chemistry—Ist Position	
	Yukti Arora	M.Sc. Chemistry—Ist Position	
2012	Bharti Badhani	M.Sc. Chemistry—Ist Position	
	Pallavi Rungta	M.Sc. Chemistry—IIrd Position	
	Swati Chaudhary	M.Sc. Chemistry—IIIrd Position	
2011	Pooja Sadana	B.Sc. (H) Chemistry—Ist Position	



Year	Name and Position achieved in Delhi University (North Campus)		Award/Prize
	Samiksha Jain	M.Sc. Chemistry—Ist Position	
	Garima Khanna	B.Sc. (H) Chemistry—IIIrd Position	i) Prof. R. P. Mitra Gold Medal ii) Prof. K. B. L. Mathur Gold Medal iii) Prof. G. B. V. Subramanian Memorial Gold Medal iv) Padmabhushan Prof. Tiruvenkata Rajendra Seshadri (FRS) Commemoration Gold Medal
2010	Komal Aggarwal	M.Sc. Chemistry- Ist Position	i) Prof. R. P. Mitra Gold Medal ii) Prof. K. B. L. Mathur Gold Medal iii) Prof. G. B. V. Subramanian Memorial Gold Medal iv) Padmabhushan Prof. Tiruvenkata Rajendra Seshadri (FRS) Commemoration Gold Medal
	Shilpi Chaudhary	B.Sc. Physical Science- Ist Position	
	Varuna Khattari	B.Sc. Applied Physical Science— Ist Position	
	Mona	B.Sc. (H) Chemistry—IIIrd Position	

#### 24. List of eminent academicians and scientists / visitors to the department

S.No.	Name of scientists / Visitors	Year
1.	Prof. D.S. Rawat, Department of Chemistry, University of Delhi Prof. K. Sreenivas, ICT Professor, NUEPA, Delhi	2015-16
2.	Prof. R. Parthasarathy (Retd. IAS), Hon. Advisor Govt. of Gujarat Corporation. Prof. Gurmeet Singh, Head, Department of Chemistry, University of Delhi	2014-15 2014-15
3.	Dr. C.S. Arora, Senior Consultant, MHRD	2013-14
4.	Dr. Rajeev Gupta, Associate Professor, Department of Chemistry, University of Delhi.	2012-13
5.	Prof. Mihir K. Chaudhuri, Vice Chancellor, Tezpur University, Assam	2011-12
6.	Prof. A.K. Bakshi, Head, Department of Chemistry, University of Delhi Prof. A.K. Ganguli, Department of Chemistry, IIT Delhi	2010-11 2010-11

#### 25. Seminars / Conferences/ Workshop organized and the source of funding

##### (a) National:

Event	Year	Source of Funding
Workshop on “ICT Integration in Chemistry”	2015	Hindu College
Symposium entitled, “Chemelixir - The Chemistry Forum”	2011	Hindu College

##### (b) International: Nil



## 26. Student Profile programmes / course wise:

Name of the Course/programme	Applications received	Selected	Enrolled		Pass Percentage
			M	F	
B.Sc. (H) Chemistry, 2014-2015	Above 5000	86	56	30	—
B.Sc. Physical Science (with Chemistry), 2014-2015	Above 1000	47	34	13	—
B.Sc. (H) Chemistry, 2013-2014	Above 8000	89	47	41	—
FYUP (B.Sc. Physical Science, not applicable), 2013-2014	—	—	—	—	—
B.Sc. (H) Chemistry, 2012-2013	Above 5000	83	57	26	—
B.Sc. Physical Science(with Chemistry), 2012-2013	Above 1000	62	52	10	—
B.Sc. (H) Chemistry, 2011-2012	Above 5000	69	26	43	87.00
B.Sc. Physical Science (APS+PS), 2011-2012	Above 2000	92	70	23	75
B.Sc. (H) Chemistry, 2010-2011	Above 5000	131	49	82	88.05
B.Sc. Physical Science (APS+PS), 2010-2011	Above 2000	71	62	09	77.92

## 27. Diversity of Students:

Name of the Course	% of students from same state	% of students from other states	% of students from abroad
B.Sc. Physical Science (with Chemistry), 2014-2015	12.77	87.23	Nil
B.Sc. (H) Chemistry, 2014-2015	17.44	82.56	Nil
FYUP (B.Sc Physical Science, not applicable), 2013-2014	—	—	—
B.Sc. (H) Chemistry, 2013-2014	21.35	77.53	Nil
B.Sc. Physical Science(with Chemistry), 2012-2013	14.51	85.48	Nil
B.Sc. (H) Chemistry, 2012-2013	15.48	83.33	Nil
B.Sc. (H) Chemistry, 2011-2012	26.09	73.91	Nil
B.Sc. Physical Science (APS+PS), 2011-2012	27.17	71.74	0.01
B.Sc. (H) Chemistry, 2010-2011	40.45	59.54	Nil
B.Sc. Physical Science (APS+PS), 2010-2011	97.18	0.028	Nil

**28. Students who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services and Defence services, etc.** A large number of students clear and excel in various entrance exams like defence services, JAM, TIFR, UGC-NET, Civil services etc. However, comprehensive data is not available for same.

## 29. Student progress

Student progress	Against % enrolled
UG to PG	21.74% (2011-12) 29.00% (2010-11)



### 30. Details of Infrastructural facilities

a) **Library:** Each year, the Department of Chemistry adds new books/editions to the College Library to keep its students up-to-date on developments in the discipline.

Year	No. of Books (Chemistry)	Grant (Rs.)	Expenditure (Rs.)
2014-15	105	59,780/-	58,678/-
2013-14	110	61,033/-	50,594/-
2012-13	117	55,980/-	57,343/-
2011-12	81	57,822/-	51,823/-
2010-11	120	53,652/-	53,053/-

(b) **Internet facilities for staff and students:** Available

(c) **Class rooms with ICT facility:** 03 Available

(d) **Laboratories:** 02; Instrumentation Lab: 02

The Chemistry Department consists of two well-equipped and fully functional laboratories, Lab-I and Lab II; and two Instrumentation Labs. These provide ample facilities to the students for learning experimental techniques and their applications, as part of their curriculum along with innovative learning and research projects over and above the prescribed syllabi. The detailed analysis of the departmental labs is presented below.

#### Lab space and its usage

The laboratories are well-ventilated, spacious and well-equipped with modern apparatus for conducting experiments related to five major sub-disciplines of Chemistry, i.e., Organic, Inorganic, Physical, Analytical and Biochemistry.

#### Lab I

Size of the lab is (28x60) Ft. with the capacity to accommodate 40 students.

#### Lab II

Size of the lab is (25x60) Ft. with the capacity to accommodate 40 students.

#### Instrumentation Lab

Size of the IL1 is (15.9x34) Ft., and IL 2 is (12x25) Ft. with the capacity to accommodate 15 students each.

Instruments like pH meters, colorimeters, UV-Visible spectrophotometer, Flame Photometer and other necessary equipments like electronic and digital balance, hot air ovens, Magnetic stirrers, Electric Water Baths, Melting Point Apparatus, distillation apparatus, rotary vacuum pump etc are used, which enables students to carry out various experiments.



### 31. Number of students receiving financial assistance from College, University, Government or other agencies.

#### (I) Meritorious financial assistance

Year	Financial Assistance	B.Sc. (H) Chemistry I Yr	B.Sc. (H) Chemistry II Yr	B.Sc. (H) Chemistry III Yr	M.Sc. Chemistry I Yr	M.Sc. Chemistry II Yr
2014-15	SA Fund (College)	02	06	06		
2014-15	Fee Concession		01			
2014-15	VC Fund (DU)		02	01	01	05
2014-15	R.B. Ram Kishan Das (College)		01	02		
2014-15	Surinder Gupta Family (ARC)		01	01		
2013-14	Jeevan Lal Khanna Mem.				01	
2013-14	Sc. Merit. Award(DU)	02		04	02	05
2013-14	Roshan Devi Marwah			04		
2013-14	SC/ST Merit Sch. (J and K)			01		
2013-14	Sita Ram Jindal	02				
2013-14	VC Fund (DU)		01	28	20	04
2013-14	Surinder Gupta Family (ARC)		01	01		
2013-14	R.B. Ram Kishan Das (College)		01	01		
2013-14	Kailashwati Khanna		01			
2012-13	R.B. Ram Kishan Das (College)		01	01		
2012-13	Sc. Merit. Award(DU)		03	07	02	05
2012-13	Merit Sch. (Manipur Govt.)		01			
2012-13	Sita Ram Jindal	02				
2012-13	SA Fund (College)	02	02	01		
2012-13	Fee Concession	04	02			
2012-13	VC Fund (DU)		06	22	01	02
2012-13	Excluding Creamy Layer	01	02	01		
2011-12	Merit Sch. (Delhi Govt.)	02				02
2011-12	Merit Sch. (Manipur Govt.)	01			02	
2011-12	SA Fund (College)	03	02	12		
2011-12	Lala Prem Lal Gupta (College)			01		
2011-12	Rajiv Mehra Mem.			01		
2011-12	VC Fund (DU)		04	02		
2011-12	R.B. Ram Kishan Das (College)			03		
2011-12	Sc. Merit. Award(DU)				02	
2011-12	Fee Concession	03	04	08	01	
2011-12	Single Child Sch. (DU)					01
2010-11	Sc. Merit. Award(DU)	05	11	13		01
2010-11	Merit Sch. (Delhi Govt.)				01	
2010-11	SC/ST Merit Sch. (Manipur Govt.)			01	01	
2010-11	Sita Ram Jindal	03	03	02		
2010-11	SA Fund (College)	02	01			
2010-11	Fee Concession	02	01	01		
2010-11	VC Fund (DU)		01		01	
2010-11	Post Metric (Assam Govt.)	01		01		
2010-11	Single Child Sch. (DU)				01	
2010-11	Lala Prem Lal Gupta (College)		01			
	<b>Total</b>	<b>38</b>	<b>61</b>	<b>126</b>	<b>36</b>	<b>25</b>



### 32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:

Year	Details of Enrichment Programmes
2015-16	Department has organized ACT Concept Test in Chemistry on 31 August 2015, conducted by the Association of Chemistry Teachers at the Homi Bhabha Centre for Science Education, TIFR, Mumbai, to assess and evaluate the conceptual understanding of Chemistry among undergraduate students and also to encourage the growth of scientific literacy.
2014-15	The Chemistry Society <i>Tatva</i> has provided a perfect platform to young minds for shining in not only academics but equally in co-curricular activities. This year, the activities of the society began with inauguration and freshers' welcome program on 26 August 2014 by Prof. R. Parthasarathy (Retd. IAS), Hon. Advisor to Govt. of Gujarat Corporation. He delivered a talk on the topic, "Chemistry for Tomorrow's World—Road Map in the Context of Global Warming and Climate Change Issues".
2013-14	The academic year began with the inauguration of <i>Tatva</i> on 13 August 2013 by Dr. C.S. Arora, Senior Consultant, MHRD (National Mission on Education Through ICT).
2012-13	The academic year began with the inauguration of the Chemistry Society <i>Tatva</i> on 30 August 2012 by Dr. Rajeev Gupta, Associate Professor, Department of Chemistry, University of Delhi. He apprised the students of the benefits of dedication and hard work by delivering an enlightening talk on, "Life and Experience of Acharya Prafulla Chandra Ray—A Tribute on the 150th Birth Anniversary".
2011-12	<p>The year 2011 was symbolized as the International year of Chemistry by the United Nations. To pay tribute to the magnificent contribution made by Chemistry, the Department of Chemistry celebrated the year with the inauguration of its Society <i>Tatva</i> by Prof. Mihir K. Chaudhuri, Vice Chancellor, Tezpur University, Assam followed by a welcome for the new batch on 18 August 2011.</p> <p>A one-day symposium entitled "Chemelixir—The Chemistry Forum" was organized on 20 October 2011. A vibrant talk by Prof. Patrick Das Gupta, Department of Physics and Astrophysics, University of Delhi marked the beginning of the forum which was followed by an exhilarating demonstration on Forensic Science by Dr. S.C. Mittal, Head, CFSL, CBI, Delhi.</p>
2010-11	<p>The Chemistry Society has been extremely active in co-curricular activities. The academic year began with the inauguration of the Chemistry Society <i>Tatva</i> on 20 September 2010 by Prof. A.K. Bakshi, Head, Department of Chemistry, University of Delhi.</p> <p>The Society also organized its annual festival "Catalysis" on 10 and 11 February 2011 with a focus on the role of Chemistry in Nanotechnology. The event was inaugurated by Prof. A.K. Ganguly from IIT Delhi, who highlighted the various interesting aspects and applications of Chemistry in Nanotechnology.</p> <p>The annual magazine <i>Substance</i> was also released during the fest.</p>

### 33. Teaching methods adopted to improve student learning

- Use of ICT (Information and Communication technology) using varied communication and multimedia tools (emails, websites, etc.) with the overall aim of increasing the effectiveness of teaching and improving students' learning.
- Encouraging the students to learn and use software like Chem-draw, Chem Sketch, Microsoft Excel, Argus Lab., Hyperchem, Origin etc.
- Group PowerPoint presentations followed by discussion, which involve 6-8 members, relating to chemical demonstrations and applications of the concepts taught in the classroom.
- Conducting quizzes after the completion of each unit.
- Use of molecular models to get better insight into Chemistry. Basically, these give a real picture to the letters and graphics used in the textbooks to describe the molecular structures.



- (f) Use of research articles, media such as newspapers, popular science magazines like *New Scientist* or *Science News*, that cover topics related to the syllabus, and how they are used to plan and carry out further research. Some interesting follow-up strategies would be to ask students to design their own research projects and to write small research papers.

### 34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Many students are involved in ISR Activities through various societies of the College.

Course	% Students in various societies	Societies
B.Sc. (H) Chemistry III Year	9	NSS, Abstraction, Western dance Soc., Vivre
B.Sc. (H) Chemistry II Year	29	NSS, NCC, Leaders for Tomorrow, Save the Quest NGO
B.Sc. (H) Chemistry I Year	18	NSS, <i>Auranubh</i> , <i>Ibtida</i>

### 35. SWOC analysis of the Department and future plans

#### Strengths of the Department

- ❖ The teachers of the Department are highly qualified and experienced, with a strong commitment to innovative and dedicated teaching.
- ❖ The Department conducts a high-quality graduate program that includes several areas of research: analytical, biological, chemical education, inorganic, organic and physical chemistry.
- ❖ The laboratories are well equipped with all necessary equipment and apparatus.
- ❖ Lab staff is very supportive and cooperative and work as part of a team of scientific staff.
- ❖ The teaching laboratories and equipment are regularly upgraded.
- ❖ Provides a supportive, safe and healthy working environment for students.
- ❖ Provides classrooms with ICT facility for interactive teaching.
- ❖ Organises inter-college departmental fest and cultural activities.

#### Weakness of the Department

- ❖ Lack of infrastructure (Departmental library, research laboratories etc).

#### Opportunities

- ❖ Organizes lecture series, workshops and seminars to keep the staff and students aware of the current trends in chemical sciences.
- ❖ The course structure is such that it enables the students to choose from a wide variety of career options.
- ❖ Many students and recent graduates are involved in internship programs so that they get better job opportunities.

#### Challenges

- ❖ Time is limited in semester mode.



- ❖ Every year the department gets students having done their schooling in Hindi medium and also with varied financial and cultural background. So all the members of faculty are committed to give them whole hearted support.
- ❖ To develop infrastructure for undertaking research projects
- ❖ To prepare students for examinations for higher studies at reputed institutes
- ❖ To mould the interest of students towards innovative projects.

#### **Future Plans**

- ❖ Development of research laboratories and advanced instrumentation room.
- ❖ Increasing cost-saving and environmentally-friendly operations by adopting green methodologies.
- ❖ Establishment of photocopy machine and water cooler in the Department.
- ❖ Construction of new facilities, aimed at strengthening our teaching, and promoting growth areas in research.
- ❖ Improving and increasing participation of students in opportunities for study abroad.
- ❖ Arranging educational trips.



## Evaluative Report of Department of Commerce

- 1. Name of the Department:** Commerce
- 2. Year of Establishment:** Around 50 years earlier
- 3. Name of the Programmes/Courses offered:**
  - (a) Undergraduate: B.Com. (H)
  - (b) Postgraduate: M.Com.
- 4. Name of Interdisciplinary courses and the Department/unit involved**

Name of course	Department (s)/unit (s) involved
B.Com. (H)	Department of Political Science, Mathematics, Philosophy

- 5. Annual/semester/choice based credit system:** Refer to Table I
- 6. Participation of the department in the courses offered by other department:**

Department offers courses to the Department of Mathematics under the Semester System, Business Entrepreneurship under FYUP to all Departments and Generic Elective courses to the other Departments under the CBCS scheme.
- 7. Courses in collaboration with other university, industries, foreign institutions, etc:** Nil
- 8. Details of courses/programmes discontinued (if any) with reasons:** B.I.T. in 2004-05 as per the directions given by the University to all colleges. FYUP has been discontinued as per the directions of the University.
- 9. Number of Teaching posts:**

Teaching Posts	Sanctioned	Filled
Professor	—	—
Associate Professor*	—	01
Assistant Professor	08	08**

\* No direct recruitment, only by virtue of promotion

\*\* 06 Permanent, 02 Ad-hoc (one adhoc appointment is against leave vacancy)



## 10. Faculty profile

Name	Qualification	Designation	Specialization	Total no. of years of teaching Experience	No. of Ph.D. students guided for last 4 years
Mr. S.K. Dhawan (Retired)	M.Com.	Associate Professor	Tax and Accountancy	42 (retired in 2011)	Nil
Dr. Poonam Sethi	Ph.D.	Associate Professor	Finance, Economics, Business Mathematics and Statistics	22	Nil
Dr. Kulwinder Kaur	Ph.D.	Assistant Professor	Economics	10	Nil
Mrs. Rinku Manocha	M.Phil. DOEACC 'O' level	Assistant Professor	Application of Computers in Commerce and Finance	14	Nil
Mrs. Sangeeta Arora	M.Phil. DOEACC 'A' level	Assistant Professor	Computerised Accounting and Finance	20	Nil
Dr. Lovleen Gupta	Ph.D. Qualified Chartered Accountant	Assistant Professor	Accounting and Finance	9	Nil
Shri Atul Gupta	MBA (Marketing/Finance)	Assistant Professor	Marketing and Finance	8	Nil
Ms. Gurjeet Kaur	MBA (Marketing/Finance)	Assistant Professor	Marketing and Finance	6	Nil
Shri Jayakar Sadagri	MBA (International Business)	Assistant Professor	Ad hoc	1 <sup>1/2</sup>	Nil
Shri Amit Kumar Paswan	M.Com.	Assistant Professor	Ad hoc	4 Months	

## 11. List of senior visiting faculty: Nil

## 12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty

Academic Year/ Semester	Percentage of classes taken by temporary Faculty
2014-15	12%
2013-14	20%
2012-13	10%
2011-12	3%
2010-11	4%



**13. Student-Teacher ratio programme wise:**

(a) B.Com. (H)

Theory	21:1
Tutorials	10:1

(b) M.Com.

Tutorials	08:1
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**14. Number of academic support staff (technical) and administrative staff, sanctioned and filled: Nil**

**15. Qualification of teaching faculty:**

Qualification	Number
D.Sc.	Nil
D.Litt.	Nil
Ph.D.	03
M.Phil.	02
PG	04

**16. Number of faculty with ongoing projects from (a) National and (b) International funding agencies and grants received: Nil**

**17. Departmental Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and total grants received: Nil**

**18. Research Centre/Facility recognized by the University: Nil**

**19. (a) Publications per Faculty: Refer Table II and Annexure I**

**(b) Books edited and published by faculty: Refer Table II and Annexure II**

**(c) Participation of faculty in attending and organising Workshops/Seminar/ Conferences/other academic Activities: Refer Table II and Annexure III**

**(d) Participation of faculty in administrative and other activities: Refer Table II and Annexure IV**

**20. Areas of consultancy and income generated: Nil**

**21. Faculty as members in National, International and Editorial Board:**

Year	Faculty member	National Committee
2014-2015	1. Mrs. Rinku Manocha 2. Mrs. Sangeeta Arora 3. Dr. Lovleen Gupta	Regional Direct Taxes Advisory Committee (RDTAC) at New Delhi (nominated on 4 April 2014)
	Dr. Kulwinder Kaur	1. Member of DRC, Delhi School of Economics, Delhi. 2. Member of Governing Body, Hindu College, University of Delhi, Delhi



## 22. Student Project

- (a) **Percentage of students who have done in-house projects including inter departmental/programme:** All students are required to prepare a project in third year as part of curriculum. A student, Divya Dewan, prepared a business model for improving agricultural productivity which was selected among the best 100 such models nationally, and was presented to Mr. Modi and others.
- (b) **Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies:** 5-10% students of Commerce join internships. Data regarding internships were collected on the basis of personal contact with the students. However, extensive data were not available.

## 23. Award/Recognitions received by faculty and students-2014-15

### (a) Fellowship/Award

- ❖ Sonal Kalra obtained All-India 41<sup>st</sup> rank in Intermediate (Integrated Professional Competency CA Examination) May, 2014.
- ❖ Tina obtained All-India 48<sup>th</sup> rank in Intermediate (Integrated Professional Competency CA Examination) November, 2014.
- ❖ Ravpritpal Kohli was selected for Dean's Scholarship (\$40,000) for Master's programme at Johns Hopkins University's Carey Business School.
- ❖ Divya Dewan was selected to meet the U.S. President Barack Obama and participate in an interaction.
- ❖ Divya Dewan prepared a business model for improving agricultural productivity, which was selected among the best 100 such models nationally, and was presented to Mr. Modi and others.
- ❖ Shritilekha Kar was part of the KPMG Campus Ambassador Program '14, and won a cash prize of Rs. 20,000/- and the title 'Ace Ambassador' (one of the 18 in India).
- ❖ Faculty member Dr. Lovleen Gupta won the T.S. Grewal Award (2010-11) given by Shaheed Bhagat Singh College, DU, for her paper, "Regulating the Regulators: Need for Super Regulator".

## 24. List of eminent academicians and scientists / visitors to the department

S.No.	Name of scientists / visitors	Year
1.	Dr. Vipin Khurana IIT Delhi, IBS Gurgaon	2014-15
2.	Mr. Deepak Tandon (Copal Partners)	2013-14
3.	Professor J. P. Sharma, Head and Dean department of Commerce Mr. Sandeep (WLC)	2010-11



## 25. Seminars / Conferences/ Workshop organized and the source of funding

Event	Year	Source of Funding
Seminar on “Corporate Social Responsibility: Myth or Reality”	2015	Hindu College
Seminar on “Anti Money Laundering and KYC Norms”	2015	Hindu College
Seminar on “ How to Match Indian Higher Education with Global Standards”	2015	Hindu College
Seminar on “Exploring Perspective on Money”	2015	Hindu College
Workshop entitled “IMPACT”	2014	KPMG and Hindu College
Seminar on “Business Analytics”	2014	IBS and Hindu College
Open Seminar on “Business Analysis”	2014	Hindu College
Workshop on “Equity Market”	2012	Hindu College
One Day Seminar on “Opportunity and Challenges of Fancy Market and Currency Futures in India”	2011	Hindu College
Corporate Governance and Satyam Fiasco	2011	Hindu College
Capital Market	2011	Hindu College

## 26. Student Profile programmes / course wise:

Year	Name of the Course/Programme (refer question no.4)	Applications Received	Selected	Enrolled		Pass Percentage
				*M	*F	
2014-15	B.Com. (H)	65,535 on-line applications received.	73	42	31	100%
	M.Com.		17	6	11	—
2013-14	B.Com. (H)		73	45	28	100%
	M.Com.		16	7	9	—
2012-13	B.Com. (H)	37,698 on-line applications received	67	34	33	100%
	M.Com.		18	7	11	—
2011-12	B.Com. (H)	No applications invited by the University; admission directly by cut-off	73	34	39	100%
	M.Com.		14	10	4	—
2010-11	B.Com. (H)		76	48	28	—
	M.Com.		17	6	11	—

\*The pass percentage has been calculated as the total number of students appeared in part III of the exam in the said academic year minus the number of students that failed

## 27. Diversity of Students:

Year	Name of the Course	% of students from the same state	% of students from the other states	% of students from abroad
2014-15	B.Com. (H)	42.46%	54.79%	0.02%
	M.Com.	76.47%	23.52%	—
2013-14	B.Com. (H)	38.35%	57.53%	0.04%
	M.Com.	62.5%	31.25%	0.06%
2012-13	B.Com. (H)	53.73%	46.26%	—
	M.Com.	50%	0.44%	0.05%
2011-12	B.Com. (H)	56.16%	41.09%	0.02%
	M.Com.	71.42%	21.42%	0.07%
2010-11	B.Com. (H)	42.1%	55.26%	0.02%
	M.Com.	76.4%	23.5%	—



## 28. Students who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services and Defence services, etc.:

S. No.	Award/Recognitions	Faculty/ students
1.	Common Proficiency Test (CPT)	14 Students of B.Com. (H) 2014 07 Students of B.Com. (H) 2012
2.	Common Admission Test (CAT)	04 Students of B.Com. (H) 2014
3.	CS EXEC MOD-1	01 Student of B.Com. (H) 2014
4.	ICWAI (INTER)	01 Student of B.Com. (H) 2013
5.	IPCC	05 Students of B.Com. (H) 2015, 08 Students of B.Com.(H) 2014, 03 Students of B.Com. (H) 2013, 04 Students of B.Com.(H) 2012.
6.	Actuarial Sciences	01 Student of B.Com. (H) 2012.

The above figures are not comprehensive as the data is not available.

## 29. Student progress

Student progress	Against % enrolled
UG to PG	Students enrolled in PG course are allotted a college by the Department of Commerce, University of Delhi.

## 30. Details of Infrastructural facilities

- (a) **Library:** Each year, the Department adds new books/editions to enrich the College and make research material accessible to its students.

Year	Vol/Books	Grant(Rs.)	Expenditure (Rs.)
2014-15	109	44,207/-	35,250/-
2013-14	134	44,565/-	42,715/-
2012-13	98	32,880/-	37,521/-
2011-12	99	35,165/-	35,068/-
2010-11	99	32,385/-	34,386/-

- b) **Internet facilities for staff and students:** Available. Departmental computer lab provides internet access both to teachers and students. College wi-fi facility is available to all students.

- c) **Class rooms with ICT facility:** 02

- d) **Laboratories:** Nil

## 31. Number of students receiving financial assistance from College, University, Government or other agencies.

Year	Number of Students
2014-15	4
2013-14	Nil
2012-13	4
2011-12	4
2010-11	4



**32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:** Topics covered with external experts:

- (a) Company Law
- (b) Business Analytics
- (c) Statistical analyse and modeling
- (d) Capital Market
- (e) Investing in Stock market

Also refer to point number 24.

**33. Teaching methods adopted to improve student learning:**

- ❖ Providing one computer to each student for all computer classes,
- ❖ Exhaustive stock of text and reference books for students pertaining to all subjects
- ❖ Frequent use of PowerPoint projector for delivering lectures.
- ❖ Interactive sessions
- ❖ Screening of visual aids and video clippings
- ❖ Group discussions
- ❖ Assignments, tests, presentations and projects

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

Many students are involved in ISR Activities through various societies of the College.

- ❖ *Swachh Bharat Abhiyaan*: E-collage competition on the theme
- ❖ Socially-driven student festival: collecting donations and sharing sponsorship with “Magic Room”, an NGO for the education of underprivileged children.
- ❖ 10% of students are associated with various social activities and NGOs such as Ladakh Student Welfare Society, Habitat for Humanity, etc.

**35. SWOC analysis of the Department and future plans**

**Strengths**

- ❖ Department has well qualified and dedicated faculty.
- ❖ Pedagogy involves a mix of blackboard teaching with PowerPoint presentations.
- ❖ Pro-active students.
- ❖ Strong alumni base.
- ❖ Air-conditioned rooms.
- ❖ Provision of counseling to the students regarding career options and opportunities available to them.
- ❖ Giving IT-related projects in the area of marketing, finance, accounting, etc.

**Weaknesses**

- ❖ Infrastructure limitation: Room size is comparatively smaller than the class size.
- ❖ Inadequate reading material for Hindi medium and PWD students
- ❖ Lack of wi-fi connectivity in the teaching rooms.



### **Oppurtunities**

- ❖ To enhance and motivate the students more towards field work.
- ❖ To make the students view the commercial world beyond books.

### **Challenges**

- ❖ Guiding students to overcome problems related to IT usage, language and analytical skills.
- ❖ To arrange interface sessions among current and old students.
- ❖ To arrange value based programs for the students and faculty members.

### **Future Plans**

- ❖ Conducting corporate interface lectures on regular basis.
- ❖ Developing a Department-level library.
- ❖ Conducting personalit development workshop for students.
- ❖ Forming a Departmental career guidance committee comprising of faculty members, a few representatives from the alumni, and students currently enrolled.
- ❖ Enhancing job-oriented skills of students such as paper presentation, group discussions, peer group interaction, etc.



## Evaluative Report of Department of Economics

- 1. Name of the Department:** Economics
- 2. Year of Establishment:** More than 50 years earlier
- 3. Name of the Programmes/Courses offered:**
  - (a) Undergraduate:** B.A. (H) Economics
  - (b) Post Graduate:** Not Applicable
- 4. Name of Interdisciplinary courses and the Department/unit involved**

Name of course	Department (s)/unit (s) involved
B.A. (H) Economics	English, Hindi, Sanskrit, History, Political Science, Mathematics And Philosophy

- 5. Annual/semester/choice based credit system:** Refer to Table I
- 6. Participation of the department in the courses offered by other department:**
  - ❖ Generic Elective paper in current choice based credit system (CBCS)
  - ❖ Foundation papers in FYUP
  - ❖ B.A. Programme in Economics
  - ❖ B.Sc. Hons. (Physics) in annual mode.
- 7. Courses in collaboration with other university, industries, foreign institutions, etc.:** Nil
- 8. Details of courses/programmes discontinued (if any) with reasons:** Nil
- 9. Number of Teaching posts:**

Teaching Posts	Sanctioned	Filled
Professor	—	—
Associate Professor*	—	01*
Assistant Professor	08	07

\* No direct recruitment, only by virtue of promotion



## 10. Faculty profile

Name	Qualification	Designation	Specialization	Total No. of years of teaching Experience	No. of Ph.D. students guided for last 4 years
Mrs. Rubina S. Naqvi	M.A.	Associate Professor	Micro Economics/Social Choice Theory	32	Nil
Mrs. Archana Aggarwal	M.A.	Assistant Professor	Macro Economics/Political Economy	26	Nil
Dr. Niti Bhutani	Ph.D.	Assistant Professor	Mathematical Methods for Economics	16	Nil
Mrs. Nidhi Dhamija	M.Phil.	Assistant Professor	Public Economics/Macro Economics	15	Nil
Dr. Pooja Saxena	Ph.D.	Assistant Professor	International Economics/Development Economics	9	Nil
Shri Chandan Singha	M.Phil.	Assistant Professor	Econometrics/Environment and Natural Resource Economics	11	Nil
Shri Abdul Rasheed C. K.	M.Phil.	Assistant Professor	Financial Economics	05	Nil
Dr. Abdul Rahim Ansari	Ph.D.	Assistant Professor	Econometrics/Money and Financial markets	05	Nil
Shri Ravish Kumar (Ad hoc)	M.A.	Assistant Professor	International Economics	1	Nil
Shri Anil Kumar (Ad hoc)	M.A.	Assistant Professor	Statistics	3	Nil
Ms. Arushi Kaushik (Ad hoc)	M.A.	Assistant Professor	Financial Economics	1	Nil
Ms. Saunika (Ad hoc)	M.A.	Assistant Professor	Statistics	1	Nil

## 11. List of senior visiting faculty: Nil

## 12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty

Academic Year/ Semester	Percentage of classes taken by temporary Faculty
2014-15	12.5%
2013-14	25.6%
2012-13	12.5%
2011-12	12.5%
2010-11	12.5%

## 13. Student-Teacher ratio programme wise:

(a) B.A. (H) Economics

Theory	20:1
Tutorials	15:1



**14. Number of academic support staff (technical) and administrative staff, sanctioned and filled: Nil**

**15. Qualification of teaching faculty:**

Qualification	Number
D.Sc.	Nil
D.Litt.	Nil
Ph.D.	03
M.Phil.	03
PG	02

**16. Number of faculty with ongoing projects from (a) National and (b) International funding agencies and grants received: Nil**

**17. Departmental Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and total grants received:**

Shri Chandan Singha – “Revisiting the valuation of soil benefit of watershed in Darjeeling, India”, funded by South Asian Network for Development and Environmental Economics (SANDEE), Kathmandu. ([www.sandeeonline.org](http://www.sandeeonline.org)). Grant received: Rs. 10,52,100/-

**18. Research Centre/Facility recognized by the University: Nil**

**19. (a) Publications per Faculty:** Refer Table II and Annexure I

**(b) Books edited and published by faculty:** Refer Table II and Annexure II

**(c) Participation of faculty in attending and organising Workshops/Seminar/Conferences/other academic Activities:** Refer Table II and Annexure III

**(d) Participation of faculty in administrative and other activities** Refer to Table II and Annexure IV

**20. Areas of consultancy and income generated: Nil**

**21. Faculty as members in National, International and Editorial Board:**

Name of Faculty Member	Membership Details
1. Mrs. Archana Aggarwal	Member of the Faculty of Social Sciences w.e.f. 13 January 2015
2. Mrs. S. Rubina Naqvi	Member of the Faculty of Social Sciences since 2013

**22. Student Project**

**(a) Percentage of students who have done in-house projects including inter departmental/programme: Nil**

**(b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies:** A large number of students join internships, but extensive data is not available.



### 23. Award/Recognitions received by faculty and students-2014-15

Faculty			
Dr. Niti Bhutani		<ul style="list-style-type: none"> <li>❖ Fellowship, Ronald Coase Institute, Philippines Workshop on Institutional Analysis, 2008.</li> <li>❖ Goldhaber Travel Grant, University of Maryland, 2008.</li> <li>❖ Ann G. Wylie Dissertation Fellowship, University of Maryland, 2007- 08</li> </ul>	
Students			
2014-15			
S.No.	Name	No. of students	Name of Scholarship
1	B.A. (H) Economics III yr.	1	V.C. Fund (Delhi University)
2	B.A. (H) Economics III yr.	1	S.A. Fund (College)
2013-14			
1	B.A. (H) Economics II yr.	3	V.C. Fund (Delhi University)
2	B.A. (H) Economics III yr.	2	V.C. Fund (Delhi University)
3	B.A. (H) Economics III yr.	1	Merit Sch. (Bihar Govt.)
2012-13			
1	B.A. (H) Economics I yr.	1	Excluding Creamy Layer
2	B.A. (H) Economics II yr.	1	Excluding Creamy Layer
3	B.A. (H) Economics II yr.	1	Merit Sch. (Bihar Govt.)
4	B.A. (H) Economics II yr.	1	V.C. Fund (Delhi University)
5	B.A. (H) Economics III yr.	1	V.C. Fund (Delhi University)
6	B.A. (H) Economics I yr.	1	Merit Sch. (Manipur Govt.)
7	B.A. (H) Economics II yr.	1	Post Matric Sch. (Jharkhand)
8	B.A. (H) Economics II yr.	1	Premvati Raghurib Singh
9	B.A. (H) Economics III yr.	1	Fee-Concession (College)
10	B.A. (H) Economics II yr.	3	S.A. Fund (College)
11	B.A. (H) Economics II yr.	2	Fee-Concession (College)
2011-12			
1	B.A. (H) Economics II yr.	1	V.C. Fund (Delhi University)
2	B.A. (H) Economics I yr.	1	Matrikirpa Dharmarth Nyas
3	B.A. (H) Economics I yr.	1	S.A. Fund (College)
4	B.A. (H) Economics II yr.	1	S.A. Fund (College)
5	B.A. (H) Economics III yr.	2	S.A. Fund (College)
2010-11			
1	B.A. (H) Economics I yr.	1	Merit Sch. (Manipuri Govt.)
2	B.A. (H) Economics II yr.	1	Dr. B.K. Anand Benevolent
3	B.A. (H) Economics I yr.	1	S.A. Fund (College)
4	B.A. (H) Economics II yr.	2	S.A. Fund (College)
6	B.A. (H) Economics II yr.	1	Rajiv Mehra Mem. (College)



#### 24. List of eminent academicians and scientists / visitors to the department

S.No.	Name of scientists / visitors	Year
1.	Prof. Jayati Ghose, JNU Prof. Michael Henrich (University of Berlin)	2014-15
2.	Prof. Jayati Ghose, JNU Prof Ritika Khera, IIT DELHI Prof. Surajit Mazumdar, Ambedkar University	2013-14
3.	Dr. Biswajit Dhar (RIS)	2011-12
4.	Dr. Nagesh Kumar, RIS Shri Suhail Kassim, World Bank Prof. Sukhpal Singh, IIM, Ahmedabad Prof. Surajit Mazumdar, Ambedkar University	2010-11

#### 25. Seminars / Conferences/ Workshop organized and the source of funding:

Details of Seminar/Conference/Workshop	Year	Source of Funding
Lecture on “Contribution of Women in Economic Activities”	2014	Hindu College
Talk on “The Troubled Rupee: Structural Root of Volatility	2014	Hindu College
Seminar on “Global Finance: A Practitioner’s Prospective”	2010	Hindu College

#### 26. Student Profile programmes / course wise:

Year	Selected	Enrolled		Pass Percentage
		*M	*F	
2014-15	69	35	34	100%
2013-14	71	42	29	100%
2012-13	60	32	28	100%
2011-12	55	27	28	100%
2010-11	64	37	27	—

\*The pass percentage has been calculated as the total number of students appeared in part III of the exam in the said academic year minus the number of students that failed

#### 27. Diversity of Students:

Year	% of students from the same state	% of students from the other states	% of students from abroad
2014-15	35.2	62	2.8
2013-14	41.9	54.1	4
2012-13	41	57.4	1.6
2011-12	40	60	0
2010-11	38.8	56.7	4.5



**28. Students who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services and Defence services, etc.:** A large number of students clear and excel in various entrance exams but comprehensive data is not available.

### 29. Student progress

Student progress	Against % enrolled
UG to PG	No Provision for P.G.
Employed Campus Selection* Other than Campus Recruitment	15 students during 2014-15

\* As per college placement society (*Disha*) report. Please refer Criterion V.

### 30. Details of Infrastructural facilities

**a) Library:** Each year, the Department adds new books/editions to keep an up-to-date selection of research material available for its students. The Department also boasts a departmental library.

Year	Vol./Books	Grant (Rs.)	Expenditure (Rs.)
2010-11	25	22,099/-	21,852/-
2011-12	39	22,516/-	23,871/-
2012-13	49	25,460/-	26,870/-
2013-14	40	34,004/-	32,425/-
2014-15	44	34,004/-	34,048/-

**b) Internet facilities for staff and students:** Internet facility is available for both teachers and students of the College through wi-fi services and computer lab.

**c) Class rooms with ICT facility:** Two out of three classrooms have ICT facility

**d) Laboratories:** Nil

**31. Number of students receiving financial assistance from College, University, Government or other agencies.**

Year	Number of Students
2014-15	2
2013-14	6
2012-13	14
2011-12	6
2010-11	6



### 32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:

Year	Details of Enrichment Activity
2014-15	<ol style="list-style-type: none"><li>1. Department of Economics organised a workshop during September 2014, in which the eminent scholar Prof. Michael Henrich of the university of Berlin also participated.</li><li>2. The annual festival of department, "L'Economiste" was held in February in which Prof. Jayati Ghosh of JNU delivered the inaugural lecture, on "Contribution of Women in Economic Activities".</li><li>3. The Department's Ranjan Roy Memorial Debate was also organized as part of the festival.</li><li>4. Students and teachers attended a lecture titled "Seizing India's Moments" by Christine Lagarde (Managing Director, IMF).</li></ol>
2013-14	<ol style="list-style-type: none"><li>1. The annual festival of the Department, "L'Economiste" was held in February, which comprised paper presentations, group panel discussion and games.</li><li>2. Ranjan Roy Memorial Lecture.</li><li>3. Students and teachers attended a one-day workshop at the Reserve Bank of India.</li></ol>
2012-13	<ol style="list-style-type: none"><li>1. Department annual festival</li><li>2. Ranjan Roy Memorial Lecture</li></ol>
2011-12	<ol style="list-style-type: none"><li>1. Department annual festival</li><li>2. Ranjan Roy Memorial Lecture</li></ol>
2010-11	<ol style="list-style-type: none"><li>1. Department annual festival</li><li>2. Ranjan Roy Memorial Lecture</li></ol>

### 33. Teaching methods adopted to improve student learning:

1. Department classrooms are well equipped with projector facilities
2. PowerPoint Presentations: As part of internal evaluation and special lectures.
3. Online Games: To give students a better idea of the functioning of financial markets, and practice in analyzing intricacies of game theories.
4. Mathematical and Statistical Software: Uses of popular statistical and econometrics software as part of academic training and practical knowledge.
5. Trips and Surveys: Trips to reputed financial institution like RBI and field surveys to enhance general awareness and experience of practical problems.

### 34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Department students are active participants in the *Swachh Bharat Abhiyan* and other activities held in the College.

### 35. SWOC analysis of the Department and future plans

#### Strengths

The Department of Economics of Hindu College is one of the most prestigious departments in Delhi University. Its vibrant faculty, quality students, classroom infrastructure are its basic strengths, and its career-oriented curriculum and



academically competitive environment provide additional advantages. Strong focus on classroom teaching along with subject related field surveys, department visits, movie screenings, etc. provide empirical and practical exposure to both faculty and students. The faculty members are easily accessible and maintain a flexible and cordial balance between co-curricular and extracurricular activities in the interest of students. They are actively involved in research and guidance and keep themselves and students academically updated.

### **Weaknesses**

Insufficient infrastructure in terms of classroom space, Department library and lack of faculty cabins are the basic issues that need to be addressed. Particularly, the Department library needs to be developed into a space where all relevant research materials as well as prescribed textbooks can be brought together for the use of teachers as well as students of the Department.

### **Opportunities**

The new syllabi coming into effect under Choice Based Credit System (CBCS) will make it possible to teach courses involving application of knowledge for solving problems in real-life situations. They would also provide the Department an opportunity, through its Generic Elective (GE) courses, to expose students from other disciplines to the frontier of economic science.

Seeing an increasing demand, the Department hopes to get sufficient infrastructure support to sustain teaching for more than one section.

### **Challenges**

- ❖ Size of the classrooms with respect to the number of students that have to be accommodated.
- ❖ Insufficient space to carry out research activities makes it a challenge to combine teaching and research simultaneously.
- ❖ Catering to the diversity of students with regard to medium of teaching is also sometimes a challenge, which the Department tries its best to overcome.

### **Future Plans**

- ❖ To accommodate more students;
- ❖ To provide Department rooms;
- ❖ To acquire statistical and econometric software packages for students' training;
- ❖ Arrangement of computer labs;
- ❖ Enhancement of Department library; and
- ❖ Focus on educational trips and tours to gain practical knowledge of the subject.



## Evaluative Report of Department of English

- 1. Name of the Department:** English
- 2. Year of Establishment:** 1899, since the inception of the College
- 3. Name of the Programmes/Courses offered:**
  - (a) Undergraduate: B.A. (H) English
  - (b) Postgraduate: M.A. (English)

**4. Name of Interdisciplinary courses and the Department/unit involved**

Name of course	Department (s)/unit (s) involved
B.A. (H) English	Hindi, Sanskrit, History, Political Science, Economics, Philosophy, Sociology

- 5. Annual/semester/choice based credit system:** Refer to Table I
- 6. Participation of the department in the courses offered by other department:**

English as Language (Qualifying or otherwise), is offered to all Humanities, Social Science and Science Departments.
- 7. Courses in collaboration with other university, industries, foreign institutions, etc:**

Nil
- 8. Details of courses/programmes discontinued (if any) with reasons:** FYUP has been discontinued as per the directions of the University
- 9. Number of Teaching posts:**

Teaching Posts	Sanctioned	Filled
Professor	—	—
Associate Professor*	—	02
Assistant Professor	11	09**

\* No direct recruitment, only by virtue of promotion

\*\* 03 Permanent, 06 Ad-hoc



### 10. Faculty profile:

Name	Qualification	Designation	Specialization	No. of years of teaching Experience	No. of Ph.D. students guided for last 4 years
<b>Dr. Suroopa Mukherjee</b>	Ph.D.	Associate Professor (Permanent since 1977)	Elizabethan Tragedy; Victorian Poetry; Oral Histories.	38	Nil
<b>Dr. Tarun Saint</b>	Ph.D.	Associate Professor (Permanent since 1995)	Literature of the Partition	23	Nil
<b>Dr. P.K. Vijayan</b>	Ph.D.	Assistant Professor (Permanent since 1995)	Gender; Masculinities; Nationhood and Nationalism.	23	Nil
<b>Sunil Dua</b>	M.Phil.	Assistant Professor (Permanent since 1997)		21	Nil
<b>Aashma Sharma (on study leave)</b>					Nil
<b>Siddharth Kanoujia</b>	M.Phil.	Assistant Professor (Permanent since 2002)	Victorian Literature, Diaspora Studies, Translation Studies.	13	Nil
<b>Richa Bajaj (on study leave)</b>	M.Phil. Ph.D. (Pursuing)	Assistant Professor (Permanent since 2010)	Modern Indian Literature; Shakespeare	6	Nil
<b>Paresh Chandra</b>	M.Phil.	Assistant Professor (Ad hoc)		3.5	Nil
<b>Sumati Dwivedi</b>	M.Phil.	Assistant Professor (Ad hoc)		2	Nil
<b>Kritika Sharma</b>	M.Phil.	Assistant Professor (Ad hoc)		2.5	Nil
<b>Lalrinchhani Nanoi</b>	Currently pursuing Ph.D.	Assistant Professor (Ad hoc)		1	Nil
<b>Payal Madhia</b>	M.Phil.	Assistant Professor (Ad hoc)		Since January 2015	Nil

### 11. List of senior visiting faculty: Nil

### 12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty

Academic Year	Percentage of lectures delivered by temporary faculty
2014-15	50-55% (approx.)
2013-14	50-55% (approx.)
2012-13	25-29% (approx.)
2011-12	25-29% (approx.)
2010-11	25-29% (approx.)



**13. Student-Teacher ratio programme wise:**

(a) B.A. (H) English

Theory	18:1
Tutorials	10:1

(b) M.A. (English)

Tutorials	20:1
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**14. Number of academic support staff (technical) and administrative staff, sanctioned and filled: Nil**

**15. Qualification of teaching faculty:**

Qualification	Number
D.Sc.	Nil
D.Litt.	Nil
Ph.D.	03
M.Phil.	07
PG	01

**16. Number of faculty with ongoing projects from (a) National and (b) International funding agencies and grants received: Nil**

**17. Departmental Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and total grants received:**

Project	Project Investigator	Funding Agency	Grant (Rs.)
“Effective use of ICTs and other innovative ways to enhance learning in affordable private schools”	Dr. Harinder Kumar, Dr. Sanjeev Sharma (Librarian) and Shri Siddhartha Kanoujia (Department of English)	University of Delhi, Innovation Project	4,00,000/-

**18. Research Centre/Facility recognized by the University: Nil**

**19. (a) Publications per Faculty: Refer Table II and Annexure I**

**(b) Books edited and published by faculty: Refer Table II and Annexure II**

**(c) Participation of faculty in attending and organising Workshops/Seminar/**

**Conferences/other academic Activities: Refer Table II and Annexure III**

**(d) Participation of faculty in administrative and other activities: Refer to Table II and Annexure IV**



**20. Areas of consultancy and income generated:** Nil

**21. Faculty as members in National, International and Editorial Board:** Nil

**22. Student Project**

(a) **Percentage of students who have done in-house projects including inter departmental/programme:** Approx. 35-40%. This comprises organisation of, and participation in projects/events within the Department (such as Annual Departmental fests and seminars), at the inter-college level upto the national (music fests, theatre fests and public performances, quizzes, debates, Model United Nations, etc.); and participation in projects by Delhi University such as Gyanodaya Initiatives, educational trips 'Education on Wheels', etc.

(b) **Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies:** Approx. 40-45% students of the Department have undertaken, and continue to work at, internships, volunteer work, and part-time/ summer employment in organizations including but not limited to news media, advertising/marketing industry, publication including online content generation, education, youth counseling, and youth outreach programmes by prominent organizations and NGOs (United Nations Youth Association of India, United Nations Rio Sustainable Energy for India Initiative, etc.), and film and television production.

**23. Award/Recognitions received by faculty and students, 2014-15**

(a) **Awards/Achievements by faculty**

Shri Siddharth Kanoujia	Awarded a Fulbright Grant for Foreign Language Teaching Assistant Program.
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(b) **Position holders/Award winning students**

Year	Name of the Students	Class	Awards and Recognition
2013-14	Sumati Dwivedi	M.A. (Final)	1. Ist position in the University 2. Principal B.B. Gupta Memorial Medal
	Shailendra Kr. Singh	M.A. (Final)	IIIrd position in the University
2011-12	Kritika Sharma	B.A. (H) III year	1. Ist position in the University 2. Sarup Singh Gold Medal
	Sumati Dwivedi	M.A. (Previous)	1. Ist position in the University 2. Dr. N.S. Pradhan Memorial Medal
2010-11	Jivitesh Vashisht	B.A. (H) III year	1. IInd position in University 2. Ishwar Chandra Memorial Prize



## 24. List of eminent academicians and scientists / visitors to the department

Year	Name of Eminent Visitor
2014-15	Sudeep Sen (poet, translator, artist, and editor), Sami Ahmad Khan (author and editor), Chandrabhas Choudhury (author), Dr. Varavara Rao (Telugu poet), Angshukanta Chakravarty (author), Dr. Suvir Kaul (University of Pennsylvania), Dr. Akhil Katyal (SOAS)
2013-14	Ros Schwartz (award-winning literary translator, <i>Chevalier de l'Ordre des Arts et des lettres</i> ), Dr. Ravi Nandan (Department of Sociology, DU), Dr. Ania Loomba (University of Pennsylvania)
2012-13	Sonya Surabhi Gupta (Jamia Milia), Dr. Geeta Patel (University of Virginia), Tenzin Tsundue (Tibetan poet), Davide Ferri (Musician)
2011-12	Prof. Furrukh Khan (LUMS, Lahore), Dr. Vijaya Venkatraman (Deptt. Of Germanic and Romance Studies, DU), Dr. Leela Gandhi (University of Chicago)
2010-11	Dr. Varavara Rao (Telugu poet), Prof. Susan Vishwanathan (JNU), Dr. Rina Ramdev (SVC)

## 25. Seminars / Conferences/ Workshop organized and the source of funding

Seminar/Conference/Workshop Details	Year	Source of Funding
Panel discussion on "Is there a Hinduite School of Writing?"	2015	Hindu College
Interaction Session with Faculty and Students of LUMS (Lahore University of Management Sciences) on "Oral History of Partition and Partition Literature"	2013	Hindu College
Davide Ferri, Italian musician, conducted a performance and guitar workshop	2012	Hindu College

## 26. Student Profile programmes / course wise:

Name of the Course/ programme (refer question no.4)	Selected	Enrolled		Pass Percentage*
		*M	*F	
2014-2015	55	20	34	100%
2013-2014	169	58	109	100%
2012-2013	53	20	33	97.44%
2011-2012	42	15	27	92.31%
2010-2011	45	18	27	—

\*M = Male \*F = Female, \* The pass percentage has been calculated from the total number of students appeared in part III of the exam in the said academic year minus the number of students that failed.

## 27. Diversity of Students:

Name of the Course	% of students from the same state	% of students from the other states	% of students from abroad
2014-2015	32.7%	42.2%	1.8%
2013-2014	43.19%	55.6%	1%
2012-2013	33.9%	66%	3.7%
2011-2012	38%	61.9%	0
2010-2011	77.7%	22.2%	0



**28. Students who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services and Defence services, etc.:** A large number of students clear and excel in various entrance exams but comprehensive data is not available

**29. Student progress**

Student progress	Against % enrolled
UG to PG	75-80% (2011-12) 40-45% (2010-11)

**30. Details of Infrastructural facilities**

a) **Library:** Each year, the Department adds new books/editions to the College library English section to keep a wide selection of study and research material available for its students.

Academic Year	Volume	Grant (Rs.)	Expenditure (Rs.)
2014-15	98	56,737/-	58,774/-
2013-14	153	59,422/-	58,670/-
2012-13	58	28,820/-	30,521/-
2011-12	74	25,574/-	25,506/-
2010-11	67	24,184/-	24,367/-

The Department has a separate collection of approximately 200 books on various themes and topics pertaining to English literature which is meant for use by the students.

b) **Internet facilities for staff and students:** Available

c) **Class rooms with ICT facility:** 01

d) **Laboratories:** Nil

**31. Number of students receiving financial assistance from College, University, Government or other agencies.**

Academic Year	Course	Number of students	Name of Scholarship
2013-14	B.A. (H) III Year	1	V.C. Fund
	B.A. (H) III Year	1	Prof. R.R. Gupta Scholarship
2012-13	B.A. (H) III Year	1	Prof. R.R. Gupta Scholarship
	M.A. (English) II Year	2	Merit Scholarship (Manipur)
2011-12	B.A.(H) I Year	2	S.A. Fund
		2	Fee Concession
		1	Prof. R.R. Gupta Scholarship
	M.A. (English) I Year	2	Merit Scholarship (Manipur)
		1	Post-Matric Scholarship (Haryana)
	M.A. (English) II Year	1	Merit Scholarship (Manipur)
2010-11	B.A. (H) I Year	1	Merit Scholarship (Arunachal Pradesh)
	B.A. (H) III Year	1	Prof. R.R. Gupta Scholarship



### 32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:

- ❖ The Department Academic Council (which has both faculty and students as members) aims at organizing Wednesday sessions in most weeks. The focus of each session is chosen and driven by students. Especially successful multi-session exercises have been ‘Readings and Discussions on Young Authorship’, ‘Writers on Writing’, open-mike readings by students of their poetry and prose for feedback – in all of which faculty are interlocutors, giving insights and feedback.
- ❖ Student panel discussion ‘Apocalypse How?’ encouraged linking contemporary politics, popular culture (especially American-influenced film and graphic media), and imaginative writing with theories of disaster, apocalypse, monstrosity etc.
- ❖ A talk on comic books, to highlight the inclusion of ‘pop’ media and new graphic media in the scope of literature departments.
- ❖ Creative Writing Workshops are regular events and are fostered by faculty members.
- ❖ Student members and faculty advisors of societies such as Scribe (creative writing) and Vivre (film and photography) regularly organise events such as film screenings and discussion sessions, photography festivals and contests, etc. Vivre members made a student documentary about the College.
- ❖ The Department Library list is regularly updated with student involvement and recommendations taken from both faculty and students for further additions. Book lists are circulated, memberships given and books issued/returned by student and faculty volunteers.
- ❖ Multi-session film screenings and discussions have been held over a semester or a year, covering themes such as ‘Realism’ and ‘Tragedy’.
- ❖ Film Screenings and discussions (*Garam Hawa*, various versions of the *Oresteia*, various stage and film versions of the plays in the course).

### 33. Teaching methods adopted to improve student learning:

The Department has in recent years been focused on innovation in teaching methods and approaches, especially with a view to training students in useful and productive skills. They are trained (through lectures, orientation exercises, tutorials and workshops) to write, research, choose and understand research methodologies, and are introduced to the wide array of further studies and professions which can be open to them. The Department keeps its members (both teachers and students) abreast of the latest developments in literature and allied fields of research and other work.

In addition to regular lectures, the Department adopts the following teaching methods:

- ❖ Orientation lectures in the beginning of the session to ease students’ transition into discipline-based study. The lectures encourage students to develop the academic and theoretical practices of the discipline, while being cognizant of the interdisciplinarity as well.
- ❖ Complementary reading lists are suggested to students to ensure a holistic knowledge of the discipline.
- ❖ Creative writing seminars are held to encourage and teach budding writers.



- ❖ Film screenings are held to supplement the written texts prescribed in the curriculum.
- ❖ Other visual aids like images of paintings are also used to help supplement the lectures.
- ❖ A weekly students' seminar is organized throughout the semester, involving student presentations, book discussions and presentation of original works by students.
- ❖ Other than these, weekly tutorials are held, and it is ensured that these tutorials are interactive as well as participatory. Students are encouraged to make presentations and take part in group discussions.
- ❖ Guest lecturers, specializing in particular areas of the discipline and in other fields of knowledge, are invited to interact with the students.

#### **34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

Students of the Department take part in ISR Activities through forums such as NSS, NCC and others. Several of the present students have been members of the National Service Scheme NSS (Health, Women's Developments and Education Cells), participating in projects on School Education, Blood Donation Camps, White Cane Safety Day and the like. The Department has always emphasised the development of a social conscience and the links between the academy and society, especially in terms of our students being made capable of devising tools, both intellectual and practical, for intervention in and contribution to the community.

#### **35. SWOC analysis of the Department and future plans**

##### **Strengths**

The chief strength of the Department has always been a well-qualified faculty, trained and specialising in a wide variety of literary critical domains. They are dedicated researchers as well as committed educationists, as is evidenced by their continuing and varied publications. They are active participants in the intellectual life of the University and outside, being frequent participants in seminars, international and national conferences, and other circles of academic production with peers in many fields.

The work and its output in terms of highly-skilled human resource-production is not limited to the field of literary studies and the academy – alumni have entered professions such as law, translation, journalism and other media, writing, corporate management, and entrepreneurship; as well as higher studies in other disciplines such as sociology, political science and history.

##### **Opportunities**

The Department serves not only students of English but of many Departments in the Humanities, Social Sciences and Sciences. The faculty teaches a wide variety of courses addressed to different needs and competencies – from basic to advanced language courses, from technical to creative writing, and from courses in cultural diversity to courses in translation. This demands a diverse and constantly expanding skill-set.



The Department has fostered skill-development in students, focusing not only on progression in English academia but also interdisciplinary research, leadership and organization skills, and language and communication skills that enable them to enter a wide variety of fields. Departmental seminars, discussion sessions, Academic Council (weekly) events, and the Annual Departmental literary fest and Lalita Subbu Memorial Lecture are all opportunities for students to interact with each-other, the faculty, and visitors and explore the many fields that are open to them after their degrees in the Department. The wide scope and variety of fields and employments, both in the profile of our current student body's volunteer and internship work, and in the data on our alumni, bring this out. Students of the Department become involved in extracurricular, enrichment, skill-enhancing and socially productive activities through Department committees and activity groups such as Vivre (photography and film), Masque (theatre), creative writing circles, the Department Academic Council, organisation of the Department fest "Bacchanalia", and the like. Such involvement is also a springboard to College-level committees and groups, from the Student Parliament to theatre, music, drama and other societies.

### **Challenges**

Improved infrastructure for handling larger and more varied classes, as well as for experimenting with more innovative methods of teaching, would be a valuable improvement to the Department's capacities.

### **Future Plans**

The Department hopes to build on its existing base of sound pedagogical capabilities and long-established and constantly-updated practices, to further enhance our professional competences and expand the range of our fields of interest, specialisations, and approaches we can offer to students and peers. The Department is fully cognizant of the challenges and changing scenarios today, and proposes to actively orient itself towards more varied and versatile skill-building, without sacrificing its core strengths and long reputation for academic rigour.



## Evaluative Report of Department of Hindi

- 1. Name of the Department:** Hindi
- 2. Year of Establishment:** More than 100 years earlier
- 3. Name of the Programmes/Courses offered:**
  - (a) Undergraduate: B.A. (H) Hindi
  - (b) Postgraduate: M.A. (Hindi)
- 4. Name of Interdisciplinary courses and the Department/unit involved**

Name of course	Department (s)/unit (s) involved
B.A. (H) Hindi	Political science, Philosophy, History, Sanskrit, Sociology

- 5. Annual/semester/choice based credit system:** Refer to Table I
- 6. Participation of the department in the courses offered by other department:**

Courses are taught to the Departments of Sanskrit, Music, Political Science, History, Philosophy, Commerce, and Sociology. The Department also teaches the generic elective courses in the CBCS scheme.
- 7. Courses in collaboration with other university, industries, foreign institutions, etc:** Nil
- 8. Details of courses/programmes discontinued (if any) with reasons:** FYUP has been discontinued as per the directions of the University
- 9. Number of Teaching posts:**

Teaching Posts	Sanctioned	Filled
Professor	—	—
Associate Professor*	—	04
Assistant Professor	08	04**

\* No direct recruitment, only by virtue of promotion

\*\* 03 Permanent, 01 Ad-hoc



### 10. Faculty profile:

Name	Qualification	Designation	Specialization	No. of years of teaching Experience	No. of Ph.D. students guided for last 4 years
Dr. Vijaya Sati	M.A., Ph.D.	Associate Professor	Modern Poetry	39	1
Dr. Rameshwar Rai	M.A., M.Phil., Ph.D.	Associate Professor	Modern Poetry	24	4 Awarded 2 Ongoing
Shri Abhay Ranjan	M.A., M.Phil.	Assistant Professor	<i>Bhasha Vigyan</i>	13	Nil
Dr. Harinder Kumar	M.A., Ph.D.	Associate Professor	Medieval Poetry	15	1
Dr. Rachna Singh	M.A., M.Phil., Ph.D.	Associate Professor	Modern Poetry	18	2 Awarded 3 Ongoing
Dr. Bimlendu Tirthunker	M.A., Ph.D.	Assistant Professor	Medieval Poetry	10	1 Ongoing
Dr. Pallav Kumar Nandwana	M.A., Ph.D.	Assistant Professor	Modern Short Story Hindi Fiction	13	Nil
Dr. Arvind Kumar Sambal (Ad hoc)	M.A., Ph.D.	Assistant Professor	Modern Short Stories, <i>Stri Vimarsh</i>	04	Nil

### 11. List of senior visiting faculty: Nil

### 12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty

Academic Year/ Semester	Percentage of classes taken by temporary Faculty
2014-15	24%
2013-14	36%
2012-13	23%
2011-12	15%
2010-11	12.5%

### 13. Student-Teacher ratio programme wise: B.A. (H) Hindi

Theory	21:1
Tutorials	08:1

### 14. Number of academic support staff (technical) and administrative staff, sanctioned and filled: Nil

### 15. Qualification of teaching faculty:

Qualification	Number
D.Sc.	Nil
D.Litt.	Nil
Ph.D.	07
M.Phil.	01
PG	—



**16. Number of faculty with ongoing projects from (a) National and (b) International funding agencies and grants received: Nil**

**17. Departmental Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and total grants received:**

Project	Project Investigator	Funding Agency	Grant (Rs.)
“Effective use of ICTs and other innovative ways to enhance learning in affordable private schools”	Dr. Harinder Kumar, Dr. Sanjeev Sharma (Librarian) and Shri Siddhartha Kanoujia (Department of English)	University of Delhi, Innovation project	4,00,000/-
“Vaishvikaran aur Hindi Kahani”	Dr. Pallav Nandwana	UGC	1,75,000/-

**18. Research Centre/Facility recognized by the University: Nil**

**19. (a) Publications per Faculty:** Refer Table II and Annexure I

**(b) Books edited and published by faculty:** Refer Table II and Annexure II

**(c) Participation of faculty in attending and organising Workshops/Seminar/ Conferences/other academic Activities:** Refer Table II and Annexure III

**(d) Participation of faculty in administrative and other activities:** Refer to Table II and Annexure IV

**20. Areas of consultancy and income generated: Nil**

**21. Faculty as members in National, International and Editorial Board:**

Name of Faculty Member	National Editorial Board	Position
Dr. Pallav Nandwana	Banaas Jan, ISSN No. 2231-6558	Chief Editor

**22. Student Project**

**(a) Percentage of students who have done in-house projects including inter departmental/programme: Nil**

**(b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies: < 1%**

**23. Award/Recognitions received by faculty and students-2014-15**

**Recognitions received by teachers:**

- ❖ Dr. Vijaya Sati, Visiting Professor, ICCR Hindi Chair, ELTE University, Budapest (Hungary) 2011—2013
- ❖ Dr. Vijaya Sati, Professor, Hindi Department, Hankuk University of Foreign Studies, Seoul (South Korea) 2014—2015
- ❖ Dr. Vijaya Sati, Speaker, 3rd Busan International Literature Festival, Busan (South Korea) 2014.
- ❖ Dr. Rameshwar Rai was handpicked by the Government of India as a member of delegation to participate in *Vishwa Hindi Sammelan* in Johannesburg, South Africa in 2012.



- ❖ Dr. Harinder Kumar was chosen for the Best ANO Award by DG, NCC, 2010.
- ❖ Dr. Pallav Kumar Nandwana was honoured with the Dr Ghasiram Varma *Sahitya Puraskar* sponsored by *Prayas Sansthan*, Churu, Rajasthan, for his literary criticism, 2013.
- ❖ Dr. Pallav Kumar Nandwana was honoured with the *Aacharya Niranjan Nath Pratham Kriti Samman* sponsored by *Sambodhan Magazine*, Rajsamand, Rajasthan, for his book *Kahani Ka Loktantra*, 2012

#### Awards received by students:

(a) Fellowship/Award: Nil

(b) Position Holders—Students

- ❖ 2014-15: Ghanshyam Das Swami, Gold Medal in B.A. Hons. (Hindi), Delhi University
- ❖ 2012-13: Shashi Shekhar, Gold Medal in B.A. Hons. (Hindi), Delhi University
- ❖ 2012-13: Kumar Saurabh, Gold Medal in M.A. (Hindi), Delhi University
- ❖ 2011-12: Sandeep Tirkey, Gold Medal in B.A. Hons. (Hindi), Delhi University
- ❖ 2010-11: Ashu Mishra, Gold Medal in M.A. (Hindi), Delhi University

#### 24. List of eminent academicians and scientists / visitors to the department

Session	Name	Date of Lecture
2014-15	Dr Mukesh Garg, Reader, Dept. of Hindi, D.U., Delhi	26 March 2015
2014-15	Smt. Mridula Garg, Sahitya Academy Winner Novelist, Delhi	26 March 2015
2014-15	Prof. Namvar Singh, Senior Critic, Delhi	25 March 2015
2014-15	Dr Sanjay Kumar, Reader, Dept. of Hindi, D.U., Delhi	25 March 2015
2014-15	Prof. Ramdhari Singh Diwakar, Noted Novelist, Patana	31 January 2015
2014-15	Prof. Madhav Hada, HOD, Hindi, M.L.S.U., Udaipur	31 January 2015
2014-15	Sh. Raju Sharma, IAS, Noted Novelist, Delhi	30 January 2015
2014-15	Prof. Apoorvanand, Noted Critic, Delhi	27 January 2015
2014-15	Prof. Dilip Simion, Gandhian Thinker, Delhi	27 January 2015
2014-15	Sh. Akhilesh, Editor, Tadbhav, Lucknow	21 January 2015
2013-14	Sh. Sanjiv, Noted Novelist, Delhi	11 March 2014
2013-14	Dr. Ramesh Upadhyay, Editor, <i>Kathan</i> , Delhi	10 January 2014
2013-14	Dr. Harish Nawal, Noted writer, Delhi	10 January 2014
2013-14	Sh. Shailendra Chauhan, Editor <i>Dharti</i> , Jaipur	10 January 2014
2014-15	Prof. Nirmala Jain, Ex. HOD, Hindi, D.U., Delhi	30 August 2014
2014-15	Prof. Gopeshwar Singh, Ex. HOD, Hindi, D.U., Delhi	08 September 2014
2014-15	Prof. Jeevan Singh, Noted Critic, Alwar	08 September 2014
2013-14	Prof. Asghar Wajahat, Noted Dramatist, Delhi	04 April 2014
2013-14	Sh. Anoop Trivedi, Noted Theater Artist, Delhi	04 April 2014
2013-14	Prof. Harimohan Sharma, HOD, Hindi, D.U., Delhi	03 April 2014
2013-14	Prof. Ashutosh Mohan, Noted English Critic, Delhi	03 April 2014
2013-14	Prof. Kedarnath Singh, Sahitya Academy Winner Poet, Delhi	03 April 2014
2013-14	Sh. Ibbar Rabbi, Noted Poet, Delhi	03 April 2014



Session	Name	Date of Lecture
2013-14	Sh. Ramkumar Krishak, Noted Poet, Delhi	03 April 2014
2013-14	Sh. Gulzar, Eminent Film Director and Poet, Mumbai	25 October 2013
2013-14	Dr Dushyant, Noted Young Story Writer, Jaipur	23 September 2013
2012-13	Sh. Manglesh Dabral, Sahitya Academy winner Poet, Delhi	05 April 2013
2012-13	Sh. Vishnu Nagar, Editor, Shukrawar, Delhi	05 April 2013
2012-13	Sh. Prabhat, Noted Young Poet, Sawai Madhopur	05 April 2013
2012-13	Prof. Gopeshwar Singh, Ex. HOD, Hindi, D.U., Delhi	04 April 2013
2012-13	Prof. Ashutosh Mohan, English Dept, GGSIPU, Delhi	04 April 2013
2012-13	Jb. Asad Jaidi, Noted Poet, Delhi	04 April 2013
2012-13	Sh. Bhagwandas Morwal, Noted Novelist, Delhi	04 April 2013
2012-13	Sanjay Chauhan, Film Director, Mumbai	20 February 2013
2012-13	Dr. Vishwanath Tripathi, Noted Critic, Delhi	30 October 2012
2012-13	Dr. Ajit Kumar, Noted Critic, Delhi	30 October 2012
2012-13	Sh. Om Thanvi, Editor, Jansatta, delhi	25 September 2012
2012-13	Prof. Kashinath Singh Ex. HOD, Hindi, B.H.U., Varanasi	05 November 2012
2011-12	Prof. Asghar Wajahat, Ex. HOD, Hindi, J.M.I., Delhi	31 March 2012
2011-12	Prof. Gopeshwar Singh, HOD, Hindi, D.U., Delhi	30 March 2012
2011-12	Prof. Nirmala Jain, Ex. HOD, Hindi, D.U., Delhi	30 March 2012
2011-12	Dr. Jitendra Shrivastva, Reader, IGNOU, Delhi	30 March 2012
2011-12	Prof. Nandkishor Acharya, Eminent Poet, Bikaner	18 October 2011
2011-12	Prof. Takeshi Fujui, Tokiyo University, Japan	18 August 2011
2011-12	Prof. Suresh Rituparna, Hindi Writer, Japan	18 August 2011
2011-12	Dr. Mamta Kaliya, Editor HINDI, MGAGVV, Wardha	18 August 2011
2011-12	Dr. Anamika, Eminent Poet, New Delhi	06 September 2011
2010-11	Prof. Gopal Rai, Ex. HOD, Hindi, Patna University, Patana	15 December 2010
2010-11	Prof. Abdul Bismillah, Ex. HOD, Hindi, JMI, Delhi	15 December 2010
2010-11	Prof. Nirmala Jain, Ex. HOD, Hindi, D.U., Delhi	15 December 2010
2010-11	Dr. Prayag Shukla, Eminent Poet, Delhi	15 December 2010
2010-11	Smt. Raji Seth, Noted Novelist, Delhi	15 December 2010
2010-11	Prof. Namwar Singh, Chancellor, MGAGVV, Wardha	14 December 2010
2010-11	Prof. Ashok Vajpeyi, Ex. V.C. MGAGVV, Wardha	14 December 2010
2010-11	Prof. Nityanand Tiwari, Ex. HOD, Hindi, D.U., Delhi	14 December 2010
2010-11	Prof. Kedarnath Singh, Ex. HOD, Hindi, JNU, Delhi	14 December 2010
2010-11	Dr. Gobind Prasad, Eminent Poet, Professor, JNU, Delhi	14 December 2010
2010-11	Prof. Gopeshwar Singh, HOD, Hindi, D.U., Delhi	14 December 2010

## 25. Seminars / Conferences/ Workshop organized and the source of funding

### (a) National

Seminar/Conference/Workshop	Year	Source of Funding
Seminar on “Sahitya Aur Patrakarita”	2015	Corporate Sponsorship
Two-day National Seminar on “Aaj kay Prashn and Agyeya”	2010	University Grants Commission and Hindu College

### (b) International: Nil



## 26. Student Profile programmes / course wise:

Name of the Course/programme	Selected	Enrolled		Pass Percentage*
		*M	*F	
2014-15	56	44	12	100%
2013-14	87	54	33	100%
2012-13	44	26	18	100%
2011-12	47	31	16	100%
2010-11	35	26	09	—

\*The pass percentage has been calculated from the total number of students appeared in part III of the exam in the said academic year minus the number of students that failed.

## 27. Diversity of Students:

Name of the Course	% of students from the same state	% of students from the other states	% of students from abroad
2014-15	50	50	0
2013-14	57.47	42.52	0
2012-13	45.45	54.54	0
2011-12	59.57	38.29	2.1%
2010-11	40	60	0

**28. Students who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services and Defence services, etc.:** The students clear and excel in various entrance exams but comprehensive data is not available. Some are as follows

- ❖ 2014, UGC-JRF: six students
- ❖ 2014, UGC-NET: two students
- ❖ 2013, BPSC: one student
- ❖ 2013, UGC-NET: one student
- ❖ 2013, UGC-JRF: one student

## 29. Student progress

Student progress	Against % enrolled
UG to PG	25% (2011-12) 20% (2010-11)

## 30. Details of Infrastructural facilities

**a) Library:** Each year, Department of Hindi adds new books/editions to enrich the library for the accessibility of the books to students



Session	Volume	Budget (Rs.)	Actual Exp. (Rs.)
2014-15	181	41,343/-	42,140/-
2013-14	149	40,448/-	39,119/-
2012-13	131	23,080/-	22,898/-
2011-12	119	23,350/-	22,723/-
2010-11	122	23,350/-	24,567/-

b) Internet facilities for staff and students: Available

c) Classrooms with ICT facility: Nil

d) Laboratories: NA

**31. Number of students receiving financial assistance from College, University, Government or other agencies.**

Year	2014-15	2013-14	2012-13	2011-12	2010-11
<b>Source of Funding</b>	<b>Number of Students</b>				
University	23	60	41	20	01
College	42	09	21	37	14
Government	00	01	18	05	09
Other	14	05	08	13	08
<b>Total</b>	<b>79</b>	<b>75</b>	<b>88</b>	<b>74</b>	<b>32</b>

**32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:**

(a) With external experts: Film screenings

Session	Film	Expert	Students
2013-14	<i>Dharm</i>	Shri Vineet Kumar	M.A. and B.A.
2012-13	<i>Pan Singh Tomar</i>	Shri Sanjay Chauhan	M.A. and B.A.
2011-12	<i>Ek Ruka Hua Faisla</i>	Shri Mihir Pandya	M.A. and B.A.

College Seminar: *Abhidha*

Session	Advisor	Main Expert	Sponsorship by Boys Fund (Rs.)
<b>2014-15</b>	Dr. B. Thirthunkur	Prof. Namwar Singh, Smt. Mridula Garg	13,000/-
<b>2013-14</b>	Dr. Pallav	Prof. H.M. Sharma, Prof. Kedarnath Singh	17,800/-
<b>2012-13</b>	Dr. Pallav	Prof. Ashutosh Mohan, Jb. Asad jaidi	14,740/-
<b>2011-12</b>	Dr. R. Rai	Prof. Gopeshwar Singh, Prof. A.Wajahat	11,720/-
<b>2010-11</b>	Shri A. Ranjan	Prof. Shtrughn Kumar, Hariram Meena	—



### **33. Teaching methods adopted to improve student learning:**

The Department organizes nature walks and visits to literary heritages sites such as Garden of Five Senses, Rashtrapati Bhawan, Sansad Bhawan, Lodhi Garden. The Department also invites writers and speakers of repute.

### **34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

Many students are involved in ISR Activities through various societies and activities of the College like Anti-Ragging, Discipline Maintenance, NSS, NCC, *Swachha Bharat* Mission etc.

### **35. SWOC analysis of the Department and future plans**

#### **Strengths of the Department**

- ❖ Most promising students from all over India come to us.
- ❖ The Department is the proud inheritor of a rich legacy of teachers and the same is being carried forward by its young teachers.

#### **Weakness of the Department**

- ❖ Lack of infrastructure.
- ❖ Lack of Departmental library.

#### **Opportunities**

- ❖ Seminars and conferences related to core and interdisciplinary areas.
- ❖ Research in core and interdisciplinary areas through major and minor projects.

#### **Challenges**

- ❖ It is our endeavor that the students passing out from the Department attain higher positions in the administrative services. Although the situation in research, teaching and various sectors of government services is fairly satisfactory, we'll have to put in extra efforts for getting similar results in administrative services.
- ❖ Although the faculty actively undertakes student-related educational research, the funding for the same is minimal as research grants under the said head are scarce.
- ❖ Dedicated space is required for the students and faculty to pursue research and additional projects without hindrance.

#### **Future Plans**

- ❖ Establishment of Departmental library.
- ❖ More specific programmes for students and researchers.



## Evaluative Report of The Department of History

- 1. Name of the Department:** History
- 2. Year of Establishment:** The History Department was originally part of the Department of Political Science. The two departments were bifurcated in the 1950s.
- 3. Name of the Programmes/Courses offered:**
  - (a) Undergraduate: B.A. (H) History
  - (b) Postgraduate: M.A. (History)
- 4. Name of Interdisciplinary courses and the Department/unit involved**

Name of course	Department (s)/unit (s) involved
B.A. (H) History	Departments of Political Science, Philosophy, Economics, Sociology, English, Hindi, Mathematics, Statistics, Sanskrit, Commerce

Under erstwhile FYUP mode, all subjects available as Honours courses were taught to History students.

- 5. Annual/semester/choice based credit system:** Refer to Table I
- 6. Participation of the department in the courses offered by other department:**

B.A. (H) Sociology, B.A. (H) Political Science, B.A. (H) Economics, B. A. (H) Philosopy, B.A. (H) Hindi, B. A. (H) Sanskrit, B.A. (H) Political Science, B. A. (H) Statistics, B.A. (H) Music, B.A. (H) English. The Department also taught a foundation course to all other departments under the erstwhile FYUP mode.
- 7. Courses in collaboration with other university, industries, foreign institutions, etc:** Nil
- 8. Details of courses/programmes discontinued (if any) with reasons:** FYUP has been discontinued as per the directions of the University
- 9. Number of Teaching posts:**

Teaching Posts	Sanctioned	Filled
Professor	—	—
Associate Professor*	—	02
Assistant Professor	08	06**

\* No direct recruitment, only by virtue of promotion

\*\* 04 Permanent, 02 Ad-hoc



### 10. Faculty profile:

Name	Qualification	Designation	Specialization	Total No. of years of teaching Experience	No. of Ph.D. students guided for last 4 years
Dr. Ratan Lal	M.A., MPhil, Ph.D.	Associate Professor	Ancient Indian History	15	Nil
Dr. Archana Verma	M.A., M.Phil., Ph.D.	Associate Professor	Modern Indian History	20	Nil
Dr. Shankar Kumar	M.A., M.Phil., Ph.D.	Assistant Professor	Ancient Indian History	13	Nil
Mr. Ahmad Hasan	M.A., M.Phil.	Assistant Professor	Medieval Indian History	18.5	Nil
Dr. S. Gunasekaran (On Lien)	M.A., M.Phil., Ph.D.	Assistant Professor	Pre Modern South Indian History	6	Nil
Ms. Rachna Singh (On Leave)	M.A., M.Phil.	Assistant Professor	Modern Indian History	11	Nil
Mr. Piyush Kumar Tiwari (Ad hoc)	M.A., MPhil.	Assistant Professor	Modern Indian History	2yrs 9 months	Nil
Mr. R.B. Azad Choudhary (Ad hoc)	M.A., M.Phil.	Assistant Professor	Medieval Indian History	Approx 7 months	Nil
Ms. Sonam Sharma (Ad hoc)	M.A., M.Phil.	Assistant Professor	Modern Indian History	Approx 8 months	Nil
Dr. Tuisem N.K. (Ad hoc)	M. A., M.Phil., Ph.D.	Assistant Professor	Modern Indian History	1 year 11 months	Nil
Suchitra Gupta (Retired 2015)	M.A.	Associate Professor	Modern Indian History	44	Nil
Dr. Devki Nandan Gupta (Retired 2010)	M.A., Ph.D.	Associate Professor	Modern Indian History	42 years 11 months	Nil
Ms. Tripti Deo (Ad hoc)	M.A., M.Phil.	Assistant Professor	Medieval Indian History	4 yrs 6 months	Nil
Ms. Aparajita Bhattacharya (Ad hoc)	M.A., M.Phil.	Assistant Professor	Ancient Indian History	8 months	Nil
Mr. Vikas Kumar (Ad hoc Nov. 2010 to March 2014)	M.A., M.Phil.	Assistant Professor	Ancient Indian History	5	Nil
Ms. Saroj Kumari (Ad hoc)	M.A., M.Phil.	Assistant Professor (Ad hoc)	Modern Indian History	1 month	Nil

### 11. List of senior visiting faculty: Nil

### 12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty

Year	Total No of Deptt.		Handled by temp/Ad Hoc Staff		Percentage of Difference	
	Lectures	Tutorials	Lectures	Tutorials	Lectures	Tutorials
2014-15	96	72	24	12	25%	16%
2013-14	96	72	36	18	37%	25%
2012-13	96	72	30	15	31%	20.8%
2011-12	96	72	24	12	25%	16%
2010-11	96	72	12	6	12.5%	8%



**13. Student-Teacher ratio programme wise: B.A. (H) History**

Theory	20:1
Tutorials	08:1

**14. Number of academic support staff (technical) and administrative staff, sanctioned and filled: Nil**

**15. Qualification of teaching faculty:**

Qualification	Number
D.Sc.	Nil
D.Litt.	Nil
Ph.D.	06
M.Phil.	02
PG	Nil

**16. Number of faculty with ongoing projects from (a) National and (b) International funding agencies and grants received: Nil**

**17. Departmental Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and total grants received: Nil**

**18. Research Centre/Facility recognized by the University: Nil**

**19. (a) Publications per Faculty: Refer Table II and Annexure I**

**(b) Books edited and published by faculty: Refer Table II and Annexure II**

**(c) Participation of faculty in attending and organising Workshops/Seminar/Conferences/other academic Activities: Refer Table II and Annexure III**

**(d) Participation of faculty in administrative and other activities: Refer to Table II and Annexure IV**

**20. Areas of consultancy and income generated: Nil**

**21. Faculty as members in National, International and Editorial Board:**

Name of Faculty Member	Details of Membership
Dr. Shankar Kumar	1. Member, Empowered Committee on Indian History and Culture, Delhi University, 2013. 2. Member, Task Force on "Enabling the Young Redefining Education", Delhi University, 2012.
Dr. S. Gunasekaran	1. Member, Governing Board, Centre for Education and Communication, Labour Resource Organisation, New Delhi. 2. Member, Academic Advisory Committee, Institute of Social Science, New Delhi and Pondicherry.
Suchitra Gupta (Retired 2015)	Deputy Dean and Secretary of the Culture Council, University of Delhi, from 1998 to 2015.
Dr. D.N. Gupta (Retired 2010)	Editorial board of "Changing Modes of Production", Proceedings of the National seminar organized by the Department of History, Hindu College, 1995.



## 22. Student Project

- a) **Percentage of students who have done in-house projects including inter departmental/programme:** As part of the curriculum under the FYUP Mode, 2013-14, the student participation in the projects for the Foundation Course “Indian History and Culture”, was 100%.
- b) **Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies:** Students of History Department have done internships in different institutes and organisations, e.g., INTACH (Indian National Trust for Art and Cultural Heritage), Teach for India (NGO), The British Council, The *Times* Group, etc. Approximately 30% of the students of History Department were placed in internships although the actual percentage is likely to be on higher side.

## 23. Award/Recognitions received by faculty and students—2014-15

### (a) Awards/Achievements by faculty

Name of Faculty Member	Award/Achievement
Dr. Shankar Kumar	Vice-Chancellor’s Fellow, University of Delhi, 2014.
Rachna Singh	Charles Wallace Short Term Research Grant, 2014-15.
Suchitra Gupta (Retired)	Felicitated by the Old Students Association (OSA) by bestowing Distinguished Alumnus of Hindu College Award, as an educationist and as an artist.

### (b) Position Holders/Award students

Year	Name of the Students	Class	Awards and Recognition
2013-14	Chhavi Kumar	B.A. (H) I year	1. Won Anil Chopra Prize 2. Won Kalawati Gupta Prize
2013-14	Ankit Kumar Gangwar	B.A.(H) II year	Won Rajrani Bhardwaj Prize
2013-14	Vishakha Singh	M.A. (Previous)	Won Bhasin Memorial Prize
2013-14	Manas Srivastava	M.A. (Final)	Won Prof. Papiya Ghosh Prize
2012-13	Shiwani	B.A. (H) I year	1. Won Anil Chopra memorial Prize 2. Won Kalawati Gupta Prize
2012-13	Rohit Rai	B.A. (H) II year	Won Rajrani Bhardwaj Prize.
2012-13	Manas Srivastava	M.A. (Previous)	Won Bhasin Memorial Prize
2012-13	Yogesh Kumar Yadav	M.A. (Final)	Won Prof. Papiya Ghosh Memorial Prize
2011-12	Rohit Rai	B.A. (H) I year	1. Won Anil Chopra Memorial Prize 2. Won Kalawati Gupta Prize
2011-12	Suchita Singh	B.A. (H) II year	Won Rajrani Bhardwaj Prize
2011-12	Dinesh Kataria	M.A. (Final)	Won Prof. Papiya Ghosh Memorial Prize
2010-11	Monika Mangtani	B.A. (H) I year	1. Won Anil Chopra Memorial Prize 2. Won Kalawati Gupta Prize
2010-11	Ritika Joshi	B.A. (H) II year	Won Rajrani Bhardwaj prize
2010-11	Meenakshi	M.A.(Previous)	Won Bhasin Memorial Prize



Year	Name of the Students	Class	Awards and Recognition
2010-11	Maishy Charan	M.A. (Final)	1. Second Position in Delhi University (North Campus) 2. Won Prof. Papiya Ghosh Memorial Prize
2009-10	Indrani Pathak	B.A.(H) I year	1. Won Anil Chopra Memorial Prize 2. Won Kalawati Gupta Prize
2009-10	Diplina Saharia	B.A.(H) II year	Won Rajrani Bhardwaj Prize.
2009-10	Saurav Kumar Rai	M.A. (Previous)	Won Bhasin Memorial Prize.
2009-10	Neethi Ramakrishnan	M.A. (Final)	Won Prof. Papiya Ghosh Memorial Prize

#### 24. List of eminent academicians and scientists / visitors to the department

Year	Eminent Visitors' Details
2014-15	The annual seminar organized on the theme "Unheard Voices of Partition". The eminent speaker was Prof. Salil Mishra, noted historian and the Dean (Academic Services, Ambedkar University).
2013-14	Prof. Mridu Rai (Trinity College, Dublin) delivered a talk titled "When God Chastises: Nationalism, Caste and the Great Bihar Earthquake". The annual seminar was based on the theme "Delhi Through the Ages" with renowned scholars like Prof. Amar Farooqui (Delhi University) and Dr. Shama Mitra Chenoy (Shivaji College, Delhi University).
2012-13	The Department held its annual seminar on the theme of "River as the Cradle of Civilization" with eminent speakers Prof. R.C. Thakran (Delhi University) and Prof. Himanshu Prabha Ray (Chairperson, National Monuments Authority and Jawaharlal University).
2011-12	During this academic year the Department organized a seminar on "Prof R.S. Sharma –Man and his Works." A well-known writer of 20 books and innumerable articles, Prof. Sharma's contribution to the understanding of Indian culture and civilization has been outstanding. The Seminar was addressed by Prof. D.N. Jha and Prof. K.M. Shrimali (Delhi University), and Prof. Irfan Habib (Aligarh Muslim University).
2010-11	The Department organized a lecture on "Literature and History" by Prof. K.M. Shrimali, University of Delhi. The session was chaired by Prof. D.N. Jha, University of Delhi.

#### 25. Seminars / Conferences/ Workshop organized and the source of funding

International: Nil

National: Nil

#### 26. Student Profile programmes / course wise:

Name of the Course/ programme (refer question no.4)	Applications received	Selected	Enrolled		Pass Percentage*
			*M	*F	
2014-2015	> 1000 each year	84	54	29	100%
2013-2014		102	64	38	100%
2012-2013		38	25	13	100%
2011-2012		52	25	27	96.3%
2010-2011		35	23	12	—

\*M = Male \*F = Female, \*The pass percentage has been calculated from the total number of students appeared in part III of the exam in the said academic year minus the number of students that failed.



## 27. Diversity of Students:

Year	Total Admission	Delhi	Percentage	Other States	Percentage	% of the student from abroad
2014-15	84	24	28.5%	59	70.2%	0.8%
2013-14	102	29	28.4%	73	71.5%	0
2012-13	38	4	10.5%	34	89.4%	0
2011-12	52	20	38%	32	61.5%	0
2010-11	35	9	25.7%	26	74.2%	0

**28. Students who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services and Defence services, etc.:** There is no computed information available. Many students of the Department have gone abroad for higher studies. Many have joined postgraduation in Delhi University, Jawaharlal Nehru University and Tata Institute of Social Sciences. Students are also placed in IPS and State-level Police Services, Indian Administrative Services, journalism, media, films (FTII), school teaching while some have joined the United Nations. Some others have found their way in Delhi University's academia.

## 29. Student progress

Student progress	Against % enrolled
UG to PG	11% (2011-12) 8% (2010-11)

## 30. Details of Infrastructural facilities

**a) Library:** Each year, the Department increases the collection of History books in the College library for the benefit of its students.

Year	Vol.	Grant (Rs.)	Expenditure (Rs.)
2014-15	94	54,768/-	69,337/-
2013-14	43	47,071/-	47,100/-
2012-13	39	24,340/-	27,764/-
2011-12	31	22,099/-	21,791/-
2010-11	47	22,516/-	22,936/-

In addition, the Department has a collection of approximately 750 books on various themes and topics pertaining to History and interdisciplinary subjects like sociology, political science, environmental studies, etc. It is now under the supervision of a faculty member and is meant for use by Department students.

- b) Internet facilities for staff and students: Available
- c) Class rooms with ICT facility: 01
- d) Laboratories: Nil



**31. Number of students receiving financial assistance from College, University, Government or other agencies.**

Academic Year	Course	Number of Students	Name of Scholarship
2014-15	B.A. History II year	2	NIVH
	B.A. History III year	2	-do-
	M.A. (P) History	1	-do-
	B.A. History III year	1	VC Fund (Delhi University)
	M.A. (P) History	1	-do-
	B.A. History I year	7	SA Fund
	B.A. History II year	4	-do-
	M.A. (P) History	5	-do-
	B.A. History II year	1	R.B. Ram Kishan Das
	M.A. (P) History	1	Rai Achhm Ram Sch.
	B.A. History III year	1	SP Raina Mem.
	B.A. History III year	1	Ganpat Rai Gopal Devi
	B.A. History II year	2	Fee Concession
2013-14	B.A. History I <sup>st</sup> year	1	ST Merit Sch. (Arunachal Pradesh)
	M.A. (F) History	1	-do-
	B.A. History II year	4	VC Fund (Delhi University)
	B.A. History III year	4	-do-
	M.A. (F) History	4	-do-
	B.A. History I year	2	NIVH
	B.A. History III year	1	-do-
	M.A. (F) History	1	SC (Uttar Khand)
	B.A. History II year	1	R.B. Ram Kishan Das
	M.A. (P) History	1	-do-
	B.A. History III year	1	Ganpati Rai Gopal Devi
	B.A. History III year	1	Fee Concession
	M.A. (P) History	1	-do-
2012-13	B.A. History I year	2	Sc/St Excluding Creamy layer
	B.A. History II year	3	-do-
	B.A. History II year	3	VC Fund (Delhi University)
	B.A. History III year	4	-do-
	M.A. (F) History	5	-do-
	B.A. History III year	2	Ganpati Rai Gopal Devi Memorial
	B.A. History II year	2	SA Fund (College)
	B.A. History II year	1	Fee Concession
2011-12	B.A. History I year	1	Chattarbati (Himanchal)
	B.A. History I year	1	Merit Sch. (Manipur Govt.)
	M.A. (P) History	1	Merit Sch. (M.P.)
	B.A. History III year	1	Merit Sch. (Haryana Govt.)
	B.A. History II year	1	VC Fund (Delhi University)
	B.A. History III year	2	-do-
	M.A. (P) History	4	-do-
	B.A. History I year	2	NIVH (VH)
	M.A. (P) History	1	Matrikripa Dharwarth Nyas



Academic Year	Course	Number of Students	Name of Scholarship
	M.A. (P) History	1	ST Sch. (Arunachal Pradesh)
	B.A. History I year	3	SA Fund (College)
	B.A. History II year	1	-do-
	B.A. History I <sup>st</sup> year	2	Fee Concession
	M.A. (F) History	3	-do-
2010-11	B.A. History I year	2	Sita Ram Jindal
	B.A. History III year	1	-do-
	M.A. (P) History	1	Merit Sch. (M.P.)
	M.A. (P) History	1	-do- (Manipur)
	M.A. (P) History	1	-do- (Nagaland)
	M.A. (P) History	1	Single Child (Delhi University)
	B.A. History II year	1	CBSE
	M.A. (P) History	2	R.B. Ram Kisen Das
	B.A. History I year	1	SA Fund
	M.A. (P) History	1	-do-
	M.A. (F) History	1	-do-
	M.A. (P) History	4	Fee Concession
	M.A. (F) History	2	-do-
	B.A. History I year	1	-do-
	B.A. History II year	1	Nagai Sch.

### 32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:

#### Field visits of students with experts:

- ❖ Field visits to the temples of Vrindavan and Mathura, 2015.
- ❖ Guided walk with Dr. Suhail Hashmi, Heritage expert, to Mehrauli Archaeological Park, 2014-15.
- ❖ Heritage walk with Dr Suhail Hashmi, Heritage expert, to Tughlaqabad Fort, 2014-15
- ❖ Trip to Dharamsala meant to amalgamate knowledge with exploration about Buddhist culture, 2014-15.
- ❖ Excursion to Madhya Pradesh's world famous heritage sites. Students visited Sanchi Stupa and came to know about Buddhist architecture and belief system. The students also learned about the famous Bhojpur temple, dedicated to Lord Shiva, built by the legendary king Bhoj. Students also visited Bheembetka Caves, a site that portrays the artistic expressions of prehistoric times in the form of rock and cave paintings. Panchmarhi, a hill station was also visited, where Pandava Caves was the historic site, 2013-14.
- ❖ Heritage walk with Dr. Suhail Hashmi, heritage expert, to Mehrauli village where students walked around the ancient city of the Sultanate period, 2013-14.
- ❖ The Department facilitated a trip to Kumaun region to orient students towards the dynamics of human-nature relationship around the forest (environmental concerns). Students also visited the Gandhi Ashram at Kausani known for Forest Satyagraha



during the colonial period and Chipko Satyagraha in the post colonial times, 2012-13.

- ❖ Excursions to wildlife sanctuaries at Jim Corbett and Nainital to expose the students to environmental resource analysis, 2011-12.
- ❖ The Department organized Delhi Darshan trips to the key archaeological sites and monuments – Red Fort, Old Fort, Qutb Minar, Humayun’s Tomb, etc., 2011-12.
- ❖ The Department organized a trip to places of historical importance in Jaipur, Jodhpur and Jaisalmer in Rajasthan, 2010-11.

### **Visits to Museums**

- ❖ The Department organized a visit to the National Museum on the occasion of the 150<sup>th</sup> year of the Archaeological Survey of India, to attend an exhibition “Rediscovering India”, 2012-13. The amazing collection of artifacts, sculpture paintings and audio-visual show provided a glimpse into the panorama of Indian history.
- ❖ Students visited the Bison Lodge Museum at Panchmarhi in Madhya Pradesh, 2013-14.

### **Workshops**

- ❖ Students participated in an educational training workshop at INTACH and were apprised of the value, nature and significance of the national heritage and how its presentation and conservation should be done, 2014-15.
- ❖ INTACH workshop attended by students in 2012-13 and 2013-14.

### **Seminars**

- ❖ The Department organized several seminars talks/lectures by eminent historians in the period 2010-15. The Department was honoured to have seminars by Prof. Salil Mishra (Ambedkar University), Prof. D.N. Jha, Prof. K.M. Shrimali, Prof. R.C. Thakran, Prof. Amar Farooqui, and Dr. Shama Mitra Chenoy (University of Delhi), Prof. Himanshu Prabha Ray (Jawaharlal Nehru University), and Prof. Mridu Rai (Trinity College, Dublin). Seminar topics ranged from the “Profile Presentations” of Prof. R.S. Sharma, the “Centrality of Rivers in the Origins of Civilizations”, “Panorama of Delhi and its History”, to nationalism, caste and the Partition.
- ❖ The Department commemorated the 105<sup>th</sup> birth anniversary of Shaheed Bhagat Singh with a paper presentation competition.

### **Student Enrichment Activities**

- ❖ 2014-15: The annual Department festival was organized with academic and fun events to help the students to learn to negotiate, communicate, manage and lead others. Key events were quiz, creative writing, snakes and ladders, street play, etc.
- ❖ 2013-14: The two-day annual festival consisted of activities such as paper presentation, general and *tambola* quiz, Hindi debate, creative writing, treasure hunt and film screenings.
- ❖ 2012-13: The most projected programme of the Department was the festival with an inaugural seminar on Eric Hobsbawm, the noted historian. It also incorporated such



events as the Kinshuk Memorial debate, photography competition, face painting, treasure hunt, *Dastangoi* and movie screening.

- ❖ 2011-12: Departmental festival events comprised AdMad, treasure hunt, photography competition, face painting, paper presentations, etc.
- ❖ The History Society organized a screening of the film *Ben Hur* which was followed by a lively discussion on the historical and other aspects of the film.

### **33. Teaching methods adopted to improve student learning**

- ❖ Through participatory teaching and learning, students are oriented towards special skills in spoken and written articulations.
- ❖ Students are given opportunities to hone their skills through presentations, group discussions, interactive sessions, quizzes, carry-home assignments, and film screenings, etc.
- ❖ Problem-solving discussions are held through interactive sessions.
- ❖ Special workshops are given on how to read social science texts and on writing methods.
- ❖ To develop summarising and synthesising skills students are given take-home tests with special guidelines.
- ❖ To develop research skill, students are encouraged to do synoptical (comparative) reading.
- ❖ Students are asked to undergo a self- evaluation of their own participation in lecture and tutorial classes.
- ❖ At the end of course, students are asked to evaluate teaching methods and quality of teaching.

### **34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

- ❖ Students of the Department participate in ISR and Extension activities through their membership in NSS and NCC.
- ❖ They also contribute to their social responsibilities by joining Teach for India internships to teach slum children.
- ❖ Many students qualify for Gandhi Foundation to work in villages.
- ❖ Students raise awareness about environmental concerns and the wildlife through their participation in *Panchtatva* (The Environmental Society) and *Earthlings* (The Wildlife Society).
- ❖ They also join Caucus (The Discussion Forum) and Symposium (The Parliamentary Society) and get involved in discussing social issues.
- ❖ Students are also members of the Women's Development Cell through which they learn about aspects of gender parity and empowerment of women.
- ❖ History students very ardently and conscientiously participate and assist the PWD students, especially visually challenged students, to organise their festival *Ankur* and also facilitate them as readers and writers.
- ❖ *Swachha Bharat Abhiyan* has beckoned many a History student to keep their surroundings clean in the College as well as outside.



### **35. SWOC analysis of the Department and future plans**

#### **Strengths**

- ❖ Well-read faculty with diverse research interests, actively involved in publishing and curriculum development.
- ❖ The faculty of the Department specializes in areas that are chronologically staggered and thematically diverse. This allows paper-wise coverage of the entire programme by teachers, allowing the students to have a holistic perspective of issues.
- ❖ The socio-cultural and economic profile of the students in the Department is diverse and heterogeneous, thus contributing to a sense of inclusive learning process.
- ❖ Process-centric pedagogy, with a focus on change, equips a history student with analytical tools to better understand and cope with the fast changing times that we are living in. This is evident in the range of career opportunities that our students tap—from civil services to films and theatre.
- ❖ A number of faculty members are actively engaged in syllabus-making at the university level and quite a few have their EDUSAT lectures digitally uploaded on reputed academic platforms like CEC-UGC. This induces a student to explore the digital world in addition to exploring the conventional sources for studying.
- ❖ History students enjoy access to a rich collection of books in the Departmental library. This collection is customized to the curricular requirements of the students. This also helps significantly reduce the time spent by students in searching/waiting for the required study material.

#### **Weaknesses**

- ❖ Inadequate physical infrastructure like no departmental room, no separate room for tutorials, or a functional departmental library, etc., are a constraint in teaching-learning environment.
- ❖ Quantitative techniques and statistical approach to studying problems are somewhat deficient in the undergraduate syllabus for history. At times this inadequacy becomes a barrier for the students.
- ❖ Bilingual teaching is not a feature of the Department formally. Hindi reading resources for students are not easily available.
- ❖ The College doesn't have a girls' hostel, which at times is a reason for some very bright out-station girls to opt for a college with girls' hostel.
- ❖ There is no facility for Braille reading software like JOSH for PWD students.

#### **Opportunities**

- ❖ The trans-disciplinary approach followed in the Department can be leveraged in history students of the College for tapping several career opportunities.
- ❖ Sophisticated language, analytical power and soft skills endemic to history students can be channeled better in exploring existing aspects of employability. It can be a good launching pad for startup careers and entrepreneurships.



- ❖ Locational advantage of the Department, in terms of its proximity to several centres of excellence and learning, can be better utilized by devising ways for continued interaction amongst students of different colleges.
- ❖ With the girls' hostel fast coming up on campus, it is likely that the Department will not lose out on outstation female students on account of accommodation issues.

### **Challenges**

- ❖ Making all history class room ICT-enabled: at present the Department has this facility only in one room.
- ❖ The collection at the Department library level needs to cater to the study material requirement for visually challenged (PWD) students.
- ❖ To make the students unlearn the un-critical acceptance of text books that they study in schools.

### **Future Plans**

- ❖ Leveraging the advantage of location that the Department enjoys with respect to its proximity to several centres of academic excellence by devising ways for regular and institutionalised interaction with them, at the student and faculty level.
- ❖ With the new academic block fast coming up, the departmental room and its library may be housed in a separate room.
- ❖ The additional space may be utilized to keep devices and equipments (computers for example) related to skill enhancement courses like Museology, Archives, Archaeology, etc.
- ❖ Equipping all history class rooms with ICT devices to tap e-resources for pedagogical purposes on a continual base.



## Evaluative Report of Department of Mathematics

- 1. Name of the Department:** Mathematics
- 2. Year of Establishment:** More than 50 years earlier
- 3. Name of the Programmes/Courses offered:**
  - (a) Undergraduate: B.Sc. (H) Mathematics
  - (b) Postgraduate: i) M.Sc. (Mathematics)                      ii) M.Sc. (Operational Research)
- 4. Name of Interdisciplinary courses and the Department/unit involved**

Name of course	Department (s)/unit (s) involved
B.Sc. (H) Mathematics	Department of English, Hindi Botany, Commerce, Chemistry, Economics, History, Political Science, Philosophy, Physics, Sanskrit, Sociology, Zoology.

- 5. Annual/semester/choice based credit system:** Refer to Table I
- 6. Participation of the department in the courses offered by other department:**

The Department offers courses to/ its students opt for courses in B.Sc. Programme, Botany, Zoology, Physics, Chemistry, Commerce, English, Economics, History, Sociology and Philosophy.
- 7. Courses in collaboration with other university, industries, foreign institutions, etc:** Nil
- 8. Details of courses/programmes discontinued (if any) with reasons:** BIT/BCA. It ran from 1998 to 2001. It was discontinued as per the instruction given to all the concerned colleges by the University. FYUP has been discontinued as per the directions of the University.
- 9. Number of Teaching posts:**

Teaching Posts	Sanctioned	Filled
Professor	—	—
Associate Professor*	—	02
Assistant Professor	11	09**

\* No direct recruitment, only by virtue of promotion

\*\* 06 Permanent, 03 Ad-hoc



### 10. Faculty profile:

Name	Qualification	Designation	Specialization	Total No. of years of teaching Experience	No. of Ph.D. students guided for last 4 years
Dr. Saroj B. Malik	Ph.D.	Associate Professor	Algebra	41	Nil
Dr. Kanta Garg	Ph.D.	Associate Professor	Operator Theory, Topological Groupoids	34	Nil
Dr. Bindu Bansal	Ph.D.	Associate Professor	Functional Analysis	21	01 (pursuing)
Ms. Seema Paliwal	M.Phil.	Assistant Professor	Theory of Operators	15	Nil
Mr. Rajesh Kumar	M.Sc.	Assistant Professor		10	Nil
Ms. Nidhi Chawla	M.Phil.	Assistant Professor	Functional Analysis	11	Nil
Dr. Sachin Vashistha	Ph.D.	Assistant Professor		08	Nil
Dr. Pramod Kumar	Ph.D.	Assistant Professor	Algebra	07	Nil
Dr. Samridhi Mehta	Ph.D.	Assistant Professor	Randomized Response Techniques	08	Nil
Shri Hari Kishan Bhardwaj (Ad hoc)	M.Phil.	Assistant Professor	Multi-objective Optimization	8	Nil
Shri Mool Ravindra Meena (Ad hoc)	M.Sc.	Assistant professor		05	Nil
Ms. Meenal Sambhor (Ad hoc)	M.Phil.	Assistant Professor	Algebra	03	Nil

### 11. List of senior visiting faculty: Nil

### 12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty

Year (Semester)	Theory Classes per week			Practical Classes per week		
	Total no.	Undertaken by temporary faculty	Percentage	Total no.	Undertaken by temporary faculty	Percentage
2014-15 (odd)	158	46	29.11%	36	12	33.33%
2014-15 (even)	162	46	28.4%	36	18	50%
2013-14 (odd)	174	50	28.74%	24	04	16.67%
2013-14 (even)	183	55	30.1%	24	12	50%
2012-13 (odd)	164	60	36.59%	24	02	8.33%
2012-13 (even)	175	58	33.14%	24	04	16.67%
2011-12	156	32	20.51%	25	02	8%



**13. Student-Teacher ratio programme wise:**

**B.Sc. (Hons) Mathematics**

Theory	
Practical	20:1
Tutorials	10:1

**14. Number of academic support staff (technical) and administrative staff, sanctioned and filled: Nil**

**15. Qualification of teaching faculty:**

Qualification	Number
D.Sc.	Nil
D.Litt.	Nil
Ph.D.	05
M.Phil.	04
PG	02

**16. Number of faculty with ongoing projects from (a) National and (b) International funding agencies and grants received: 02**

**17. Departmental Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and total grants received:**

Name of Project	Name of Faculty	Funding Agency	Grant (Rs.)
Innovation project- HC-304 "Thermodynamic, electrochemical and quantum chemical investigation of some PEG based polyurethanes as corrosion inhibitors for mild steel in Cyclohexane Propionic Acid", 2015-16	Dr. Hemant Verma, Dr. Sudershan Kumar and Dr. Sachin Vashishta	University of Delhi, (Inter-disciplinary)	Rs. 5,00,000/-
Innovation Project-306 High-Performance Integrated ZnO Nanorods array as UV image sensor, 2015-16	Dr. Aparna Saxena, Dr. Ranjeet and Dr. Pramod Kumar	University of Delhi sponsored, (Inter-disciplinary)	Rs.6,00,000/-

**18. Research Centre/Facility recognized by the University: Nil**



19. (a) **Publications per Faculty:** Refer Table II and Annexure I  
(b) **Books edited and published by faculty:** Refer Table II and Annexure II  
(c) **Participation of faculty in attending and organising Workshops/Seminar/Conferences/other academic Activities:** Refer Table II and Annexure III  
(d) **Participation of faculty in administrative and other activities:** Refer to Annexure IV

20. **Areas of consultancy and income generated:** Nil

21. **Faculty as members in National, International and Editorial Board:** Nil

22. **Student Project**

- (a) **Percentage of students who have done in-house projects including inter departmental/programme:** Nil  
(b) **Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies: (2014-15)**

S.No.	Name of the student	Details
1.	Manisha Aggarwal	<ul style="list-style-type: none"><li>Participated in MTTS Programme (level II) in 2011.</li><li>Attended Annual Foundation School- II held at IIT Kanpur during May 5, 2013 to June 1, 2013.</li></ul>
2.	Nikhil Kher	<ul style="list-style-type: none"><li>Participated in a "Science Hands-on workshop" as a Resource Person from 18 June 2012 to 20 June 2012.</li><li>Participated in "Summer Program in Mathematics (SPIM), 2014" conducted in Harish-Chandra Research Institute, Allahabad from 16 June 2014 to 5 July 2014.</li></ul>
3.	Neha Nanda	<ul style="list-style-type: none"><li>Participated in Level 'O' of "Mathematics Training and Talent Search Programme" (MTTS) which was funded by NBHM and conducted in Panjab University, Chandigarh from 27 May 2013 to 22 June 2013.</li></ul>
4.	Devrat Kaushal	<ul style="list-style-type: none"><li>Successfully completed a Winter Internship Program under "National Program on Differential Equations: Theory, Computation and Applications" at Indian Institute of Technology, Bombay from 1 December 2014 to 3 January 2015.</li></ul>
5.	Harpinder Singh	<ul style="list-style-type: none"><li>Successfully completed an internship at NISER, Bhubaneswar</li></ul>

23. **Award/Recognitions received by faculty and students**

(a) **Fellowship/Award (2014-15)**

S.No.	Award/Recognitions	Faculty/ students
1.	INSPIRE Fellowship	11 Students of B.Sc. (H) Mathematics
2.	Indian Science Congress Association Young Scientist Award	Namita, B.Sc. (H) Mathematics



**(b) Position Holders- Students**

Year	Name and Position achieved in Delhi University (North Campus)		Award/Prize
<b>2013-14</b>	Swati Anand	M.Sc. (F) Maths	Second position in University of Delhi (North Campus)
	Priyanka Khurana	M.Sc. (F) Operational Research	Third position in University of Delhi
<b>2011-12</b>	Jitender Gupta	M.A. (F) Maths	Third position in University of Delhi (North Campus)
	Sangitika Rana	M.Sc. (F) Operational Research	First position in University of Delhi
	Eeha Jee	M.Sc. (F) Operational Research	Second position in University of Delhi
	Mani Agarwal	B.Sc. (H) Maths III year	Second position in University of Delhi Won M. K. Rastogi Prize
	Anukriti Gupta	B.Sc. (H) Maths III year	Third position in University of Delhi
	Manisha Aggarwal	M.Sc. (F) Maths	First position in University of Delhi
	Ritika Khurana	M.Sc. (F) Operational Research	Third position in University of Delhi
<b>2010-11</b>	Shelly Verma	M.A. (F) Maths	First position in University of Delhi
	Shivani Dubey	M.A. (F) Maths	Second position in University of Delhi
	Megha Agarwal	M.Sc. (F) Maths	First position in University of Delhi
	Ritu	M.Sc. (F) Maths	Second position in University of Delhi

**24. List of eminent academicians and scientists / visitors to the department**

S.No.	Name of scientists / visitors	Year
1.	Dr. Shobha Bagai, Assistant Professor, Cluster Innovation Centre, University of Delhi gave a talk on 'Fallacies in Mathematics'	<b>2013-14</b>
2.	Prof. B. K. Dass, Dean, Faculty of Mathematical Sciences, gave a lecture on 'Coding Theory and Cryptography' Dr. C. S. Lalitha, Associate Professor at Department of Mathematics, South Campus, University of Delhi gave a talk on 'Sudoku'	<b>2012-13</b>
3.	Prof. S.C. Arora, Former HOD, Department of Mathematics, University of Delhi lectured on 'Convergence: From the Ancient Greek to Stone Weierstrass' Dr. Parasar Mohanty, Associate Professor, IIT Kanpur gave a lecture on 'Why Fourier Series?'	<b>2010-11</b>

**25. Seminars / Conferences/ Workshop organized and the source of funding**

Seminar/Conference/Workshop	Year	Source of Funding
Talk on Paradoxes in Mathematics	2015	Hindu College
Talk on 'Fallacies in Mathematics'	2013	Hindu College
Talk on Sudoku	2013	Hindu College
Seminar on Personality Development	2012	Hindu College
Seminar on Coding theory and Cryptography	2012	Hindu College
Seminar on Why Fourier Series	2011	Hindu College
Seminar on Convergence from Ancient greek to Stone Weierstrass	2011	Hindu College



## 26. Student Profile programmes / course wise:

Year	Total admissions	Students from Delhi		Total Delhi admissions	Students from outside Delhi		Total non-Delhi admissions	Pass Percentage*
		*M	*F		*M	*F		
2014-15	45	4	7	11	21	11	32	100%
2013-14	57	5	4	9	34	14	48	100%
2012-13	44	4	6	10	25	9	34	100%
2011-12	38	4	5	9	22	6	28	100%
2010-11	46	9	9	18	22	6	28	—

\*The pass percentage has been calculated from the total number of students appeared in part III of the exam in the said academic year minus the number of students that failed.

## 27. Diversity of Students:

Year	Total admissions	Students from the same state		Students from other states		Students from abroad		UG to PG (to Hindu College)
		No.	%	No.	%	No.	%	
2014-15	45	11	24.44%	32	71.11%	02	4.44%	—
2013-14	57	09	15.8%	48	84.2%	0	0%	—
2012-13	44	10	22.7%	34	77.3%	0	0%	—
2011-12	38	09	23.7%	28	73.7%	01	2.6%	07
2010-11	46	18	39.1%	28	60.9%	0	0%	05

**28. Students who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services and Defence services, etc.:** A large number of students clear and excel in various entrance exams but comprehensive data is not available.

## 29. Student progress

Student progress	Against % enrolled
UG to PG	18% (2011-12) 10% (2010-11)

## 30. Details of Infrastructural facilities

**a) Library:** Each year, the Department adds new books/edition to enrich the library and improve the accessibility of the books to students.

Year	No. of Mathematics Books purchased	Grant (in Rs.)	Expenditure (in Rs.)
2014-15	70	47,429/-	43,592/-
2013-14	85	43,312/-	42,772/-
2012-13	88	31,760/-	31,963/-
2011-12	65	29,188/-	36,020/-
2010-11	52	26,964/-	26,818/-



b) Internet facilities for staff and students: Available

c) Class rooms with ICT facility: 03

d) Laboratories: Central ICT Laboratory.

**31. Number of students receiving financial assistance from College, University, Government or other agencies.**

Academic Year	Course	Number of students	Name of Scholarship
2014-15	B.Sc. (H) I Year	05	Sita Ram Jindal
		02	VC Fund
		04	SAF
		03	Ram Kishan Ram
		02	Jeevan Lal Khanna
		01	O.P. Kaushik
		01	Master Sheoprasad
		01	Fee Concession
	M.Sc. Maths	02	SAF
		01	Fee concession
02		VC Fund	
2013-14	B.Sc. (H)	13	VC Fund
		02	Sita Ram Jindal
		01	R.B. Ram Kishan Das
		01	Jeevan Lal Khanna
		01	Rajiv Mehra
		01	Master Sheoprasad
		01	O.P. Kaushik
		02	Fee Concession
	M.Sc. Maths	01	Fee Concession
		02	NBHM
01		R.B. Ram Kishan Das	
05		VC Fund	
01		Rai Achhur Ram	
2012-13	B.Sc. (H)	06	VC Fund
		01	Excluding Creamy Layer
		04	SAF
		06	Sita Ram Jindal
		02	Fee Concession
	M.Sc. Maths	01	NBHM
01	Fee Concession		
2011-12	B.Sc. (H) Maths	01	Merit Scholarship
		02	VC Fund
		02	Fee Concession
		01	SAF
		01	Master Sheoprasad
	M.Sc. Maths	02	Rai Achhru Ram Scholarship
2010-11	B.Sc. (H)	02+01	SAF + Sita Ram Jindal
	M.Sc. Maths	03	SAF
	M.A. Maths	01	Single child



### 32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts: Refer to point number 24.

The Department of Mathematics has organized several activities in the past 5 years. Some of which are:

- ❖ Visitors from NCTM headed by Prof. Johny W. Lott, former President of NCTM. They talked to students about several aspects of teaching and learning of Mathematics.
- ❖ A seminar was organized on Personality Development in September 2012.
- ❖ A workshop was organized for students and faculty to familiarize them with 'Latex' software. The workshop was conducted by Prof. V. Ravi Chandran, Faculty member at Department of Mathematics (North Campus), University of Delhi, in 2015.

### 33. Teaching methods adopted to improve student learning:

- ❖ Discussions outside the classroom.
- ❖ PowerPoint presentations by both students and faculty
- ❖ Assignments, class tests, and practicals
- ❖ The Department of Mathematics publishes its magazine annually. The students are encouraged to write about various topics that are not part of their curriculum; this in turn gives them exposure and enhances their knowledge.
- ❖ Continuous evaluation of student learning outcomes and encouraging the student to give presentation on various topics of Mathematics.
- ❖ Giving real-life examples to connect with the subject.

### 34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Many students are involved in various ISR Activities through various societies of the College. In 2015-16:

Course	% Students in various societies	Societies
B.Sc. (Hons.) Mathematics III Year	38% (approx)	NSS, <i>Ankur</i> , Earthlings, <i>Manthan</i> , <i>Vivre</i>
B.Sc. (Hons.) Mathematics II Year	39% (approx)	NSS, NCC, <i>Disha</i> , <i>Aarambh</i> , <i>Caucus</i> , <i>Abhyas</i> , WDC, Earthlings, <i>Enactus</i>
B.Sc. (Hons.) Mathematics I Year	21% (approx)	NSS, <i>Aria</i> , <i>Panchtatva</i> , Earthlings, <i>Caucus</i> , Finance and Investment Cell

### 35. SWOC analysis of the Department and future plans

#### Strengths

- ❖ Faculty: The faculty of Department of Mathematics specializes in diverse fields.
- ❖ Students: Department of Mathematics, Hindu College attracts meritorious students from the length and breadth of the country and even outside India, as is evident from the table giving diversity of students from which one can see that in each of



the past 5 years, over 60% of students are from outside Delhi. The students bring with them diverse cultures and a positive spirit of competitiveness and different approaches to the subject. So students while learning inside the classroom, also learn outside the class from their peers.

- ❖ **Large Alumni Base:** The Department of Mathematics is one of the oldest departments of the College and there is a large alumni base. Our students also get better exposure when they interact with their seniors and alumni (apart from interacting with the faculty), and can make more informed decisions about career, internships, summer programs, etc.
- ❖ **Location:** Our College is in the North Campus area of the University of Delhi and is in close proximity to the Central Science Library for extra reading material, as well as other colleges.
- ❖ **Library:** The mathematics section of the College Library has a large collection of excellent books on varied topics.

### **Opportunities**

- ❖ **Using Technology:** Our talented students give us strength and they participate actively in classroom discussions which is a good learning ground for both the faculty and the students. The current age learning through technology has set up a new pace in learning and the visualization of concepts leads to better learning and retention. This growth of technology is an opportunity for us to make efforts in future to incorporate it even more into our education system.

### **Weaknesses and challenges**

- ❖ **Mathematics for visually challenged:** The Mathematics curriculum is so designed that the visually challenged persons will find it difficult to study, and that visualization will be missing which is done via computer practical. This may be overcome in the future; it is both a weakness and a challenge.
- ❖ **MBA versus Mathematics:** A good percentage of the College's students continue with Mathematics at the postgraduate level and beyond. In fact, every year our students get selected for Masters in Mathematics and/or allied courses in various reputed institutes of higher learning outside Delhi (in IITs, ISI, TIFER, etc.) and abroad (LSE, Oxford, etc.). Another substantial percentage opts for the Civil Services. But we would like to increase the percentage of students continuing with Masters in Mathematics even higher as the students prefer the corporate world and an MBA as a more lucrative option.

### **Future Plans**

The Department intends to hold more workshops/seminars in future.



## **Evaluative Report of Department of Music**

Hindu College does not have an in-house Music Department but enrolls those students, who have been assigned this college by the Department of Music and Fine Arts, University of Delhi, to pursue B.A. (Hons.) in Music. The selected students attend the classes (whether theory or practical) pertaining to music in this University Department. They attend classes in Allied and Interdisciplinary courses, also being held for other B.A. (Hons.) courses, in the College. Further, they have access to the library facility in the College.

Their curriculum includes 'Language Qualifying' course in Semester I and 'Language Credit' course during Semester II. In the second year, they study 'Interdisciplinary Courses' (IDC) in Semester III and 'Discipline Centered Courses' (DCC-I) in Semester IV. Another paper of Discipline Centered Courses (DCC-II) is part of the curriculum in Semester VI. For the erstwhile FYUP batch, the Foundation Courses constituted a major component of the curriculum during the first year. The classes for all these papers/courses are held in the College. This year with the introduction of CBCS, the students will be doing their Generic Elective and the Ability Enhancement Compulsory Courses in Language and Environmental Studies in the first year, the classes for which will be conducted in the College.

The music students are an integral part of the Hindu College landscape and contribute immensely to the various extracurricular activities held in the College, in general, and to events involving music in particular. The College has been a training ground for several budding musicians in the past. Currently the child prodigy in music Diwakar Sharma is pursuing his B.A. (H) Music from Hindu College.

- 1. Name of the Department:** Music
- 2. Year of Establishment:** The College does not have an independent Music Department. It only enrolls the students short listed by the Music Department of the University.
- 3. Names of the Programmes / Courses offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., etc.):** UG (qualifying courses, interdisciplinary courses, credit courses, foundation courses, generic elective and Ability Enhancement courses) are offered to students of B.A. Hons. in Music
- 4. Names of Interdisciplinary courses and the departments/units involved:** Various relevant departments are involved in teaching.
- 5. Annual/semester/choice based credit system (programme wise):** Refer to Table I
- 6. Participation of the department in the courses offered by other Departments:** Nil
- 7. Courses in collaboration with other universities, industries, foreign institutions, etc.:** Nil
- 8. Details of courses/programmes discontinued (if any) with reasons:** Nil



9. **Number of Teaching posts:** Nil
10. **Faculty profile with name, qualification, designation, specialization, (D.Sc./D.Litt./Ph.D / M.Phil.etc.):** Nil
11. **List of senior visiting faculty:** Nil
12. **Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty:** Nil
13. **Students-Teacher Ratio (programme wise):** 20:1
14. **Number of academic support staff (technical) and administrative staff:** Nil
15. **Qualifications of teaching faculty with D.Sc/D.Litt/ Ph.D/M.Phil/PG:** Nil
16. **Number of faculty with ongoing projects from a) National b) International funding agencies and grants received:** Classes held in the University by their faculty.
17. **Departmental projects funded by DST – FIST; UGC, DBT,ICSSR, etc. and total grants received:** Nil
18. **Research Centre / facility recognized by the University:** Nil
19. **Publications:** Nil
20. **Areas of consultancy and income generated:** Nil
21. **Faculty as members in**
  - a) **National committees:** Nil
  - b) **International Committees:** Nil
  - c) **Editorial Board:** Nil
22. **Student projects**
  - a) **Percentage of students who have done in-house projects including inter departmental/programme:** Nil
  - b) **Percentage of students placed for projects in organizations outside the institution i.e.in Research laboratories/Industry/other agencies:** Nil
23. **Awards/ Recognitions received by faculty and students:** Nil
24. **List of eminent academicians and scientists / visitors to the department:** Nil
25. **Seminars/ Conferences /Workshops organized and the source of funding**
  - a) **National:** Nil
  - b) **International:** Nil



## 26. Student profile programme/course wise:

Name of the Course/ programme (refer question no.4)	Applications received	Selected	Enrolled		Pass Percentage
			*M	*F	
2014-2015	22	22	22	00	
2013-2014	14	14	11	03	
2012-2013*	19	19	13	05	
2011-2012*	18	18	12	05	86 %, 2014 pass out.
2010-2011	16	16	11	05	31.25 % 2013 pass out

\*M = Male \*F = Female

## 27. Diversity of Students

Name of the Course	% of students from the same state	% of students from the other states	% of students from abroad
2014-2015	55%	45%	Nil
2013-2014	57%	43%	Nil
2012-2013	58%	37%	5%
2011-2012	33%	61%	6%
2010-2011	50%	50%	Nil

28. How many students have cleared national and state competitive examinations such as NET,SLET,GATE, Civil services, Defense services, etc.: Nil

## 29. Student Progression

Student progression	Against % enrolled
UG to PG	NA

## 30. Details of Infrastructural facilities

### a) Library

Year	No. of Books purchased	Budget (Rs.)	Expenditure (Rs.)
2014-2015	14	11,271/-	11,361/-
2013-2014	25	11,629/-	11,237/-
2012-2013	19	9,080/-	9,000/-
2011-2012	16	8,755/-	8,640/-
2010-2011	08	6,670/-	3,160/-

### b) Internet facilities for Staff and Students

### c) Class rooms with ICT facility

### d) Laboratories



- 31. Number of students receiving financial assistance from college, university, government or other agencies: Nil**
- 32. Details on student enrichment programmes (special lectures/ workshops/seminar) with external experts: Nil**
- 33. Teaching methods adopted to improve student learning: Nil**
- 34. Participation in Institutional Social Responsibility (ISR) and Extension activities:**  
Events where these students perform
- 35. SWOC analysis of the department and Future plans: Nil**



## Evaluative Report of Department of Philosophy

- 1. Name of the Department:** Philosophy
- 2. Year of Establishment:** More than 75 years earlier
- 3. Name of the Programmes/Courses offered:**
  - (a) Undergraduate: B.A. (H) Philosophy
  - (b) Postgraduate: M.A. Philosophy
- 4. Name of Interdisciplinary courses and the Department/unit involved**

Name of course	Department (s)/unit (s) involved
B.A. (H) Philosophy	Economics, English, Hindi, History, Mathematics, Political Science, Sociology and Sanskrit.

- 5. Annual/semester/choice based credit system:** Refer to Table I
- 6. Participation of the department in the courses offered by other department:**

IDC/ DCC/ Allied Courses/Generic Elective courses are taught to the students of English, Hindi, Mathematics, Music, Sanskrit, Economics, Political Science and History departments.
- 7. Courses in collaboration with other university, industries, foreign institutions, Etc.:** Nil
- 8. Details of courses/programmes discontinued (if any) with reasons:** FYUP has been discontinued as per the directions of the University.
- 9. Number of Teaching posts**

Teaching Posts	Sanctioned	Filled
Professor	—	—
Associate Professor*	—	01
Assistant Professor	04	04

\* No direct recruitment, only by virtue of promotion



## 10. Faculty profile

Name	Qualification	Designation	Specialization	No. of years of teaching Experience	No. of Ph.D. students guided for last 4 years
Dr. Rekha Basu	Ph.D.	Associate Professor	Western Philosophy, Logic, Continental Thought	32	Nil
Dr. Devasia Muruppath Antony	Ph.D.	Assistant Professor	Hermeneutics of Religious Language, <i>Advaita Vedanta</i> , <i>Madhyamaka</i> Buddhism, Continental Philosophy	10	Currently guiding 01 Ph.D. student
Shri Sumit Nandan	M.Phil.	Assistant Professor	Ethics, Logic, Western Philosophy and Aesthetics	8	Nil
Dr. Krishna Mani Pathak	Ph.D.	Assistant Professor	Kantian Ethics, Moral Philosophy, Socio-Political Philosophy, History of Indian and Western Metaphysics, Gandhian Philosophy	6	Nil
Dr. Ananya Barua	Ph.D.	Assistant Professor	Philosophy of Mind, Greek Philosophy, Ethics.	6	Nil

## 11. List of senior visiting faculty: Nil

## 12. Percentage of lectures delivered and practical classes handled (Programme wise)

Academic Year	Percentage of lecture delivered
2014-2015	20%
2013-2014	10%
2012-2013	Nil
2011-2012	Nil
2010-2011	Nil

## 13. Student-Teacher ratio programme wise:

### (a) B.A (H) Philosophy

Lecture	20:1
Tutorials	10:1

## 14. Number of academic support staff (technical) and administrative staff, sanctioned and filled: Nil

## 15. Qualification of teaching faculty:

Qualification	Number
D.Sc.	Nil
D.Litt.	Nil
Ph.D.	04
M.Phil.	01



16. Number of faculty with ongoing projects from (a) National and (b) International funding agencies and grants received: Nil
17. Departmental Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and total grants received: Nil
18. Research Centre/Facility recognized by the University: Nil
19. (a) Publications per Faculty: Refer Table II and Annexure I  
(b) Books/Chapters in books by faculty: Refer Table II and Annexure II  
(c) Participation of faculty in attending and organising Workshops/Seminar/ Conferences/other academic activities: Refer Table II and Annexure III  
(d) Participation of faculty in administrative and other activities: Refer to Table II and Annexure IV
20. Areas of consultancy and income generated: Nil
21. Faculty as members in National, International and Editorial Board:

Name of Faculty	National/ International Committees	Position
Dr. Devasia Muruppath Antony	Indian Association for the Study of Religions (IASR), Affiliated to International Association for the History of Religions (IAHR) of UNESCO.	General Secretary
	Indian Philosophical Congress	Life Member
	Association of Christian Philosophers of India	Member
Dr. Krishna Mani Pathak	Ludwig Wittgenstein Philosophical Society, India	Joint Secretary 2014-till date (in Registration Process)
	People for Animals (PFA), India	Active Member 2012-till date
	The Kant Society, Germany	Annual Member 2008-2009
	Asia Association for Global Studies, Japan	Annual Member 2009-2011
Dr. Ananya Barua	ICPR, Delhi	Life member
	ICSSR.	Life Member
	All Assam Students Union Body in Delhi.	Advisory member
	Editorial board of Harhi College, Lakhimpur, Assam	Advisory Member

## 22. Student Project

- (a) Percentage of students who have done in-house projects including inter departmental/programme: Nil
- (b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies: Around 25% of the students have interned/ participated in summer schools in organisations like Centre for Indian Culture, Auroville, Chilsag Chillies Theatre Company, Chilsag



Chillies Motion Pictures and Hindustan Times HT City, Airtel and Fortis and the Energy Resources Institute (TERI).

- ❖ Soham Shiva delivered a lecture on “Thrasymachus’ Claims: A Reassessment” on 21 September 2015.
- ❖ Ritwik Agrawal made presentation on “Can we create a science of the mind?” on 14 October 2015.

### 23. Award/Recognitions received by faculty and students

#### (a) Award/Recognition- Faculty

Name of Faculty	Award/Recognitions
Dr. Krishna Mani Pathak	<p>June 2014: Invited as a Visiting Professor by the School of Indological Studies, Mahatma Gandhi Institute, Moka, Mauritius (could not visit)</p> <p>July 2013: Travel Grant for the XXIV World Congress of Philosophy, Athens, August 04-10, 2013, University Grant Commission, Government of India (could not avail)</p> <p>January 2013: External Assessor, Insight Grants, Social Sciences and Humanities Research Council of Canada (SSHRC), Canada</p> <p>October 2009: GeschwisterSupp Scholarship, Faculty of Arts and Letters, University of Heidelberg</p> <p>August 2009: Travel Grant for Brazil International Symposium, Graduate Academy, University of Heidelberg</p> <p>August 2009: Travel Grant for Delft International Conference, Philosophy Faculty, University of Heidelberg</p> <p>March 2009: Travel Grant for Canada International Conference, Department of Philosophy, University of Heidelberg</p> <p>July 2008: Travel Grant for the XXIII World Congress of Philosophy, Seoul, South Korea, July, 2008, Graduate Academy, University of Heidelberg and Deutsche Forschungsgemeinschaft (DFG)</p>

#### (b) Award/Recognition—Students

S.No.	Details of Achievement/ Award
12.	Vupul Bhatt, IInd Year has excelled as a practitioner of Yoga. His name has been included in the <i>Limca Book of World Records</i> for performing Yoga <i>Asanas</i> with elan at the highest altitude (3,000 meters)

#### (c) Position Holders—Students

Year	Name and Position achieved in Delhi University (North Campus)		Award/Prize
2012-13	Ritwik Aggarwal	B.A. (H) Philosophy	II position
2010-11	Anish Chakravarty	M.A. Philosophy	I position Indian Philosophical Congress Medal
	Tejaswi Gupta	B.A. (H) Philosophy	II position



## 24. List of eminent academicians and scientists / visitors to the department

Name of scientists / visitors	Year
Dr. Saroj Gill, Department of Political Science, Delhi Dr. Soumyabrata Choudhury, School of Arts and Aesthetics, JNU Dr. Aakash Singh Rathore, Vising Faculty, JNU Dr. Arudra Burrah, IIT, Delhi	2015
Dr. Rainer Ebert from Rice University, Texas	2015
Professor V. Sanil, IIT, Delhi Professor Dhruv Raina from Jawaharlal Nehru University	2014
Professor Daniel Ravel from the University of Tel Aviv, Israel	2013
Professor Hari Shankar Prasad, Dean, Arts Faculty, and Head Department of Philosophy, University of Delhi Professor Vibha Chaturvedi, Department of Philosophy, University of Delhi	2012
Professor Peter McLaughlin from the University of Heidelberg	2011
Dr. Vijay Tankha, Associate- Professor, St. Stephen's College	2010

## 25. Seminars / Conferences/ Workshop organized and the source of funding

### (a) National

Seminar/Conference/Workshop	Year	Source of Funding
Seminar on "Daya Krishnas three myths about Indian Philosophy"	2013	Hindu College
Workshop on "The Social relation of science and nature of evolution".	2011	Institute of life Long learning (ILL), D.U. and Hindu College
Lecture Series " <i>Samwad</i> ": involving visits by eminent scholars and presentations by students of the Philosophy Department, thus providing the students with the much needed guidance and boost for their academic endeavour.	2015 2011,2012, 2013, 2014	Hindu College Indian Council of Philosophical Research (ICPR) and Hindu College

### (b) International: Nil

## 26. Student Profile programmes / course wise:

Name of the Course/programme	Selected	Enrolled		Pass Percentage*
		M	F	
B.A. (H) Philosophy 2014-15	43	29	14	100%
B.A. (H) Philosophy 2013-14	90	66	24	100%
B.A. (H) Philosophy 2012-13	36	24	12	100%
B.A. (H) Philosophy 2011-12	33	26	7	100%
B.A. (H) Philosophy 2010-11	37	26	11	—

\*The pass percentage has been calculated from the total number of students appeared in part III of the exam in the said academic year minus the number of students that failed.



## 27. Diversity of Students:

Name of the Course	% of students from same state	% of students from other states	% of students from abroad
B.A. (H) Philosophy 2014-15	28	72	Nil
B.A. (H) Philosophy 2013-14	33	67	Nil
B.A. (H) Philosophy 2012-13	36	64	Nil
B.A. (H) Philosophy 2011-12	30	70	Nil
B.A. (H) Philosophy 2010-11	14	86	Nil

**28. Students who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services and Defence services, etc.:** A large number of students clear and excel in various entrance exams but comprehensive data is not available.

## 29. Student progress

Student progress	Against % enrolled
UG to PG	06% (2011-12)

## 30. Details of Infrastructural facilities

a) **Library:** Each year, the Department of Philosophy adds new books/editions to the College library for the benefit of its students

Academic Year	No. of Volumes	Total Budget (Rs.)	Total Expenditure (Rs.)
2014-15	34	39,016/-	35,991/-
2013-14	70	45,460/-	45,071/-
2012-13	38	24,200/-	27,645/-
2011-12	48	23,489/-	23,943/-
2010-11	50	21,682/-	21,536/-

b) **Internet facilities for staff and students:** Available

c) **Class rooms with ICT facility:** Nil

d) **Laboratories:** Nil



**31. Number of students receiving financial assistance from College, University, Government or other agencies.**

Class	Number of students	Name of Scholarship	Amount (Rs.)
<b>2014-15</b>			
B.A. Philosophy III yr.	1	V.C. Fund (Delhi University)	3,000/-
M.A. (P) Philosophy	1	V.C. Fund (Delhi University)	3,000/-
M.A. (P) Philosophy	2	S.A. Fund (College)	5,000/-
B.A. Philosophy I yr.	1	S.A. Fund (College)	5,000/-
<b>2013-14</b>			
B.A. Philosophy II yr.	1	V.C. Fund (Delhi University)	3,000/-
B.A. Philosophy III yr.	2	V.C. Fund (Delhi University)	3,000/-
M.A. (P) Philosophy	1	V.C. Fund (Delhi University)	3,000/-
M.A. (P) Philosophy	1	R.B. Ram Kishan Das	1,000/-
<b>2012-13</b>			
B.A. Philosophy I yr.	1	Sc/St/ Excluding Creamy Layer	3,508/-
B.A. Philosophy II yr.	1	V.C. Fund (Delhi University)	2,000/-
B.A. Philosophy III yr.	1	V.C. Fund (Delhi University)	2,000/-
M.A. (F) Philosophy	1	V.C. Fund (Delhi University)	2,000/-
M.A. (F) Philosophy	2	ST. Merit Sch. (Manipur Govt.)	16,840/-
B.A. Philosophy II yr.	1	ST. Merit Sch. (Manipur Govt.)	9,840/-
B.A. Philosophy I yr.	1	ST. Merit Sch. (Manipur Govt.)	7,560/-
B.A. Philosophy II yr.	1	S.A. Fund (College)	750/-
<b>2011-12</b>			
B.A. Philosophy II yr.	1	V.C. Fund (Delhi University)	2,000/-
M.A. (P) Philosophy	2	Post Matric Sch. (Manipur.)	6,080/-
B.A. Philosophy I yr.	2	Merit Sch. (Delhi Govt.)	5,040/-
B.A. Philosophy I yr.	1	Martakripa Dharmarth Nyas	3,000/-
B.A. Philosophy I yr.	1	S.A. Fund (College)	500/-
B.A. Philosophy III yr.	1	S.A. Fund (College)	500/-
B.A. Philosophy I yr.	2	Fee-Concession (College)	180/-
M.A. (P) Philosophy	1	R.B. Ram Kishan Das Sch.	1,000/-
B.A. Philosophy III yr.	1	Ch. Bhagwan Sahai	300/-
<b>2010-11</b>			
M.A. (P) Philosophy	1	Single Child (DU)	20,000/-
M.A. (P) Philosophy	1	ST Merit Sch. (Manipur)	6,060/-
B.A. Philosophy II yr.	1	ST Merit Sch. (Manipur)	6,260/-
M.A. (P) Philosophy	1	Merit Sch. (Nagaland)	6,100/-
B.A. Philosophy II yr.	1	Post Matric Sch.	6,655/-
B.A. Philosophy II yr.	1	Merit Sch. (Arunachal)	4,290/-
B.A. Philosophy II yr.	1	R.B. Ram Kishan Das	1,000/-
B.A. Philosophy I yr.	1	S.A. Fund	500/-
B.A. Philosophy I yr.	1	Fee-Concession (College)	180/-



## **32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:**

### **A. With External Experts**

The Department of Philosophy, in collaboration with the Institute of Lifelong Learning, University of Delhi, organized a workshop on the theme “The Social Relations of Science and the Nature of Evolution: What Philosophy has to say?” on 03 November 2011. Professor Peter McLaughlin of Heidelberg University, Germany, was the resource person. On 04 November 2011, the Department organized a special lecture by Professor McLaughlin on the theme “The Clockwork Universe and the Origin of the Universe” in the seminar hall of Hindu College. Professor Vinay Srivastava, the Principal Hindu College and also a renowned Anthropologist, chaired the session.

The annual festival of the Department of Philosophy was held on 10 February 2012 and the day began with a colloquium on “Thinking through the Indic Categories: Engaging Indian Philosophy Today” in the seminar hall. The speakers were Professor H.S. Prasad (Dean, Faculty of Arts and Head, Department of Philosophy) and Professor Vibha Chaturvedi, Professor of Philosophy, University of Delhi. Professor Vinay Kumar chaired the session.

Professor Daniel Raveh from the University of Tel Aviv, Israel, delivered a special lecture on “Dayakrishna’s Three Myths About Indian Philosophy” on 01 February 2013. The lecture was followed by an animated discussion about the nature and significance of philosophizing in the mode of Indic categories. On 12 February 2013, Professor Hari Shankar Prasad (Head of the Department of Philosophy and Dean of the Faculty of Arts, University of Delhi), delivered a lecture on “The Problem of Two Truths in Indian Philosophy.”

A talk on “Wrongness of Killing Animals” was organized by the Department on 19 January 2015 in the Seminar Room. Professor Rainer Ebert, from Rice University, Texas (USA) was the key speaker. He began by criticizing the classical utilitarian doctrine which justifies an act (such as killing) by measuring its consequences. The crux of the argument against the killing of animals was that animals share phenomenal consciousness with humans.

The department has been organizing an annual Philosophy festival called *Panathenea*. Conceptualized academically, the highlights of the festival are: lectures by eminent scholars, Philosophical Quiz, poster-making on a philosophical theme, paper-presentation by students on philosophical issues.

About 20% of our students hail from the North-East. Dr. Ananya Barua of the Department became the Convenor of the North-East Cell in 2011. For two consecutive years Dr. Barua organized the annual festival called “NE Tym” in which celebrities such as Mr. Arnab Goswami (Editor-in-Chief, *Times Now*), Maharaja of Tripura, etc., addressed the students. The students from the North-East



energetically participated in all the events. The teachers believe that this initiative helped break the ice between culturally diverse groups in the class.

## **B. Other Enrichment Activities**

A long-pending dream project finally saw fruition in 2015. The Department magazine "*Falsafa—The Philosopher's Annual*" was launched. Dedicated to Philosophy, the magazine includes philosophical articles, essays, thoughts and poetry by students and teachers of the College. As the editorial team of *Falsafa* put it: "*Falsafa* brings to you those burning ideas in the minds of students and their philosophical journey, while also covering the numerous events that took place." Bilingual (English and Hindi), the first edition of the magazine has set a highly professional benchmark for subsequent generations of students to emulate. It is, simply put, a labour of love. The editors for the English section were Arman Kazmi, Vaishnavi Roy, Ummang Sharma Bajpai, Sania Ismailee, Kashika Mittal, Shivansh Joshi, Shivani Agarwal and Rhea Chawla. The Hindi section comprised Divya Srivastava and Arushi Chopra on the editorial board. The compilation and final design was done by Ummang Sharma Bajpai, the cover page and photography by Arushi Bradu.

### **33. Teaching methods adopted to improve student learning:**

Renowned scholars are routinely invited by the Department to address the students on topics pertaining to the syllabus. Faculty from neighbouring colleges are also encouraged to come and speak to the students. It breaks the monotony of class lectures, and also gives students access to multiple perspectives on any given topic. Question papers for the class tests are designed with an eye to a comprehensive micro-examination of the students on any issue. Paper-presentations by small groups of students are organized, moderated by the teacher.

We give below an illustration of the ways in which the teaching faculty has endeavoured to give some out-of-the-box assignments.

Under the guidance of Dr. Rekha Basu, the First Year Honours students undertook a project on "Informal Fallacies" in their course on Logic. Journals, newspaper articles, editorials and political speeches were closely scrutinized by students to spot a fallacy/fallacies. It was an exciting experience for both the tutor and the tutored. A comprehensive revision of this otherwise difficult subject was achieved in a recreational manner.

Mentored by Dr. Devasia, 25 students from Semester IV, academic session 2014-2015, wrote an assignment on the thematic, "The perceptual distinction between *Svalakshana* and *Samanyalakshana* in Dignaga". Under the competent supervision of Dr. Devasia, Semester VI students in the academic session 2014-2015, wrote on the topic "The fundamental ideas of Advaita Vedanta".

Sumit Nandan, the sole Aesthetics specialist in our department, took his III year Honours students to various Art Galleries in Hauz Khas Village and discussed the exhibits therein. He also took them to a sculpture exhibition at National Gallery of



Modern Art. The students were thrilled at this outing, which also facilitated a close connect between the teacher and the taught.

Dr. Krishna Mani Pathak gave a host of diverse topics in his 'Applied Ethics' III year Honours class. Mentored by him, students made presentations on issues such as capital punishment, female foeticide, animal rights and terrorism as an expression of dissent. Dr. Pathak ran this programme successfully through the entire semester.

Dr. Ananya Barua has given her II year Honours 'Greek Philosophy' students a comparative project. They have been asked to look at Plato's *Republic* and compare it to Amish Tripathi's *Immortals of Meluha*. She attempts to show her students how thought in both West and East varies only in degree, and not in kind. This is certainly a challenging proposition for students, and they are thrilled.

#### **34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

Courses in 'Applied Ethics', a crucial branch of Philosophy, sensitize our students to issues of gender, class, caste and religion. The students of Philosophy actively participate in any seminar/ lecture/ workshop on patriarchy, prenatal sex-determination tests, female foeticide, substance-abuse, and so on.

A large number of our students participate in the National Cadets' Corps and National Service Scheme. Prominent positions within NSS are occupied by students from the department of Philosophy. Our students also enrol in large numbers in the Women's Cell in the College. The proverbial philosophical calm is in evidence as one witness the students of our department teach the blind, or the children from the underprivileged households.

#### **35. SWOC analysis of the Department and future plans**

##### **Strengths**

Our primary strength has been to consolidate the Honours that began in 2007. Battling odds, such as the paucity of human and material resources, the students of the Department have been securing the top ranks in University examinations. Beginning with a two-member faculty, the current strength of the Department has grown to five permanent positions. Our highly qualified teachers specialize in diverse areas such as *Advaita Vedanta*, Western Metaphysics and Epistemology, Continental Thought, Logic, Greek Philosophy, Ethics, Social and Political Philosophy, Philosophy of Mind, of Language, and Indian Metaphysics and Epistemology. At least 25% of our students continue in higher education. About 10% go abroad each year for further studies. Teaching is conducted in a highly interactive manner. Innovative and unconventional pedagogic methods are employed by the faculty to facilitate students' journey through what is otherwise dry and rigorous academic terrain. To bring Philosophy down to the mundane level and anchoring it in everyday life, while simultaneously maintaining a firm hold on the arguments is a constant challenge for the teachers.



### **Weaknesses**

The physical infrastructure is in a pathetic state. Lack of proper classrooms has been our primary grievance. Classes are often conducted in the lawns, on the steps of the College auditorium and in various nooks and corners of the building. Valuable time is often lost in looking for a class room. The Teaching Block that is on the agenda of the Administration is urgently required.

We must address the needs of the visually challenged students, as well as those of Hindi-medium students. For the former, Braille resources are required, and for the latter, though teaching is bilingual in our Department, translations of primary texts are needed.

The Department wishes to strengthen its postgraduate tutorial programme. As of now, we cannot do justice to them because of heavy workloads.

We believe that our undergraduate students must avail of the options that exist in their syllabus. As of now, all the options are not on offer because of a shortage of teachers. Additional faculty needs to be recruited on an emergency basis to rectify this state of affairs.

### **Opportunities**

Research, employment in various NGOs, social work, law, media, Civil Services and teaching are only some of the different lines along which students plan their careers after graduation.

### **Challenges**

Since Philosophy is seldom taught in schools, special efforts have to be made by the teachers to arouse in the students a love and passion for the discipline. Teaching is a live performance, everyday throws up its own challenges and anxieties. Our students come from varied cultural and class backgrounds—it is a singular challenge to rise above a chalk-and-talk approach and engage them in ways that dissolves their scepticism and generate in them an interest in the subject.



## Evaluative Report of Department of Physics

- 1. Name of the Department:** Physics
- 2. Year of Establishment:** More than 60 years earlier
- 3. Name of the Programmes/Courses offered:**
  - (a) Undergraduate:** (i) B.Sc. (H) Physics (ii) B.Sc. (Programme)\*  
(\*Earlier it was called B.Sc. general Group-A, later on B.Sc. Physical Sciences and Applied Physical Sciences, now B.Sc. Programme with Electronics/ Chemistry)
  - (b) Postgraduate:** M.Sc. (Physics)
- 4. Name of Interdisciplinary courses and the Department/unit involved**

Name of course	Department (s)/unit (s) involved
B.Sc. (H) Physics	Department of Chemistry, Mathematics and English
B.Sc. (Programme)	Department of Chemistry, Mathematics, English, Botany and Zoology

- 5. Annual/semester/choice based credit system:** Refer to Table I
- 6. Participation of the department in the courses offered by other department:**
  - (a) B.Sc. (H) Chemistry
  - (b) B. Sc. (H) Mathematics
  - (c) Inter-departmental courses: B.Sc. Programme with Chemistry/Electronics
- 7. Courses in collaboration with other university, industries, foreign institutions, etc:**  
Nil
- 8. Details of courses/programmes discontinued (if any) with reasons:**  
BIT / BCA (1998-2001) was discontinued as per instructions given to all concerned colleges by Delhi University. FYUP has been discontinued as per directions from the University.
- 9. Number of Teaching posts:**

Teaching Posts	Sanctioned	Filled
Professor	—	—
Associate Professor*	—	07
Assistant Professor	17	10**

\* No direct recruitment, only by virtue of promotion

\*\* 06 Permanent, 04 Ad-hoc



## 10. Faculty profile

Name	Qualification	Designation	Specialization	Total No. of years of teaching Experience	No. of Ph.D. students guided for last 4 years
Dr. V. P. Nagpal	Ph.D.	Associate Professor	Low Temperature Physics	38	Nil
Shri S. V. Bakre	M.Sc.	Associate Professor	Electronics	43	Nil
Dr. M. C. Jain	Ph.D.	Associate Professor	Nuclear Physics	39	Nil
Dr. J. K. Vaid	Ph.D.	Associate Professor	Semiconductors	36	Nil
Dr. I. J. Gupta	Ph.D.	Associate Professor	Solid State Physics	35	Nil
Dr. Lata Garg	Ph.D.	Associate Professor	Electronics	29	Nil
Ms. Anita Vishen	M.Phil.	Associate Professor	Electronics	27	Nil
Dr. Pradumn Kumar	Ph.D.	Associate Professor	Quantum Optics	23	Nil
Dr. Manish Kumar Kansal	Ph.D.	Associate Professor	Solid State Physics	21	Nil
Dr. N. Santakrus Singh	Ph.D.	Assistant Professor	Solid State Physics/ Photovoltaics	14	Nil
Dr. Lalit Kumar	Ph.D.	Assistant Professor	Nuclear Physics and Nano-Physics	09	Nil
Dr. Pragati Ashdhir	Ph.D.	Associate Professor	Condensed Matter of Physics	18	Nil
Dr. Aparna Saxena	Ph.D.	Assistant Professor	Material Science	12	Nil
Shri Ramesh Chand Meena	M.Sc.	Assistant Professor	Plasma Physics	6	Nil
Dr. Sanjay Kumar Chauhan	Ph.D.	Associate Professor	Electronics	15	Nil
Dr. Vivek Kumar Verma	Ph.D.	Assistant Professor	Condensed Matter of Physics	06	Ph.D. Co-supervisor
Dr. Adarsh Singh	Ph.D.	Assistant Professor	Electronic Devices	11	Nil
Dr. Mansi Saxena	Ph.D.	Assistant Professor (Ad-hoc)	Nuclear Physics	04	Nil
Dr. Amit Tanwar	Ph.D.	Assistant Professor (Ad-hoc)	Condensed Matter Physics	06	Nil
Dr. Ranjeet Kumar	Ph.D.	Assistant Professor (Ad-hoc)	Optics	05	Nil
Dr. Neha Batra	Ph.D.	Assistant Professor (Ad-hoc)	Electronics	02	Nil



**11. List of senior visiting faculty: Nil**

**12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty**

Year	2014-15	2013-14	2012-13	2011-12	2010-11
<b>Program</b>	<b>Percentage of Theory + Practical workload %</b>				
B.Sc. (H) Physics	23.3	38.5	23	32	24.3
B.Sc. Programme	59.5	68	81.96	44	24.3
B.Sc. Programme (Electronics)	61.66	66.9	67.5	50.5	25.67
B.Sc. (H) Mathematics	100	71.4	100	100	—
B.Sc. (H) Chemistry	49.09	100	52	82.9	—

**13. Student-Teacher ratio programme wise:**

(a) B.Sc. (H) Physics/B.Sc. (H) Chemistry/B.Sc. (H) Mathematics

(i) Theory: 25:1                      (ii) Practical: 15:1

(b) B.Sc. Programme [Physical Science with Electronics (PSE)/ Physical Science with Chemistry (PSC)]:

(i) Theory: 62:1/30:1                      (ii) Practical: 15:1

**14. Number of academic support staff (technical) and administrative staff, sanctioned and filled:**

Support Staff	Sanctioned	Filled
Technical Assistant	09	07
Lab-Attendant	06	05

**15. Qualification of teaching faculty:**

Qualification	Number
D.Sc.	Nil
D.Litt.	Nil
Ph.D.	15
M.Phil.	01
PG	01



**16. Number of faculty with ongoing projects from (a) National and (b) International funding agencies and grants received:**

Project	Project Investigator	Funding Agency	Grant (Rs.)
“Raman and Infrared phonons in Double Perovskites”	Dr. Pragati Ashdhir	UGC Sponsored Minor Research Project, 2010-11	1,10,000/-
“Electro-chemical deposition of organic-inorganic hybrid materials, their optical and electrical studies and application as gas-sensor”	Dr. Lalit Kumar	UGC Sponsored Minor Research Project	1,60,000/-
“Creating a flexible and scalable Linux cluster based distributed computing environment for solving various interdisciplinary computational problems through parallel programming”	Dr. Sanjay Kumar Chauhan	UGC sponsored Minor Research Project, 2011	1,85,000/-
Fast Track Young Scientist Project “Studies on the enhancement of magnetoelectric coupling in the multiferroic BiFeO <sub>3</sub> thin films”	Dr. Vivek Kumar Verma	Department of Science and Technology (SERB)	25,20,000/-

**17. Departmental Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and total grants received:**

Project	Name of Faculty	Funding Agency	Grant (Rs.)
Innovation Project-104 “Development of Thin Films / Nano materials for their Electronic and Biomedical Applications”	Dr. Vivek Kumar Verma and Dr. Adarsh Singh, Dr. Anju Srivastva, Dr. Reena Jain, Dr. Devanshi Magoo(Department of Chemistry-)	University of Delhi (Inter disciplinary)	10,00,000/-
Innovation Project, Design and Implementation of Electronic Lab Note-book	Dr. C. K. Seth Dr. Neera Sharma and Dr. Mansi Saxena (Department of Physics)	University of Delhi (Inter-disciplinary)	4,50,000/-
Innovative Projects for Science Learning	Dr. C. K. Seth, Dr. Saroj Bala Malik (Department of Mathematics) and Dr. Adarsh Singh (Department of Physics)	University of Delhi (Inter-disciplinary)	3,50,000/-
Innovation Project-305 Study of an efficient ZnO based solar cell as a source for clean energy	Dr. N. Santakrus, Dr. Lalit Kumar and Mr. Ajai Kumar(Department of Chemistry)	University of Delhi (Inter disciplinary)	6,00,000/-
Innovation Project-306 High-Performance Integrated ZnO Nanorods array as UV image sensor	Dr. Aparna Saxena, Dr. Ranjeet and Dr. Pramod Kumar (Department of Mathematics)	University of Delhi (Inter disciplinary)	6,00,000/-



**18. Research Centre/Facility recognized by the University:** Material Science Lab (Dr. Vivek Verma), Ref. FOS-1/114/2015/5516

**19. (a) Publications per Faculty:** Refer Table II and Annexure I

**(b) Books/Chapters in books by faculty:** Refer Table II and Annexure II

**(c) Participation of faculty in attending and organising Workshops/Seminar/Conferences/other academic activities:** Refer Table II and Annexure III

**(d) Participation of faculty in administrative and other activities:** Refer to Table II and Annexure IV

**20. Areas of consultancy and income generated:** Nil

**21. Faculty as members in National, International and Editorial Board**

Name of Faculty	National Committees	Editorial Board
Dr. Vivek Kumar Verma	Life member of Magnetic Society of India (MSI)	Guest Editor, <i>Journal of Material Sciences</i>

**22. Student Project**

**(a) Percentage of students who have done in-house projects including inter departmental/programme (2014-15)**

S.No.	Class	% of students who have done in-house projects including inter departmental/programme
1.	B.Sc. (H) II year	7% (approximate)
2.	B.Sc. (H) III year	10% (approximate)
3.	B.Sc. Physical Sciences with Electronics III Year	3% (approximate)

**(b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies (2014-15)**

S.No	Class	% of students who have done in-house projects including inter departmental/programme
1.	B.Sc. (H) II year	20% (approximate)
2.	B.Sc. (H) III year	05% (approximate)



### 23. Award/Recognitions received by faculty and students-2014-15

#### (a) Fellowship/Award by students

S.No.	Award/Recognitions	Faculty/ students
1.	INSPIRE Fellowship	19 Students of B.Sc. (H) Physics III year 47 Students of B.Sc. (H) Physics II year 26 Students of B.Sc. (H) Physics I year 01 Student of B.Sc. Programme (Electronics) III year 01 Student of B.Sc. Programme (Electronics) I year
2.	Central Sector Scheme (CSSS) Scholarship	01 Student of B.Sc. (H) Physics III year 02 Students of B.Sc. (H) Physics II year 03 Students of B.Sc. Programme (Electronics) III year
3.	UGC Scholarship	01 Student of B.Sc. (H) Physics I year
4.	HBSE Scholarship	01 Student of B.Sc. (H) Physics III year
5.	JSTS Scholarship	01 Student of B.Sc. (H) Physics I year
6.	MP Govt. Sch for Laptop	03 Students of B.Sc. (H) Physics III year
7.	SHE (DST)	01 Student of B.Sc. Programme (Electronics) I year
8.	PM Scholarship	01 Student of B.Sc. Programme (Electronics) III year
9.	State Scholarship	01 Student of B.Sc. Programme (Electronics) III year
10.	AFWWA Scholarship	01 Student of B.Sc. (H) Physics II year
11.	KVPY Scholarship	01 Student of B.Sc. (H) Physics II year

#### (b) Position Holders- Students

Year	Name and Position achieved in Delhi University (North Campus)	Award/Prize	
2014	Sidhartha Pandey	M.Sc. (Physics) II Position	
2013	Ankita Pathak	M.Sc. (Physics) I Position	
	Geetika Jain	M.Sc. (Physics) III Position	
2012	Mona Batra	M.Sc. (Physics) I Position	
	Prachi Sharma	M.Sc. (Physics) II Position	
2011	Virender Singh	B.Sc. (H) Physics I Position	Brij Lal Memorial Award, M.K. Rastogi Prize
	Pulkit More	B.Sc. (APS) III Position	
2010	Varuna Khatri	B.Sc. (APS) I Position	Smt. Prakashwati Memorial Prize
	Mona Batra	B.Sc. (H) Physics II Position	
	Neha Aggarwal	M.Sc. (Physics) I Position	



## 24. List of eminent academicians and scientists / visitors to the department

S.No.	Name of scientists / visitors	Year
1.	Professor Patrick Dasgupta, Department of Physics and Astrophysics, Delhi University.	2014-15
2.	Dr. Govind, Senior Scientist, National Physical Laboratory (CSIR), Dr. K.S. Krishnan Marg, New Delhi-110 012, India Prof. S.C. Garg, Professor, Indira Gandhi National Open University, New Delhi	2013-14
3.	Dr. Brajesh Chaudhary from the Department of Physics and Astrophysics, Delhi University.	2012-13
4.	Prof. K.L. Chopra and Prof. K. Thyagarajan, from IIT Delhi Prof. T.R. Sheshadri from Department of Physics and Astrophysics, Delhi University.	2011-12
5.	Prof. Avinashi Kapoor, Department of Electronic Science, Delhi University Prof. R.P. Tandon, Department of Physics and Astrophysics, Delhi University.	2010-11

## 25. Seminars / Conferences/ Workshop organized and the source of funding

(a) National

Workshop for "Computer Literacy"	2015	Hindu College
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(b) International: Nil

## 26. Student Profile programmes / course wise:

Name of the Course/ programme	Applications received	Selected	Enrolled		Pass Percentage*
			M	F	
B.Sc. (H) 2014-15	Above five thousand	72	53	19	100%
B.Sc. Programme (PSE) 2014-15	Above One thousand	52	44	08	100%
B.Sc. (H) 2013-14	Above eight thousand	99	82	17	100%
B.Sc. (H) 2012-13	Above five thousand	59	46	13	100%
B.Sc. Programme (PSE) 2012-13	Above One thousand	40	39	01	100%
B.Sc. (H) 2011-12	Above five thousand	62	47	15	100%
B.Sc. Programme (PSE+PSC) 2011-12	Above Two thousand	92	69	23	100%
B.Sc. (H) 2010-11	Above five thousand	81	53	28	—
B.Sc. Programme (PSE+PSC) 2010-11	Above Two thousand	71	62	09	—

\*The pass percentage has been calculated from the total number of students appeared in part III of the exam in the said academic year minus the number of students that failed.



## 27. Diversity of Students:

Name of the Course	% of students from same state	% of students from other states	% of students from abroad
B.Sc. (H) 2014-15	18.05	80.56	1.39
B.Sc. Programme (PSE+PSC) 2014-15	3.85	96.15	Nil
B.Sc. (H) 2013-14	7.07	92.93	Nil
B.Sc. (H) 2012-13	13.56	86.44	Nil
B.Sc. Programme (PSE+PSC) 2012-13	30	70	Nil
B.Sc. (H) 2011-12	12.90	87.10	Nil
B.Sc. Programme (PSE+PSC) 2011-12	27.17	71.73	01
B.Sc. (H) 2010-11	34.56	65.43	Nil
B.Sc. Programme (PSE+PSC) 2010-11	97.18	2.82	Nil

**28. Students who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services and Defence services, etc.:** A large number of students clear and excel in various entrance exams like defence services, JAM, TIFR, UGC-NET, Civil services etc. However, comprehensive data is not available for the same.

## 29. Student progress

Student progress	Against % enrolled
UG to PG	24.19 (2011-12) 38.27 (2010-11)

## 30. Details of Infrastructural facilities

a) **Library:** Each year, the Department of Physics adds new books/editions to the College library for study and research by its students.

Academic Year	No. of Volumes	Total Budget (Rs.)	Total Expenditure (Rs.)
2014-15	132	61,928/-	61,322/-
2013-14	177	66,582/-	67,281/-
2012-13	132	48,700/-	48,336/-
2011-12	154	56,710/-	58,269/-
2010-11	155	53,652/-	52,409/-

- b) **Internet facilities for staff and students:** Available
- c) **Class rooms with ICT facility:** 02 available
- d) **Laboratories:** 03



The Physics Department boasts of two well-equipped and fully functional Physics laboratories, Lab-I and Lab II, which provide ample facilities and a conducive environment for the students to learn experimental techniques and their applications as part of their curriculum, along with innovative learning and research projects over and above the prescribed syllabi. The detailed analysis of the departmental labs is presented below.

### **1. Lab space and its Usage**

The Department has two spacious, airy and safety-compliant laboratories. The two laboratories can accommodate 40-45 students each at a time and can further be divided into three sub-labs as follows.

#### **Lab I**

- i. A large hall (40'x15') for all-purpose physics and electronics experiments relating to electricity and magnetism, computational physics, mathematical physics, digital and analog electronics, etc.
- ii. A dedicated Ballistic Galvanometer (BG) Room (8'x15') which houses many BGs with the associated apparatus and supplies.
- iii. A dedicated darkroom (8'x10') for optical experiments housing the spectrometers, Newton's ring experiments, polarizer setups, etc.

#### **Lab II**

- i. A large hall (36'x12') for all general physics and electronics experiments, like Solid State Physics, Electromagnetic Theory, Semiconductor Device physics, etc.
- ii. A well-equipped dedicated darkroom (10'x12') for optical experiments housing optical bench, laser and fiber optic set up with digital boards, spectrometers, Malus law set ups, etc.
- iii. A dedicated heat lab (8'x12') for conducting thermal physics experiments like Angstroms method, Lee's disc, PRT set ups, experiments, etc.

### **2. Computer lab (IT Infrastructure )**

Details of Computing Facility Available (Hardware and Software):

- i. Number of Computers (including laptops):
  - a) Compaq Presario CPU—12; and b) HP Laptops—104
- ii. Computer-Student Ratio: 1:1



**31. Number of students receiving financial assistance from College, University, Government or other agencies.**

**(I) Meritorious financial assistance**

Year	Financial Assistance	B.Sc.(H) Physics 1Yr	B.Sc.(H) Physics 2Yr	B.Sc.(H) Physics 3Yr	M.Sc. Physics Prev.	M.Sc. Physics Final
2014-15	Sc. Merit. Award (DU)	—	—	4	5	1
2014-15	Sita Ram Jindal	—	1	—	—	—
2014-15	SA Fund (College)	4	11	1	—	—
2014-15	Fee Concession	3	1	—	—	—
2014-15	VC Fund (DU)	—	1	1	—	2
2014-15	R.B. Ram Kishan Das (College)	—	—	—	—	1
2014-15	Ministry of HRD Govt. of India	—	—	1	—	—
2014-15	Roshan Devi and Deena Nath	—	2	—	—	—
2013-14	Sc. Merit. Award (DU)	—	2	7	1	3
2013-14	Sita Ram Jindal	1	2	—	—	—
2013-14	Fee Concession	3	1	—	1	—
2013-14	VC Fund (DU)	—	8	36	6	3
2013-14	R.B. Ram Kishan Das (College)	—	—	1	1	—
2013-14	SC/ST Merit Sch. (J&K)	—	—	1	—	—
2013-14	AICTE (J&K)	—	—	1	—	—
2013-14	Rai Achhru Ram Sch.	—	—	—	1	—
2013-14	Surinder Gupta Family (ARC)	—	2	2	—	—
2012-13	Sc. Merit. Award (DU)	—	9	6	4	—
2012-13	Merit Sch. (Manipur Govt.)	—	—	1	3	—
2012-13	Sita Ram Jindal	6	—	1	—	—
2012-13	SA Fund (College)	3	—	9	—	—
2012-13	Fee Concession	2	—	7	—	—
2012-13	Jeevan Lal Khanna (College)	—	—	2	—	—
2012-13	VC Fund (DU)	—	14	13	5	1
2012-13	Kailashwati Khanna	—	—	1	—	—
2012-13	SC/ST/Excl. Creamy Layer	1	5	1	—	—
2012-13	Merit Sch. (MP)	—	1	—	—	—
2012-13	Nangia Sch.	—	1	1	—	—
2012-13	O.P. Kaushik	—	—	1	—	—
2011-12	Sc. Merit. Award (DU)	3	—	—	—	4
2011-12	Merit Sch. (Manipur Govt.)	2	7	—	3	—
2011-12	Sita Ram Jindal	—	1	1	2	—
2011-12	SA Fund (College)	5	9	—	2	—
2011-12	Fee Concession	7	10	1	1	—
2011-12	Premvati Raghubir Singh College	1	—	—	—	—



Year	Financial Assistance	B.Sc.(H) Physics 1Yr	B.Sc.(H) Physics 2Yr	B.Sc.(H) Physics 3Yr	M.Sc. Physics Prev.	M.Sc. Physics Final
2011-12	Jeevan Lal Khanna (College)	—	2	—	—	—
2011-12	VC Fund (DU)	—	5	4	—	—
2011-12	R.B. Ram Kishan Das (College)	—	—	4	—	—
2011-12	Kailashwati Khanna	—	1	—	—	—
2010-11	Sc. Merit. Award (DU)	6	11	5	1	4
2010-11	Merit Sch. (Delhi Govt.)	1	1	—	5	—
2010-11	SC/ST Merit Sch. (Manipur Govt.)	—	—	1	2	—
2010-11	Merit Sch. (Manipur Govt.)	—	6	—	1	—
2010-11	Sita Ram Jindal	1	3	1	—	—
2010-11	BK Anand Benevolent Trust	1	—	—	—	—
2010-11	SA Fund (College)	8	3	1	—	—
2010-11	Fee Concession	7	2	—	—	—
2010-11	Premvati Raghbir Singh College	—	—	1	—	—
2010-11	Jeevan Lal Khanna (College)	—	—	1	—	—
2010-11	Chattervriti Sch. (HP)	1	—	1	—	—
2010-11	Matrikripa Dharmarth Nyas	—	2	—	—	—
2010-11	R.B. Ram Kishan Das (College)	—	2	—	—	—
	<b>Total</b>	<b>66</b>	<b>126</b>	<b>119</b>	<b>44</b>	<b>19</b>

### 32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:

Year	Details of Enrichment Programmes
2014-15	<p>The annual fest of Physics Department, Hindu College, was held on 23 and 24 February 2015. The special guest for the occasion was Professor Patrick Dasgupta of Department of Physics and Astrophysics, University of Delhi. He enlightened the students about Black Holes and Gravitational Waves. During the fest, a variety of cultural events was organized which received a good response.</p> <p>A seminar was held on 12 March 2015 in association with BITS Pilani, Hyderabad. The Head of Department and Associate Dean of CSIS Department were invited to make the students aware about the three-year integrated ME in Computer Science with specialization in Information Security. Students learnt about this new career option through presentation /interactions.</p>
2013-14	Visits by Dr. Govind, Senior Scientist at the National Physical Laboratory (CSIR), Delhi; and Prof. S.C. Garg, Professor, Indira Gandhi National Open University, New Delhi
2012-13	‘Quarks-2013’, the annual fest of the Physics Department, Hindu College, held on 19 and 20 February was indeed full of as much vigour as promised by the various posters put up all over the campus. After the welcome address by the Teacher-in-Charge, Dr. Sanjay Chauhan, there was a highly knowledgeable lecture about the Higgs Boson by the chief guest, Dr. Brajesh Chaudhary from the Department of Physics and Astrophysics, Delhi University.
2010-11	The Department celebrated its annual festival ‘Quarks -2011,’ which saw the attendance of renowned academicians, Prof. Avinashi Kapoor and Prof. R.P. Tandon. Following the



Year	Details of Enrichment Programmes
	inaugural ceremony, the chief guests released the annual magazine <i>Quarks</i> . The festival saw the participation of students from around the University.
2011-12	On 30 and 31 January 2012, the Department celebrated its annual festival 'Quarks-2012' which saw the attendance of renowned scientists Prof. K.L. Chopra and Prof. K. Thyagarajan. Following the inaugural ceremony, the chief guests released the annual magazine <i>Quarks</i> . The first day was marked by remarkable lectures on 'Thin Films' and 'Quantum Optics' by Prof. K.L. Chopra and Prof. Thyagarajan respectively. Prof. T.R. Sheshadri delivered an interesting lecture on 'Cosmology' on the second day of the event. Both the days were taken up by activities, both academic and cultural, which saw the participation of students from around the University.

### 33. Teaching methods adopted to improve student learning

- Use of ICT (Information and Communications Technology) for imparting the lesson plans by showing videos (available from an open source like MIT open source, UNSW open source, etc.), which strengthen understanding of the basic underlying principles of Physics concepts.
- Use of computational physics to help students comprehend the mathematical aspect involved in Physics problem.
- Group PowerPoint presentations, which involve different groups of 4–5 students relating to the practical application of the theoretical physics concepts learnt in the classroom. These applications are related to industries which change the world in which we live.
- Motivating the students to repair the inoperative/damaged instruments which help them to understand the instrumental working; followed by some modification to conquer the unknown territories of science.
- Motivating the students to learn and use open-source software like Linux, Gnuplot, Scilab, Origin, GIMP, etc.
- The faculty uses and takes help from open courseware of renowned universities like MIT, Princeton, Berkeley, etc., for course enhancement, suggestions of teaching aids and additional inputs.
- Students are taken to research and industrial facilities like National Science Centre, National Physics Laboratory for exposure to real research environments. This facilitates visual learning through observation of instruments and techniques not available in departmental labs, like fabrication units, clean room technology, reactors, etc.
- In-class demonstration of various physics concepts with the help of physical models like atom/molecule structures, bcc/fcc lattice along with various other teaching aids.
- The discarded lab apparatus like power supply, CRO, Function Generator, multimeter, galvanometer, BG, etc., are used as demonstrative aids while teaching related subjects, to explain the working and construction of the same in a more effective and learner friendly manner.
- The students are constantly updated and informed by the faculty about new and related research applications and industrial outlooks associated with, and as extension of, their coursework. This is done by making available to them magazines like *Electronics for You*, *IEEE Spectrum*, *Scientific American*.



### 34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Many students of the Department are involved in ISR Activities through various societies of the College:

Course	% Students in various societies	Societies
B.Sc. (Hons.) Physics III Year	15%	NSS, <i>Manthan</i> , Science Forum, WDC, Abstractions, <i>Vagmi</i> , <i>Nakshatra</i>
B.Sc. (Hons.) Physics II Year	10%	WDC, <i>Disha</i> , <i>Aria</i> , <i>Ibtida</i> , NSS, <i>Nakshtra</i>
B.Sc. (Hons.) Physics I Year	35%	NSS, <i>Abhyas</i> , <i>Vagmi</i> , <i>Nakshtra</i> , <i>Manthan</i> , Caucus, Abstractions, Symposium
B.Sc. (Programme) II Year	30 %	NSS, Earthlings, NCC, <i>Alankar</i> , Science Forum, <i>Panchtatva</i> , <i>Abhyas</i> , <i>Sriya</i> , <i>Aria</i> , LFT, <i>Nakshatra</i>
B.Sc. (Programme) I Year	10%	NSS

### 35. SWOC analysis of the Department and future plans

#### Strengths of the Department

- ❖ We get excellent students to learn from
- ❖ Well-equipped labs, very cooperative lab staff and some quick learner teachers make this Department unique, vibrant and excellent.
- ❖ As the Department boasts well-equipped laboratories, it cannot go without highlighting its constant endeavour to motivate and rigorously train its students in experimental and analytical skills, with the help of the untiring efforts of its ever-dedicated faculty. This is further facilitated by ensuring that not more than two students work at a time on a given experimental set-up.

#### Weakness of the Department

- ❖ Modern and scientific teaching learning methodology is evolving, but too slowly.
- ❖ Lack of infrastructure.

#### Opportunities

- ❖ Seminars and conferences related to core and interdisciplinary areas.
- ❖ Research in core and interdisciplinary areas through major and minor projects.
- ❖ Establishment and learning of in-house repair and maintenance and modification of scientific apparatus and computers

#### Challenges

- ❖ Every year, the Department gets around 25-30% students having done their schooling in Hindi medium. The College, being affiliated to Delhi University, offers all Science courses only in English medium. It often becomes a challenge for the teachers to bridge the gap amongst students arising out of a difference in the medium of instruction, especially in the first two semesters of their courses. A more



formal approach and methodology needs to be evolved by the Department to overcome this problem.

- ❖ Although the faculty actively undertakes student related educational research, the funding for the same is minimal as research grants under the said head are scarce.
- ❖ Dedicated space is required for the students and faculty to pursue research and additional projects without hindrance.

#### **Future Plans**

- ❖ Development of Departmental library;
- ❖ Establishment of good quality research lab; and
- ❖ Establishment of photocopy machine and water purifier in the Department.



## Evaluative Report of Department of Political Science

1. **Name of the Department:** Political Science

2. **Year of Establishment:** 1953

3. **Name of the Programmes/Courses offered:**

(a) Undergraduate: B.A. (H) Political Science

(b) Postgraduate: M.A. (Political Science)

4. **Name of Interdisciplinary courses and the Department/unit involved**

Name of course	Department (s)/unit (s) involved
B.A. (H) Political Science	Commerce, History, Sociology, Hindi, Music

5. **Annual/semester/choice based credit system:** Refer to Table I

6. **Participation of the department in the courses offered by other department:** The Department also taught a Foundation Course to all other departments under the erstwhile FYUP mode.

7. **Courses in collaboration with other university, industries, foreign institutions, etc:**  
Nil

8. **Details of courses/programmes discontinued (if any) with reasons:** FYUP has been discontinued as per the directions of the University

9. **Number of Teaching posts:**

Teaching Posts	Sanctioned	Filled
Professor	—	—
Associate Professor*	—	05
Assistant Professor	03	03

\* No direct recruitment, only by virtue of promotion



## 10. Faculty profile

Name	Qualification	Designation	Specialization	Total No. of years of teaching Experience	No. of Ph.D. students guided for last 4 years
Dr. Jagdish Chander	Ph.D.	Associate Professor	Indian Politics	23	—
Shri Ish N. Mishra	M.Phil.	Associate Professor	Political Thought	19	—
Dr. Maneesha Pandey	Ph.D.	Associate Professor	Public Administration	28	01
Ms. Seema Das	M.Phil.	Associate Professor	Indian Politics	20	—
Dr. Anirudha Prasad	Ph.D.	Associate Professor	Comparative Government and Politics	17	—
Chandrachur Singh	M.Phil.	Assistant Professor	Political Theory	17	—
Parth Pratim Shil	M.Phil.	Assistant Professor	Feminist Political Theory	07	—
Talim Akhtar	M.Phil.	Assistant Professor	Political Theory and Thought	05	—
Superna Priyadarshini	M.Phil.	Assistant Professor	Political theory	03	—
Dr. Shikha Gupta	Ph.D.	Assistant Professor	Indian Political Thought, Indian Politics, Media, Advertising	08	—

## 11. List of senior visiting faculty: Nil

## 12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty

Year	Percentage
2013-14	37.5%
2013-14	37.5%
2012-13	37.5%
2011-12	25%
2010-11	12.5%

## 13. Student-Teacher ratio programme wise:

(b) B.A. (H) Political Science

Theory	20:1
Tutorials	10:1



14. Number of academic support staff (technical) and administrative staff, sanctioned and filled: NA

15. Qualification of teaching faculty:

Qualification	Number
D.Sc.	Nil
D.Litt.	Nil
Ph.D.	04
M.Phil.	06
PG	Nil

16. Number of faculty with ongoing projects from (a) National and (b) International funding agencies and grants received:

- ❖ Shri Talim Akhtar worked as a Regional coordinator for the State of Rajasthan on a project entitled “A Study of Social Inclusion at the Panchayati Raj Institutions” with the Indian Institute of Dalit Studies, Delhi. The report on the project was submitted in October 2012.
- ❖ Dr. Jagdish Chander will guide a Fulbright-funded project on, “A Study of Nepalese Ex–military Service men in Afghanistan” w.e.f. 2016.

17. Departmental Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and total grants received: Nil

18. Research Centre/Facility recognized by the University: NIL

19. (a) Publications per Faculty: Refer Table II and Annexure I

(b) Books edited and published by faculty: Refer Table II and Annexure II

(c) Participation of faculty in attending and organising Workshops/Seminar/Conferences/other academic Activities: Refer Table II and Annexure III

(d) Participation of faculty in administrative and other activities: Refer to Table II and Annexure IV

20. Areas of consultancy and income generated: Nil

21. Faculty as members in National, International and Editorial Board/Committee:

(a) National

Faculty Member	Details of Membership
Dr. Manisha Pandey	Life member of Indian Institute of Public Administration, Delhi
Dr. Jagdish Chander	Associate Fellow - Developing Countries Research Centre, Delhi

(b) International



Faculty Member	Details of Membership
Dr. Jagdish Chander	Member of the Canadian Disabilities Studies Association, Canada
Dr. Jagdish Chander	Member of the Society for Disability Studies, USA
Dr. Shikha Gupta	1. On the panel of Associate Editors of <i>The International Journal of Humanities</i> published by Common Ground Publishers, United States. 2. On the panel of Associate Editors of <i>The International Journal of Civic, Political, and Community Studies</i> published by Common Ground Publishers, United States. 3. On the panel of Associate Editors of <i>The International Journal of Literary Humanities</i> published by Common Ground Publishers, United States. 4. On the panel of Associate Editors of <i>The International Journal of Communication and Linguistic Studies</i> published by Common Ground Publishers, United States. 5. On the panel of Associate Editors of <i>The International Journal of Adult, Community and Professional Learning</i> published by Common Ground Publishers, United States.

## 22. Student Project

- (a) Percentage of students who have done in-house projects including inter departmental/programme: Nil
- (b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies: Students of the Department have done internships in different institutes and organisations, e.g., Observer Research Foundation, Rotary Club, Opinia 360, law firms, etc. Approximately 30% of the students of the Department were placed in internships although the actual percentage is likely to be on higher side.

## 23. Award/Recognitions received by faculty and students-2014-15

### (a) Awards/Achievements by faculty

- ❖ Mr. Parth Shil joined Cambridge University, U.K.
- ❖ Mr. Chandrchur Singh joined Birmingham University, U.K.

### (b) Position holders/Award students

Year	Name of the Students	Class	Awards and Recognition
2013-14	Nitika Ladda	M.A. Pol.Sc.	First prize in University of Delhi (North Campus)
	Alisha Dhingra	M.A. Pol.Sc.	Third prize in University of Delhi (North Campus)
2012-13	Vedika Shekhar	M.A. Pol.Sc.	First prize in University of Delhi (North Campus)
	Shivani Sharma	M.A. Pol.Sc.	Second prize in University of Delhi (North Campus)
2011-12	Pooja Bakshi	M.A. Pol.Sc.	First prize in University of Delhi (North Campus), Prof. C.J. Chacko Prize in Political Science
2010-2011	Neha Agrawal	M.A. Pol.Sc.	First in University of Delhi (North Campus), Karan Singh Medal
	Saumya Saxena	B.A. (H) Pol. Sc.	First in University of Delhi (North Campus)
	Deboshmita Chattopadhyay	M.A. Pol. Sc.	Second in University of Delhi (North Campus)



## 24. List of eminent academicians and scientists / visitors to the department

S.No.	Name of the Seminars/Conferences/ Workshops	Dates of the Seminars/ Conferences/ Workshops	Sources of Funding
1	Panel discussion on 'Landslide Victories of BJP and AAP in 2014 and 2015,' with panellists: Shri Ashutosh Kumar, National Spokesperson, Aam Admi Party (AAP); Shri N.K. Singh, Senior Journalist and Editor, <i>Live India</i> ; Ms. Rajni Abbi, Mayor, Delhi and Member, Bharatiya Janata Party (BJP).	12 <sup>th</sup> March 2015	
2	Panel discussion on 'Emergence of Aam Admi Party (AAP) and its Implications on Indian Politics', with panellists: Captain J.N. Nishad, MP, Lok Sabha; Dr. Rakesh Sinha, Associate Professor, Motilal Nehru College, University of Delhi; Shri N.K. Singh, Senior Journalist, <i>Live India</i> ; Dr. R. Manivaran, Department of Political Science, University of Madras, Tamil Nadu.	7 February 2014	Rs.16,020/- from Department Funds
3	Panel discussion on 'Current Trends and Issues in Indian Politics,' with panellists: Prof. Aditya Nigam, CSDS, Delhi; Prof. Rajeev Bhargava, CSDS, Delhi	5-6 February 2013	Rs. 13,800/- from Department Funds
4	Panel discussion on 'Issues in Indian Politics', with panellists: Prof. M.P. Singh, Department of Political Science, University of Delhi; Prof. Anand Kumar, CSSS, SSS, JNU; Prof. Mushirul Hasan, Jamia Milia Islamia, Delhi. Book release <i>Raj Se Swaraj</i> authored by Dr. R.C. Pradhan, Retired Professor, Ramjas College, DU	November 2012	Rs. 25,000/- by Macmillan Publishers, India
5	Seminar on 'Relevance of Gandhiji', Speaker: Dr. Savita Singh, Director, Gandhi Smriti	27 <sup>th</sup> September 2012	Rs. 700/- from Department Funds
6	Panel Discussion on 'Reassessing Executive Powers in India's Parliamentary Democracy' Name of the Panellists:Shri Manish Tiwari, MP, Lok Sabha;Shri G.K. Pillai, Former Home Secretary and Presently R.K. Mishra Chair at Observer Research Foundation;Shri D. Raja, MP and National Secretary, Communist Party of India (CPI); Shri Paranjay Guha Thakurta, Senior Journalist	4 April 2012	Rs. 30,000/- from Observer Research Foundation (ORF)
7	UGC-sponsored National Seminar on 'Human Rights in Indian Politics: Development, Social Movements and Institutions'	21-22 March 2012	Rs. 64,000/- from University Grant Commission
8	Seminar on Indian Politics. Speaker: Prof. Javed Alam, Chairman, Indian Council of Social Science Research, New Delhi	27 January 2012	Rs. 19,720/- from Department Funds
9	Seminar on 'Terrorism and Empire', Keynote Speaker: Prof. Achin Vinayak, Department of Political Science, University of Delhi	28 March 2011	Rs.12,480/- from Department Funds
10	Seminar on 'Contemporaneity of Gandhian Thought.' Speaker: Prof. Salil Misra, School of Liberal Studies (SLS), Ambedkar University, Delhi. 'Decentralisation and Development: Gandhian Perspective.' Speaker: Dr. Sangita Dhal, Associate Professor, Kalindi college, University of Delhi.		



**25. Seminars / Conferences/ Workshop organized and the source of funding:** Refer to point number 24.

**26. Student Profile programmes / course wise:**

Name of the Course/ programme (refer question no.4)	Selected	Enrolled		Pass Percentage*
		*M	*F	
2014-2015	43	47	33	100%
2013-2014	89	54	32	100%
2012-2013	59	37	22	100%
2011-2012	51	24	27	100%
2010-2011	65	05	23	—

\*M = Male \*F = Female, \*The pass percentage has been calculated from the total number of students appeared in part III of the exam in the said academic year minus the number of students that failed.

**27. Diversity of Students:**

Academic Year	Total Admissions	% of students from the same state	% of students from the other states	% of students from abroad
2010-11	65	43.07	53.08	3.07
2011-12	51	37.25	62.74	—
2012-13	60	40	60	—
2013-14	89	33.07	66.29	—
2014-15	43	27.09	72.09	—

**28. Students who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services and Defence services, etc.:** There is no computed information available. Many students of the Department have gone abroad for higher studies. Many have joined postgraduation in Delhi University, Jawaharlal Nehru University and Tata Institute of Social Sciences. Students are also placed in IPS and State-level Police Services, Indian Administrative Services, journalism, media, films (FTII), school teaching while some have joined the United Nations. Some others have found their way in Delhi University's academia.

**29. Student progress**

Student progress	Against % enrolled
UG to PG	9% (2011-12) 8% (2010-11)



### 30. Details of Infrastructural facilities

- a) **Library:** Each year, the Department enhances its subject's collection in the College library with new books/editions for the benefit of its students

Year	Vol.	Grant (Rs.)	Expenditure (Rs.)
2014-15	89	57,274/-	55,815/-
2013-14	87	50,651/-	53,298/-
2012-13	51	34,560/-	33,634/-
2011-12	69	30,578/-	30,625/-
2010-11	73	29,327/-	29,156/-

- b) **Internet facilities for staff and students:** Available

- c) **Class rooms with ICT facility:** 01

- d) **Laboratories:** Nil

### 31. Number of students receiving financial assistance from College, University, Government or other agencies.

Academic Year	Course	Number of Students	Name of Scholarship
2014-15	B.A. (H) Pol. Sc. II year	5	NIVH
	B.A. (H) Pol. Sc. II year	1	VC Fund (Delhi University)
	B.A. (H) Pol. Sc. III year	1	VC Fund (Delhi University)
	M.A. (P) Pol. Sc.	6	VC Fund (Delhi University)
	M.A. (F) Pol. Sc.	1	VC Fund (Delhi University)
	B.A. (H) Pol. Sc. I year	1	SA Fund
	B.A. (H) Pol. Sc. II year	4	SA Fund
	B.A. (H) Pol. Sc. III year	3	SA Fund
	M.A. (P) Pol. Sc.	1	SA Fund
	M.A. (F) Pol. Sc.	1	SA Fund
	B.A. (H) Pol. Sc. II year	1	R.B. Ram Kishan Das
	B.A. (H) Pol. Sc. III year	1	Merit Sch. (Arunachal Pradesh)
	M.A. (F) Pol. Sc.	1	Rajeev Mehra Mem.
	M.A. (F) Pol. Sc.	1	Fee Concession
2013-14	M.A. (F) Pol. Sc.	1	R B Ram Kishan Das
	B.A. (H) Pol. Sc. II year	1	Fee Concession
	B.A. (H) Pol. Sc. II year	5	VC Fund (Delhi University)
	B.A. (H) Pol. Sc. III year	10	VC Fund (Delhi University)
	M.A. (P) Pol. Sc.	8	VC Fund (Delhi University)
	M.A. (F) Pol. Sc.	4	VC Fund (Delhi University)
	B.A. (H) Pol. Sc. I year	4	NIVH
2012-13	B.A. (H) Pol. Sc. I year	1	UGC SC/ST/OBC
	B.A. (H) Pol. Sc. II year	3	UGC SC/ST/OBC
	B.A. (H) Pol. Sc. III year	1	UGC SC/ST/OBC
	B.A. (H) Pol. Sc. II year	6	VC Fund (Delhi University)
	B.A. (H) Pol. Sc. III year	2	VC Fund (Delhi University)
	M.A. (P) Pol. Sc.	6	VC Fund (Delhi University)



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Academic Year	Course	Number of Students	Name of Scholarship
	M.A. (F) Pol. Sc.	7	VC Fund (Delhi University)
	B.A. (H) Pol. Sc. III year	1	SA Fund (College)
	M.A. (F) Pol. Sc.	1	SA Fund (College)
	B.A. (H) Pol. Sc. II year	1	Merit Sch. (Manipur Govt.)
	M.A. (F) Pol. Sc.	1	Merit Sch. (Manipur Govt.)
	M.A. (P) Pol. Sc.	1	NIVH (Visually Handicapped)
	B.A. (H) Pol. Sc. III year	1	S P Raina (College)
	B.A. (H) Pol. Sc. II year	1	Lala Prem Lal Gupta (College)
<b>2011-12</b>	B.A. (H) Pol. Sc. III year	1	Sita Ram Jindal
	B.A. (H) Pol. Sc. I year	1	Merit Sch. (Manipur Govt.)
	B.A. (H) Pol. Sc. III year	1	Merit Sch. (Manipur Govt.)
	M.A. (P) Pol. Sc.	1	Merit Sch. (Manipur Govt.)
	M.A. (P) Pol. Sc.	1	Merit Sch. (Arunachal Govt.)
	B.A. (H) Pol. Sc. I year	1	Merit Sch. (Assam Govt.)
	B.A. (H) Pol. Sc. III year	1	Post Metric Sch. (Delhi Govt.)
	B.A. (H) Pol. Sc. II year	2	VC Fund (Delhi University)
	B.A. (H) Pol. Sc. III year	4	VC Fund (Delhi University)
	M.A. (P) Pol. Sc.	4	VC Fund (Delhi University)
	M.A. (F) Pol. Sc.	2	VC Fund (Delhi University)
	B.A. (H) Pol. Sc. III year	1	National Handicapped Finance
	B.A. (H) Pol. Sc. II year	1	Prem Wati Ragubir Singh
	B.A. (H) Pol. Sc. I year	1	SA Fund (College)
	B.A. (H) Pol. Sc. II year	3	SA Fund (College)
	B.A. (H) Pol. Sc. III year	1	SA Fund (College)
	M.A. (P) Pol. Sc.	2	SA Fund (College)
	B.A. (H) Pol. Sc. II year	1	Fee Concession
M.A. (P) Pol. Sc.	1	Fee Concession	
<b>2010-11</b>	B.A. (H) Pol. Sc. I year	3	Sita Ram Jindal
	B.A. (H) Pol. Sc. II year	1	Sita Ram Jindal
	M.A. (P) Pol. Sc.	1	Merit Sch. (Haryana)
	B.A. (H) Pol. Sc. I year	1	Merit Sch. (Delhi Govt.)
	M.A. (P) Pol. Sc.	1	Merit Sch. (Arunachal Pradesh)
	B.A. (H) Pol. Sc. II year	1	Merit Sch. (Nagaland)
	M.A. (P) Pol. Sc.	1	Single Child (Delhi University)
	B.A. (H) Pol. Sc. II year	1	NIVH (National Handicapped)
	M.A. (P) Pol. Sc.	1	R.B. Ram Kisen Das
	B.A. (H) Pol. Sc. I year	3	SA Fund
	B.A. (H) Pol. Sc. II year	4	SA Fund
	B.A. (H) Pol. Sc. III year	2	SA Fund
	M.A. (P) Pol. Sc.	1	SA Fund
	B.A. (H) Pol. Sc. I year	1	Fee Concession
	M.A. (F) Pol. Sc.	1	Fee Concession
	B.A. (H) Pol. Sc. II year	1	Fee Concession
	B.A. (H) Pol. Sc. III year	2	Fee Concession
	M.A. (P) Pol. Sc.	1	Social Welfare Deaf and Dumb
	M.A. (F) Pol. Sc.	1	Social Welfare Deaf and Dumb
	M.A. (P) Pol. Sc.	1	Social Welfare (Bihar Govt.)



**32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:** Refer to point number 23 and 24

**33. Teaching methods adopted to improve student learning:**

The method of teaching adopted by the Department is a blend of traditional classroom teaching with the latest use of audio/visual aids such as using projectors, making power-point presentations, documentary screening and outdoor activities like workshops, visits, presentations, etc.

The Department takes pride in having well-trained and experienced faculty members who, by engaging in discussions and debates with the students through various inter-departmental forums, contribute in their learning process. There are visits that are planned by the Department on a regular basis to important political institutes and organizations, NGOs and Parliament, which provide exposure to the students regarding current political trends/issues and upcoming research techniques. The Department time and again also invites senior academicians for lectures/talks. There are also screenings of documentaries and other films that take place in the Department, pertaining to the courses taught. Lastly, by organizing an inter-college paper presentation contest every year, the Department provides a wider platform for its students to engage in serious research activity.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

Around 20-30% of the students of the Department are active members of various College societies, e.g., NSS, *Manthan*, *Caucus*, *Srijya*, *Ibtida*, etc. Many also take part in various national- and international-level conferences and seminars which address issues pertaining to society at large.

**35. SWOC Analysis**

**Strengths**

- ❖ The best students aim to gain admission to this Department
- ❖ Well-qualified and experienced teachers
- ❖ Education at a low cost
- ❖ National as well as international recognition for providing high quality education
- ❖ Works in co-ordination with industry professionals
- ❖ Teaching and learning blended with the current affairs
- ❖ Co-curricular activities amalgamated with the course curriculum.

**Weaknesses**

- ❖ Lack of funds for the Department
- ❖ Lack of space for the Department as there is a lack of scope for future expansion of the campus due to this being a heritage building
- ❖ Lack of availability of latest technologies
- ❖ Lack of funds for facilities like air conditioners in the class rooms to provide a better teaching and learning environment
- ❖ Lack of research activities



### **Opportunities**

- ❖ Strategic alliances and partnerships with industry, NGOs etc.
- ❖ Diversification of sources of revenue through better exploitation of consultancy

### **Challenges**

- ❖ Competition and the marked increase in the number of educational institutions.
- ❖ Fluidity and flexibility in the education system.



## Evaluative Report of Department of Sanskrit

- 1. Name of the Department:** Sanskrit
- 2. Year of Establishment:** More than 50 years earlier
- 3. Name of the Programmes/Courses offered:**
  - (a) Undergraduate: B.A. (H) Sanskrit
  - (b) Postgraduate: M.A. (Sanskrit)
- 4. Name of Interdisciplinary courses and the Department/unit involved**

Name of course	Department (s)/unit (s) involved
B.A. (H) Sanskrit	Economics, English, Music, History, Mathematics, Political Science, Philosophy, Sociology.

- 5. Annual/semester/choice based credit system:** Refer to Table I
- 6. Participation of the department in the courses offered by other department:**

Departments of Economics, English, Music, History, Mathematics, Political Science, Philosophy, Sociology, Commerce. The Department also teaches Generic Elective courses in the CBCS scheme.
- 7. Courses in collaboration with other university, industries, foreign institutions, etc:** Nil
- 8. Details of courses/programmes discontinued (if any) with reasons:** FYUP has been discontinued as per the directions of the University
- 9. Number of Teaching posts:**

Teaching Posts	Sanctioned	Filled
Professor	—	—
Associate Professor*	—	01
Assistant Professor	06	05**

\* No direct recruitment, only by virtue of promotion

\*\* 03 Permanent, 02 Ad-hoc



## 10. Faculty profile

Name	Qualification	Designation	Specialization	Total No. of Years of experience	No. of Ph.D. Students guided for the last 4 years
Dr. Anita Rajpal	Ph.D.	Associate Professor	Philosophy	21	04 (Ph.D.) Enrolled 05 Students Under Advisory Guidance
Dr. Rajendra Kumar	Ph.D.	Assistant Professor	Poetics	12	02 Students (M.Phil.) Awarded
Dr. Vijay Garg	Ph.D.	Assistant Professor	Poetics	10	02 (M.Phil.) Awarded 02 (Ph.D.) Enrolled
Dr. Balram Sukla (Lien)	Ph.D.	Assistant Professor	Grammar	10	04 (Ph.D.) Enrolled 01 (M.Phil.) Awarded
Dr. Jagmohan	Ph.D.	Assistant Professor	Grammar	4.5	—
Shri Puran Mal Verma	M.Phil.	Assistant Professor	Grammar	4.5	—
Dr. Soniya (Ad hoc)	Ph.D.	Assistant Professor	Grammar	1.3	—

## 11. List of senior visiting faculty: Nil

## 12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty

Academic Year/ Semester	Percentage of classes taken by temporary Faculty
2014-15	20%
2013-14	—
2012-13	—
2011-12	20%
2010-11	50%

## 13. Student-Teacher ratio programme wise: B.A. (H) Sanskrit

Theory	25:1
Tutorials	08:1

## 14. Number of academic support staff (technical) and administrative staff, sanctioned and filled: Nil

## 15. Qualification of teaching faculty:

Qualification	Number
D.Sc.	Nil
D.Litt.	Nil
Ph.D.	05
M.Phil.	01
PG	Nil



16. Number of faculty with ongoing projects from (a) National and (b) International funding agencies and grants received:

17. Departmental Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and total grants received:

Project	Project Investigator	Funding Agency	Grant (Rs.)
“Kalidasiye Sahitya mai Vanspatik Tattvon ka Vanspati-Vijan Se Tulantamak Adhyayan” 2013-15. (Completed)	Dr. Anita Rajpal, Dr. Anuradha Sharma and Dr. Suman Kumra (Department of Botany)	University of Delhi, under the scheme of Innovation Project.	3,00,000/-

18. Research Centre/Facility recognized by the University: Nil

19. (a) Publications per Faculty: Refer Table II and Annexure I

(b) Books edited and published by faculty: Refer Table II and Annexure II

(c) Participation of faculty in organising and attending Workshops/Seminar/Conferences/other academic Activities: Refer Table II and Annexure III

(d) Participation of faculty in administrative and other activities: Refer to Table II and Annexure IV

20. Areas of consultancy and income generated: Nil

21. Faculty as members in National, International and Editorial Board:

Name of Faculty	National Editorial Board	Position
Dr. Anita Rajpal, Editorial	<i>Nature and Society</i> , an international bilingual multi-disciplinary quarterly research journal, ISSN: 2394-1340, Thar Indian Institution, Jaipur.	Advisory Board
	Mind Body Centre, Delhi University Women’s Association	Convenor
	Bhandarkar Oriental Research Institute, Pune.	Life Member
	<i>Akhil Bharatiya Darshan Parishad</i>	Life Member
Dr. Balram Shukla	Board of Studies, Faculty of Arts Science and Commerce, Modi Institute of Science and Technology, Rajasthan.	Member

22. Student Project

(a) Percentage of students who have done in-house projects including inter departmental/programme: 100% students did in-house projects in the Annual and Semester mode as a part of the assignment and inter-departmental projects in Foundation Course, LLC-Sanskrit (FYUP).



- (b) **Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies:** Around 10% of the students do projects with external agencies

### 23. Award/Recognitions received by faculty and students-

#### (a) Faculty

Dr. Balram Shukla was awarded by the honorable President of India, “*The Maharshi Badrayan Vyas Samman*” in recognition of substantial contribution in the field of Sanskrit as a young Sanskrit scholar.

#### (b) Students

##### Gold Medals

- ❖ 2013-14, Manoj Kumar from M.A. (Sanskrit)
- ❖ 2012-13, Sandeep Kumar from M.A. (Sanskrit)
- ❖ 2011-12, Rishi Raj from M.A. (Sanskrit)

**Good Practice Award for LLC (Sanskrit) Foundation Course’s Digital Project:** First, *Voyenger: A Journey inside the minds of you and me*, Abhijit, Archit, Vaisakh and Vinayak (Physics), Naveen (Chemistry) and Raja (Sanskrit).

##### Awards from NCC

- ❖ Best Swimmer (2014-15): Biswajit Sarka, III year

### 24. List of eminent academicians and scientists / visitors to the department

#### 2014 – 2015

- ❖ Dr. Sury Prakash Kapoor, independent Scientist, Delhi
- ❖ Sri Jatin Jain, Instructor of Sahaj-Yaga, Delhi
- ❖ Prof. D.P. Agrawal, Ex Director, UPSC
- ❖ Dr. Ela Ghosh, Formerly Principal, Rajkiya Mahavidyalaya, Katani, Jabalpur
- ❖ Dr. Dharmendra Kumar, Secretary, Delhi Sanskrit Academy

#### 2013-14

- ❖ Dr. Bhartendu Pandey, Associate Professor, Department of Sanskrit, University of Delhi.
- ❖ Dr. Dharma Pal, Ex Pro Vice Chancellor, Gurukul Kangri Vishvavidyalaya, Haridwar

#### 2012-13

- ❖ Dr. Pushpa Dikshit, Department of Sanskrit, Govt. Kanya P.G. college, Bilaspur
- ❖ Prof. Dipti Tripathi, Director, Nation Mission for Manuscript, Delhi



## 2011-2012

- ❖ Prof. Shashi Prabha Kumar, Special Centre for Sanskrit Studies, JNU
- ❖ Prof. Braj Bihri Chaubey, Professor Emeritus, University of Panjab., Hoshiarpur.
- ❖ Shri Sudhist Mishra, Regional Director, Sanskrit-Bharti, Delhi
- ❖ Prof. Hari Dutt Sharma, Head, Department of Sanskrit, University of Allahabad.
- ❖ Prof. Navjyoti Singh, Head, Centre for Exact Humanities, NIIT, Hyderabad.
- ❖ Prof. Radha Vallabh Tripathi, Vice Chancellor, Rashtriya Sanskrit Sansthan
- ❖ Prof. Ram Karan sharma, Ex Vice Chancellor, Sampurnanand University, Varanasi

## 2010-11

- ❖ Acharya Krishanand Jha, DU
- ❖ Prof. C.K. Saluja, Department of Education, University Of Delhi, Delhi
- ❖ Prof. Ram Karan Sharma, Ex-Vice Chancellor, Kaameshwer Singh Darbhanga Sanskrit Vishvavidyalya, Darbhanga and Sampurnanand University, Varanasi.
- ❖ Dr. Harish Naval, Associate Professor, Department of Hindi, Hindu College, DU
- ❖ Dr. A.D. Mathur, Associate Professor, Department of Sanskrit, St. Stephan's College, DU

## 25. Seminars / Conferences/ Workshop organized and the source of funding

### a) National:

- ❖ Two-day National Conference on “*Women’s Empowerment and Sanskrit Vāñmaya*”, 23-24 February 2012, Sponsored by UGC.
- ❖ Two-day National Conference on “*Adhuniksandarabhe Upanishado ki Upadeyata*” 22-23 April 2015, with Collaboration of Delhi Sanskrit Academy.

### b) International: Nil

## 26. Student Profile programmes / course wise:

Name of the Course/programme (refer question no.4)	Admissions	Delhi			Non-Delhi			Pass Percentage*
		*M	*F	Total	*M	*F	Total	
2014-15	43	13	14	27	16	—	16	100%
2013-14	41	08	08	16	22	03	25	100%
2012-13	32	13	05	18	12	02	14	100%
2011-12	40	21	08	29	11	00	11	100%
2010-11	24	07	08	15	07	02	09	—

\*M = Male \*F = Female, \*The pass percentage has been calculated from the total number of students appeared in part III of the exam in the said academic year minus the number of students that failed.



## 27. Diversity of Students

Name of the Course	% of students from the same state	% of students from the other states	% of students from abroad
2014-15	62.79% (27)	37.20% (16)	—
2013-14	39.02% (16)	60.93% (25)	—
2012-13	56.25% (18)	43.75% (14)	—
2011-12	72.5% (29)	27.5% (11)	—
2010-11	62.5% (15)	37.5% (09)	—

28. Students who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services and Defence services, etc.: NET/ JRF\* : 0.6% to 13% (1-2 students) per year in M.A. (Final)

## 29. Student progress

Student progress	Against % enrolled
UG to PG	0.4% (2011-12) 12.5% (2010-11)

## 30. Details of Infrastructural facilities

a) **Library:** Each year, the Department enhances its collection in the College library with new books/editions

Year	Vol.	Grant (Rs.)	Expenditure (Rs.)
2014-15	110	27,202/-	26,157/-
2013-14	104	26,844/-	26,611/-
2012-13	138	18,600/-	20,055/-
2011-12	60	18,346/-	20,161/-
2010-11	77	17,651/-	18,469/-

### Departmental Library

- ❖ Year of establishment: 2006 (with one almira given by the College)
- ❖ Grant: Surrender of security by the Students for Departmental Library, gift, fine
- ❖ Gifted books: 39; purchased books: 221; journals and magazines: 09. Total: 260 books.
- ❖ Rules of issue and return: Per students two books for one week
- ❖ Rules for fine: Per day one rupee.

b) **Internet facilities for staff and students:** Available

c) **Class rooms with ICT facility:** Nil

d) **Laboratories:** Nil



**31. Number of students receiving financial assistance from College, University, Government or other agencies.**

Year	Number of Students (*Including M.A. students)
2014-15	25
2013-14	88
2012-13	84
2011-12	94
2010-11	104

**32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:**

Language Enhancement Programmes:

- ❖ Conversational Sanskrit cum presentation oriented workshop (two week) with association of *Sanskrit-Bharti*, 2010-11
- ❖ Sanskrit Learning Course through Geeta Level-I (three months), with association of *Sanskrit-Bharti*, 2011-12

Managerial Skill Enhancement Programmes:

- ❖ Two-day National Conference, funded by UGC, 2012
- ❖ Two-day National Conference, with the collaboration of Delhi Sanskrit Academy, April 2015

Academic Ability Enhancement Programmes:

*Special Lectures*

- ❖ *Adhikari-Swarup-Vimarsh*: Acharya Krishnanand Jha
- ❖ *Methods of Veda's Interpretation*: Prof. B.B. Chaubey
- ❖ *Paniniya Praveshopaya*: Prof. Pushpa Dikshit
- ❖ *Sabda-Shakti*: Dr. Bhartendu Pandey
- ❖ *Sahaj-Yoga—Sidhant evam Prayoga*: Jatin Jain
- ❖ *Universal Approach of Ancient Poet Kalidas*: Prof. Ram Karan Sharma
- ❖ *Vedas and Modren Science—A Geological Perspective*: Surya Prakash Kapoor

*Competitions*

- ❖ Intra-Class: Essay-writing (curriculum based, current issues), Quiz.
- ❖ Inter-college-competitions: *Sloka*-recitation, Debate in Sanskrit, Quiz.
- ❖ "A Sanskrit-quiz competition" with collaboration of Delhi Sanskrit Academy, 2014

*Health and Wellness*

- ❖ Psychological counseling



- ❖ Free health check-up
- ❖ Yoga sessions

*Educational cum recreation tour*

- ❖ Visits to archaeological sites
- ❖ Visits to museums

*Film screening and play stagings*

**33. Teaching methods adopted to improve student learning:**

- ❖ Old methods as well new methods
- ❖ “Chalk and talk” and “Slides and talk”
- ❖ Dialogue method
- ❖ Projects: interview based and data based
- ❖ PowerPoint presentations by the teachers and students
- ❖ Group discussion
- ❖ Surveys

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

Many students are involved in ISR Activities through various societies and activities of the College like Anti-Ragging Campaign, discipline maintenance, NSS, NCC, *Swachha Bharat* Mission, etc. Specifically, certain students have been:

- ❖ Volunteer in Antradhvani (the University annual fest)
- ❖ Volunteer at *Umeed – A Drop of Hope* (NGO)
- ❖ Volunteer at “International Sanskrit Book Fair” at Bengaluru, 2011

**35. SWOC analysis of the Department and future plans**

**Strengths**

- ❖ Good performance of students in University exams, as well as co-curricular activities in the College and outside.
- ❖ Every year either B.A. or M.A. students take first position in the Delhi University examinations.
- ❖ Every year students win various prizes in inter-college competitions held in various colleges of University of Delhi.
- ❖ Student-teacher relationship in our Department is very strong. The teachers often guide the students on various academic issues, future prospects and higher studies.
- ❖ Teachers have been engaged in post graduate teaching and supervision of M.Phil./Ph.D students; they also engage in the process of undergraduate curriculum development.
- ❖ The Department has organized national level conferences.



### **Weakness**

- ❖ Lack of infrastructure: No departmental room, no sufficient classrooms, and the size of classrooms is inadequate.
- ❖ There is no Hindi medium session in other Discipline Centered Courses. Therefore our students have a narrower choice of IDC, DCC, AC courses with other departments.
- ❖ Lack of technical proficiency.

### **Opportunities**

- ❖ The Department got the opportunity to organize quiz competition with the Delhi Sanskrit Academy.
- ❖ Students can get easily Centre Reference Library facilities through the teachers and complete their in-house projects, innovation projects and assignments.
- ❖ In our College, there are various societies where students can register themselves according to their hobbies and get the opportunity to express themselves in various directions.

### **Challenges**

- ❖ The biggest challenge is to train the students with technical proficiency.

### **Future Plans**

- ❖ Starting a Departmental journal;
- ❖ Starting a career counseling cell for Sanskrit students;
- ❖ Organizing a Students' Meet'
- ❖ Organizing an international conference; and
- ❖ Organizing a text-based workshop.



## Evaluative Report of Department of Sociology

- 1. Name of the Department:** Sociology
- 2. Year of Establishment:** More than 30 years earlier
- 3. Name of the Programmes/Courses offered:** B.A.(H) Sociology
- 4. Name of Interdisciplinary courses and the Department/unit involved**

Name of course	Department (s)/unit (s) involved
B.A. (H) Sociology	Department of Philosophy, Economics, Hindi, Sanskrit, Political Science, Botany, Commerce, Chemistry, History, Mathematics, Physics, Zoology, Statistics and English

- 5. Annual/semester/choice based credit system:** Refer to Table I
- 6. Participation of the department in the courses offered by other department:**

IDC/ DCC/ Allied Courses/Generic Elective courses are taught to the students of English, Hindi, Sanskrit, Economics, Political Science, Philosophy and History departments.
- 7. Courses in collaboration with other university, industries, foreign institutions, etc:**

Nil
- 8. Details of courses/programmes discontinued (if any) with reasons:** FYUP has been discontinued as per the directions of the University
- 9. Number of Teaching posts:**

Teaching Posts	Sanctioned	Filled
Professor	—	—
Associate Professor*	—	02
Assistant Professor	05	03

\* No direct recruitment, only by virtue of promotion



## 10. Faculty profile

Name	Qualification	Designation	Specialization	Total No. of years of teaching Experience	No. of Ph.D. students guided for last 4 years
Dr. Achla Pritam Tandon (on Leave)	Ph.D.	Associate Professor	Media Studies, Gender and Social Inequalities	25	Nil
Dr. Shalini Suryanarayan	Ph.D.	Associate Professor	Urban Sociology	19	Nil
Dr. Gitika De	Ph.D.	Assistant Professor	Political Sociology	10	Nil
Dr. Ravi Nandan Singh	Ph.D.	Assistant Professor	Sociology of Death and Religion	8	Nil
Dr. Twinkle Pal	Ph.D.	Assistant Professor	Research Methods	7	Nil
Ms. Sumbul Farah (against leave vacancy)	M.Phil.	Assistant Professor (Ad hoc)	Sociology of Religion	1 Year 8 Months	Nil
Ms. Vasundhara Bhojvaid (against leave vacancy)	M.Phil.	Assistant Professor (Ad hoc)	Sociology of Science	7 Months	Nil

## 11. List of senior visiting faculty: Nil

## 12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty:

Academic Year	Percentage of lecture delivered
2014-2015	40%
2013-2014	25%
2012-2013	21%
2011-2012	3%
2010-2011	6%

## 13. Student-Teacher ratio programme wise:

(a) B.A. (H) Sociology

Lecture	23:1
Tutorials	10:1



**14. Number of academic support staff (technical) and administrative staff, sanctioned and filled: Nil**

**15. Qualification of teaching faculty:**

Qualification	Number
D.Sc.	Nil
D.Litt.	Nil
Ph.D.	05
M.Phil.	02

**16. Number of faculty with ongoing projects from (a) National and (b) International funding agencies and grants received:**

Project	Project Investigator	Funding Agency	Grant (Rs.)
“Social Science Teaching in Hindi: An Inventory and Analysis of Current Curricular Materials at Six North Indian Universities”	Dr. Ravi Nandan Singh	Sir Ratan Tata Trust, Mumbai, 2010-11	40,000/-
“Right to Information—From Movement to Policy: Contentious Politics and Statecraft in Contemporary India”	Dr. Gitika De	ICSSR Postdoctoral Fellow at Centre for the Study of Law and Governance, JNU, New Delhi. 2014—Present	20,00,000/-
Short fieldwork grant under the European Studies program	Dr. Ravi Nandan Singh	Funded by European Union at Aarhus, Denmark, 2011-12	6,00,000/-

**17. Departmental Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and total grants received: Nil**

**18. Research Centre/Facility recognized by the University: Nil**

**19. (a) Publications per Faculty:** Refer Table II and Annexure I

**(b) Books/Chapters in books by faculty:** Refer Table II and Annexure II

**(c) Participation of faculty in attending and organising Workshops/Seminar/Conferences/other academic activities:** Refer Table II and Annexure III

**(d) Participation of faculty in administrative and other activities:** Refer to Table II and Annexure IV

**20. Areas of consultancy and income generated: Nil**

**21. Faculty as members in National, International and Editorial Board: Nil**

**22. Student Project**

**(a) Percentage of students who have done in-house projects including inter departmental/programme: Nil**

**(b) Students placed for projects/ internship in organizations outside the institution i.e. in Research laboratories/Industry/other agencies:** Around 30% of the students do internships in industry/other agencies each year.



### 23. Award/Recognitions received by faculty and students-2014-15

Name and Details of Recognised Student/ Faculty Member	Year
Kritika Kapoor of B.A. (H) Sociology III Year won second position in the Entrepreneurship team in "I Can" Conference at SRCC	2015
Mehima Kaur of B.A. (H) Sociology III Year received the award for Academic Excellence for securing first position in college in B.A (H) Sociology, I year	2015
Yengkhom Ravindra Singh of B.A. (H) Sociology I Year selected for 'Ishan Uday'	2014
Arushie Jain of B.A. (H) Sociology III Year has Current National Rank-99 in women category under AITA (All India Tennis Association)	2014

### 24. List of eminent academicians and scientists / visitors to the department

S.No.	Name of scientists / visitors	Year
1.	Mr. Rahul Roy, Ethnographic Film Festival Mr. Vishwajyoti Ghosh, <i>Rites</i>	2015
2.	Prof Satish Despande, Workshop on Writing in Qualitative Research	2014
3.	Prof. Shail Mayaram, <i>Rites</i>	2013
4.	Dr. Yogesh Atal, National Seminar on Qualitative and Quantitative Research Methodology Prof. J.P.S. Uberoi, <i>Rites</i>	2011

### 25. Seminars / Conferences/ Workshop organized and the source of funding

#### (a) National:

Seminar/Conference/Workshop	Year	Source of Funding
Workshop on "Academic Reading and Writing"	2014-15	Hindu College
Two day workshop on "Qualitative Research Methodology" in collaboration with Indian Association of Social Science Institution	2011	Indian Association of Social Science Institution and Hindu College
One-day workshop on " Commemorating the Dead in the Netherlands and Among the Garo"	2011	European Union and Hindu College

#### (b) International: Nil

### 26. Student Profile programmes / course wise:

Name of the Course/programme	Selected	Enrolled		Pass Percentage*
		M	F	
B.A. (H) Sociology 2014-15	56	23	33	100%
B.A. (H) Sociology 2013-14	52	27	25	97.56%
B.A. (H) Sociology 2012-13	86	37	49	100%
B.A. (H) Sociology 2011-12	44	22	22	91.67%
B.A. (H) Sociology 2010-11	42	18	24	—

\*The pass percentage has been calculated from the total number of students appeared in part III of the exam in the said academic year minus the number of students that failed.



## 27. Diversity of Students:

Name of the Course	% of students from same state	% of students from other states	% of students from abroad
B.A. (H) Sociology 2014-15	40	57	3
B.A. (H) Sociology 2013-14	23	77	Nil
B.A. (H) Sociology 2012-13	31	69	Nil
B.A. (H) Sociology 2011-12	30	68	2
B.A. (H) Sociology 2010-11	45	53	2

**28. Students who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services and Defence services, etc.:** A number of students clear and excel in various competitive exams but comprehensive data is not available.

## 29. Student progress

Student progress	Against % enrolled
UG to PG	N. A.

## 30. Details of Infrastructural facilities

(a) **Library:** The Department boasts a departmental library, which has a rich collection of books (a total of 43). Recently, twenty sociology text books in Hindi were added. These books are very helpful to Hindi medium students who opt for sociology.

Academic Year	No. of Volumes	Total Budget (Rs.)	Total Expenditure (Rs.)
2014-15	55	34,899/-	37,455/-
2013-14	42	34,720/-	34,720/-
2012-13	44	24,900/-	24,817/-
2011-12	20	15,705/-	14,024/-
2010-11	27	14,732/-	14,624/-

(b) **Internet facilities for staff and students:** Available

(c) **Class rooms with ICT facility:** 01

(d) **Laboratories:** Nil



**31. Number of students receiving financial assistance from College, University, Government or other agencies.**

S.No.	Class	No. of students	Name of Scholarship	Amount (Rs.)
<b>2014-15</b>				
1	B.A. (H) Sociology IInd	1	S.A. Fund (College)	5,000/-
2	B.A. (H) Sociology Ist	1	S.A. Fund (College)	1,800/-
<b>2013-14</b>				
1	B.A. (H) Sociology IInd	2	V.C. Fund (Delhi University)	3,000/-
2	B.A. (H) Sociology IIIrd	1	V.C. Fund (Delhi University)	3,000/-
3	B.A. (H) Sociology Ist	1	Merit Scholarship (M.P.)	5,120/-
<b>2012-13</b>				
1	B.A. (H) Sociology IInd	2	V.C. Fund (Delhi University)	2,000/-
2	B.A. (H) Sociology IIIrd	2	V.C. Fund (Delhi University)	2,000/-
3	B.A. (H) Sociology IIIrd	1	Merit Sch. (Manipuri Govt.)	9,840/-
4	B.A. (H) Sociology Ist	2	Merit Sch. (Manipuri Govt.)	7,560/-
5	B.A. (H) Sociology Ist	1	Post Matric (Assam)	6,000/-
<b>2011-12</b>				
1	B.A. (H) Sociology IInd	1	Merit Sch. ( Govt.of Manipur)	6,260/-
2	B.A. (H) Sociology IInd	1	Matrakripa dharmarth Nyas	3,000/-
<b>2010-11</b>				
1	B.A. (H) Sociology IInd	1	U.P. (Govt.) Merit Sch.	7,930/-
2	B.A. (H) Sociology Ist	2	Sc/St Sch. (Manipur Govt.)	5,195/-
3	B.A. (H) Sociology Ist	2	Merit Sch. (Nagaland Govt)	6,600/-
4	B.A. (H) Sociology IInd	2	Fee-Concession (College)	180/-

**32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:** Refer to point number 24

**33. Teaching methods adopted to improve student learning**

The Department thrives on the teaching principle of 'chalk-and-talk'. However, in the recent past, a few teachers have started using PowerPoint presentations to support their lecture and elaborate on a topic. The Department has also started screening of ethnographic films to substantiate classroom lectures.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

The students take part in a number of activities and events in College and in society at large through various societies and activities like *Swachh Bharat Abhiyan*.



### **35. SWOC analysis of the Department and future plans**

#### **Strengths**

- ❖ Well-qualified faculty
- ❖ Proactive students
- ❖ Reference to updated/ revised trends in discipline/ courses
- ❖ Balance between text-view and field-view
- ❖ Strong alumni base

#### **Weaknesses**

- ❖ Infrastructure limitations.
- ❖ Inadequate reading material for Hindi medium students

#### **Opportunities**

- ❖ Exposure to new avenues in various fields

#### **Challenges**

- ❖ Striking a balance between classroom teaching and practice in the field; and
- ❖ Motivating/ training students to develop analytical skills.



## Evaluative Report of Department of Statistics

1. **Name of the Department:** Statistics

2. **Year of Establishment:** 1975

3. **Name of the Programmes/Courses offered:**

(a) Undergraduate: B.Sc. (H) Statistics

(b) Postgraduate: M.Sc. (Statistics)

4. **Name of Interdisciplinary courses and the Department/unit involved**

Name of course	Department (s)/unit (s) involved
B.Sc. (H) Statistics	Department of English

5. **Annual/semester/choice based credit system:** Refer to Table I

6. **Participation of the department in the courses offered by other department:**

Department teaches the generic elective course in Statistics to all the other departments in the CBCS scheme.

7. **Courses in collaboration with other university, industries, foreign institutions, etc.:**  
Nil

8. **Details of courses/programmes discontinued (if any) with reasons:** FYUP has been discontinued as per the directions of the University

9. **Number of Teaching posts:**

Teaching Posts	Sanctioned	Filled
Professor	—	—
Associate Professor*	—	04
Assistant Professor	09	05**

\* No direct recruitment, only by virtue of promotion

\*\* 04 Permanent, 01 Ad hoc



## 10. Faculty profile

Name	Qualification	Designation	Specialization	Total No. of years of teaching Experience	No. of Ph.D. students guided for last 4 years
Dr. R.B. Nain	Ph.D.	Associate Professor	Random Walks	39 Years Retired	Nil
Dr. (Mrs.) Nirmal Jain	Ph.D.	Associate Professor	Survey Sampling	40 Years Retired	Nil
Dr. Sudhir Kapoor	Ph.D.	Associate Professor	Characterization Theory Statistical Inference	34	Nil
Dr. Debasree Goswami	Ph.D.	Associate Professor	Nonlinear Stochastic Modelling and Simulation; Modelling of Innovation Diffusion/New Product Diffusion. Keen interest in: Transient Bimodality, Cusp Catastrophe Analytics; Statistical Computing	34	Nil
Shri Kamal Nain	M.Phil.	Associate Professor	Lattice Path Counting Techniques, Order Statistics	18	Nil
Shri Narendra Kumar	M.Phil.	Assistant Professor	Statistical Inference	09	Nil
Dr. Priyanka Aggarwal	Ph.D.	Assistant Professor	Parametric Bayesian Inference	11	Nil
Dr. Manoj K.Varshney	Ph.D.	Assistant Professor	Biostatistics, Applied Statistics	09	Nil
Shri Kabir Soeny	M.Sc.	Assistant Professor		04	Nil
Dr. Sandeep Kumar (Ad hoc)	Ph.D.	Assistant Professor	Statistical Quality Control Techniques	09	Nil

11. List of senior visiting faculty: NIL

12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty

Academic Year/ Semester	Number of lectures per week in total		No. of lectures per week taken by temporary faculty		Percentage of classes by temporary faculty	
	Theory	Practical	Theory	Practical	Theory	Practical
2014-15 odd	55	88	10	6	18.18%	6.82%
2014-15 even	60	88	15	10	25%	11.36%
2013-14 odd	50	72	15	16	30%	22.22%
2013-14 even	50	72	21	10	42%	13.89%
2012-13 odd	59	84	10	9	16.95%	10.71%
2012-13 even	64	84	16	8	25%	9.52%
2011-12 even	68	84	6	—	8.82%	0%
2011-12 odd	No temporary faculty engaged					
2010-11	No temporary faculty engaged					



**13. Student-Teacher ratio programme wise:**

B.Sc. (H) Statistics

Theory	
Practical	15:1
Tutorials	10:1

**14. Number of academic support staff (technical) and administrative staff, sanctioned and filled:** The Department has one sanctioned computer lab support staff, which is currently appointed on a contractual basis.

**15. Qualification of teaching faculty:**

Qualification	Number
D.Sc.	Nil
D.Litt.	Nil
Ph.D.	06
M.Phil.	02
PG	01

**16. Number of faculty with ongoing projects from (a) National and (b) International funding agencies and grants received:** Nil

**17. Departmental Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and total grants received:** Nil

**18. Research Centre/Facility recognized by the University:** Nil

**19. (a) Publications per Faculty:** Refer Table II and Annexure I

**(b) Books edited and published by faculty:** Refer Table II and Annexure II

**(c) Participation of faculty in attending and organising Workshops/Seminar/Conferences/other academic Activities:** Refer Table II and Annexure III

**(d) Participation of faculty in administrative and other activities:** Refer to Table II and Annexure IV

**20. Areas of consultancy and income generated:** Nil

**21. Faculty as members in National, International and Editorial Board:**

Name of Faculty	National Committees	Position
Dr. Debasree Goswami	Committee on Plan Scheme 'Capacity Development of CSO', Ministry of Statistics and Programme Implementation, Government of India	Expert



## 22. Student Project

- (a) Percentage of students who have done in-house projects including inter departmental/programme: Nil  
 (b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies: < 1%

## 23. Award/Recognitions received by faculty and students, 2014-15

### (a) Fellowship/Award

S.No.	Award/Recognitions	Faculty/ students
1	INSPIRE Fellowship	08 Students of B.Sc. (H) Statistics
2	Central Sector Scheme (CSS) Scholarship	01 student of B.Sc. (H) Statistics

### (b) Position Holders—Students

Year	Name and Position achieved in Delhi University (North Campus)		Award/Prize
2013-14	Anshika Bhatnagar	M.Sc. (Final)	I position in DU (North Campus)
	Richa Saini Rawat	M.Sc. (Final)	II position in DU (North Campus)
2012-13	Shreyashi Ganguli	B.Sc. (H.) III year	I position in DU (North Campus)
	Neha Midha	M.Sc. (Final)	I position in DU
	Bhawna Punn	M.Sc. (Final)	II position in DU
	Garima Kapoor	M.Sc. (Final)	III position in DU
2011-12	Anuradha	B.Sc. (H.) III year	III position in DU (North Campus)
	Soumya Gupta	M.Sc. (Final)	I position in DU; S.R. Gupta Memorial Gold Medal, Kumari Rajeshwari Razdan Memorial Prize
	Tanvi Gauba	M.Sc. (Final)	II position in DU
2010-11	Neha Midha	B.Sc. (H) Statistics	I position in DU (North Campus)
	Bhawna Punn	B.Sc. (H) Statistics	I position in DU (North Campus)
	Divya Chauhan	M.Sc. (Statistics)	S.R.Gupta Memorial Gold Medal Kumari Rajeshwari Razdan Memorial Prize Shri Ram Chandra Memorial Medal J.N. Mitra Memorial Medal Lala Banarsi Dass Charity Trust Prize
	Neha Chaudhary	M.Sc. (Statistics)	II position in DU



#### 24. List of eminent academicians and scientists / visitors to the department

S.No.	Name of scientists / visitors	Year
1.	Dr. Gurbachan Singh, an independent economist and faculty member at ISI Dr. Lovekesh Vig, Assistant Professor, School of Computational and Integrative Sciences	2014-15
2.	Dr. Prem Nath, the Head of Precious Metals Nova Scotia Bank Dr. Yashpal, the former UGC Chairman Dr. N.K. Chaddha, Head of Psychology Department, Delhi University	2013-14
3.	Shri Vikas Tuteja, Vice-President of HDFC bank Shri Rajesh, Associate Professor, Ram Lal Anand College Dr. Subhramanian Swamy, President of the Janta Party	2012-13

#### 25. Seminars / Conferences/ Workshop organized and the source of funding

(a) National: Nil (b) International: Nil

#### 26. Student Profile programmes / course wise:

Academic Year	Total Admn	Delhi		Total Delhi	Other States		Total other states	Pass percentage *	Hindu Students UG to PG	Abroad
		M	F		M	F				
2014-15	38	04	05	09	14	14	28	100%	—	01
2013-14	32	06	02	08	13	11	24	100%	—	—
2012-13	39	08	10	18	10	11	21	100%	—	—
2011-12	34	06	08	14	10	10	20	100%	04%	—
2010-11	29	08	07	15	07	07	14	—	09%	—

\*The pass percentage has been calculated from the total number of students appeared in part III of the exam in the said academic year minus the number of students that failed.

#### 27. Diversity of Students:

Academic Year	Total Admn.	Students from Delhi		Students from other states		Abroad		PG
		No.	%	No.	%	No.	%	
2014-15	38	09	23.68%	28	73.68%	01	2.63%	—
2013-14	32	08	25%	24	75%	—	—	—
2012-13	39	18	46.15%	21	53.85%	—	—	—
2011-12	34	14	41.18%	20	58.82%	—	—	04
2010-11	29	15	51.72%	14	48.28%	—	—	09

28. Students who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services and Defence services, etc.: A large number of students clear and excel in various entrance exams but comprehensive data is not available



## 29. Student progress

Student progress	Against % enrolled
UG to PG	12% (2011-12) 31% (2010-11)

## 30. Details of Infrastructural facilities

(a) **Library:** Each year, Department of Statistics adds new books/edition to enrich the library for the accessibility of the books to students.

Academic Year	No. of Volumes	Total Budget (Rs.)	Total Expenditure (Rs.)
2014-15	54	32,930/-	30,435/-
2013-14	80	32,035/-	37,432/-
2012-13	47	22,940/-	20,793/-
2011-12	58	20,987/-	21,550/-
2010-11	56	19,875/-	19,083/-

(b) **Internet facilities for staff and students:** Available

(c) **Class rooms with ICT facility:** Nil

(d) **Laboratories:** Over the years, the Department has established a good computer laboratory, which is being frequently upgraded. This has been possible only through the untiring and combined efforts of its members.

## 31. Number of students receiving financial assistance from College, University, Government or other agencies.

Academic Year	Course	Number of students	Name of Scholarship
2014-15	B.Sc. (H) I Year	1	SAF
	M.Sc. (Statistics) I Year	1	SAF
	B.Sc. (H) I Year	1	SAF
	B.Sc. (H) I Year	1	Fee Concession
2013-14	M.Sc. (Statistics) I Year	2	Merit Scholarship (Bihar)
	B.Sc. (H) II Year	2	VC Fund
	B.Sc. (H) III Year	1	Lala Prem Chand Gupta
2012-13	B.Sc. (H) I Year	2	SAF
	M.Sc. (Statistics) I Year	1	SAF
	B.Sc. (H) I Year	2	Fee Concession
2011-12	B.Sc. (H) I Year	1	Merit Scholarship
2010-11	B.Sc. (H) I Year	1	ICICR



**32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:** Refer to point number 24.

**33. Teaching methods adopted to improve student learning:**

- Exposure of students to various Statistical softwares like SPSS, C++ to aid learning.
- Discussing recent issues appearing in the media.
- Discussing application-based examples.
- Providing additional reading material (documentaries, research papers, e-information, e-books, PowerPoint presentations, journals).
- Presentations /group discussions amongst students.
- Problem-solving sessions are conducted regularly.
- Assignment- and test-based continuous evaluation in each paper.

**34. Participation in Institutional Social Responsibility (ISR) and Extension activities**

Many students are involved in various ISR Activities through various societies of the College:

Course	% Students in various societies	Societies
B.Sc. (Hons.) Statistics III Year	45% (approx.)	NSS, <i>Manthan</i> , <i>Abhyas</i> , Women Development Cell, Enactus, <i>Vivre</i> , Leaders for Tomorrow, <i>Rivista</i> , <i>Disha</i>
B.Sc. (Hons.) Statistics II Year	72% (approx.)	NSS, <i>Disha</i> , <i>Aarambh</i> , <i>Abhyas</i> , Women Development Cell, Earthlings, Enactus, Abstraction, <i>Alankar</i> , <i>Rivista</i> , Leaders For Tomorrow, <i>Nakshatra</i> , Finance and Investment cell, <i>Ibtida</i>
B.Sc. (Hons.) Statistics I Year	28% (approx.)	<i>Alankar</i> , <i>Aarambh</i> , NSS, <i>Aarya</i> , <i>Panchtatva</i> , <i>Abhyas</i> , <i>Rivista</i> , Enactus, Women Development Cell, North East Cell

**35. SWOC analysis of the Department and future plans**

#### Strengths

- ❖ Our students
- ❖ Applicable/ usable domain knowledge due to its very nature
- ❖ Expertise of individual faculty members

#### Opportunities

- ❖ Collaboration with external agencies including the private sector
- ❖ Department would like to hire more people with expertise in different areas

#### Weaknesses

- ❖ Severe space crunch for continued research activities
- ❖ Limited amount of funds available to keep abreast with the latest research and developments in the discipline



### **Challenges**

- ❖ To motivate and provide opportunities to students to pursue higher studies in the subject
- ❖ In collaboration with other departments, it will be a challenge to facilitate upliftment which enables the common man.

### **Future Plans**

- ❖ The Department plans to provide individual as well as group analytics support to be channelized through the institution. This in our opinion would lead to student interaction, knowledge enhancement, revenue generation, development of domain expertise, etc.
- ❖ The Department plans to conduct training programme/workshops to enhance skills and development among individuals, in-house as well as on consultancy basis.



## Evaluative Report of Department of Zoology

- 1. Name of the Department:** Zoology
- 2. Year of Establishment:** 1972
- 3. Name of the Programmes/Courses offered:**
  - (a) Undergraduate: B.Sc. (H) Zoology  
(Department of Botany and Zoology were a common Department in the name of B.Sc. Premedical course at the time of inception of the College)
  - (b) Postgraduate: M.Sc. (Zoology)
- 4. Name of Interdisciplinary courses and the Department/unit involved**

Name of course	Department (s)/unit (s) involved
B.Sc. (H) Zoology	Department of Chemistry, Mathematics, and English

- 5. Annual/semester/choice based credit system:** Refer to Table I
- 6. Participation of the department in the courses offered by other department:**
  - (a) B.Sc. (H) Chemistry
  - (b) B.Sc. Programme
- 7. Courses in collaboration with other university, industries, foreign institutions, etc:** Nil
- 8. Details of courses/programmes discontinued (if any) with reasons:** FYUP has been discontinued as per directions by the University
- 9. Number of teaching posts:**

Teaching Posts	Sanctioned	Filled
Professor	—	—
Associate Professor*	—	02
Assistant Professor	06	06**

\* No direct recruitment, only by virtue of promotion

\*\* 05 Permanent, 01 Ad hoc



## 10. Faculty profile

Name	Qualification	Designation	Specialization	Total No. of years of teaching Experience	No. of Ph.D. students guided for last 4 years
Dr. M.S. Sankaran	Ph.D.	Associate Professor	Reproductive Biology	39	Nil
Dr. Satwant R. Prasad	Ph.D.	Associate Professor	Neuroendocrinology	37	Nil
Dr. P.K. Sinha	Ph.D.	Associate Professor	Reproductive Biology	35	Nil
Dr. Soma M. Ghorai	Ph.D.	Assistant Professor	Immuno-endocrinology	13	Two Ph.D. students enrolled
Dr. Anupam Varshney	Ph.D.	Assistant Professor	Entomology	15	One Ph.D. student enrolled and submitted
Mr. C. L. Jonwal	M. Sc. Pursuing Ph.D.	Assistant Professor	Radiation Biology	9	Nil
Dr. Neetu	Ph.D.	Assistant Professor	Immunology	9	Nil
Dr. Varunendra S. Rawat	Ph.D.	Assistant Professor	Proteomics and Bioinformatics	7	Nil

## 11. List of senior visiting faculty: Nil

## 12. Percentage of lectures delivered and practical classes handled (Programme wise) by temporary faculty:

Year	2014-15	2013-14	2012-13	2011-12	2010-11
Program	Percentage of Theory + Practical workload %				
B.Sc. (H) Zoology	22.9	24.8	23.6	20.5	18.2%
B.Sc. Programme (Chemistry)	66.8	47.2	50.6	49.3	52.3 %
B.Sc. Programme (Electronics)	56.8	44.6	55.8	66.8	48.7
B.Sc. (H) (Chemistry)	43.1	35.5	27.5	21.3	19.2

## 13. Student-Teacher ratio programme wise:

B.Sc. (H) Zoology

(i) Theory: 20:1

(ii) Practical: 15:1



**14. Number of academic support staff (technical) and administrative staff, sanctioned and filled:**

Support Staff	Sanctioned	Filled
Lab-Assistant	08	04
Museum Curator	01	01

**15. Qualification of teaching faculty:**

Qualification	Number
D.Sc.	Nil
D.Litt.	Nil
Ph.D.	06
M.Phil.	Nil
PG	01

**16. Number of faculty with ongoing projects from (a) National and (b) International funding agencies and grants received:**

Project	Project Investigator	Funding Agency	Grant (Rs.)
"Localization and expression of toll-like receptors in splenic phagocytes of wall lizards"	Dr. Soma M. Ghorai	UGC Sponsored Project, 2011	5,23,000/-
"Transcriptome analysis of immune-relevant genes in the spleen of wall lizard, <i>Hemidactylus flaviviridis</i> during normal and infected condition"	Dr. Soma M. Ghorai	DST Sponsored Research Project, 2013	21,00,000/-

**17. Departmental Projects funded by DST-FIST, UGC, DBT, ICSSR etc. and total grants received:**

Project	Name of Faculty	Funding Agency	Grant (Rs.)
Innovation Project "Green approach for extraction of hazardous heavy metal ions and dyes from Wastewater using synthetic and natural waste"	Dr. P.K. Sinha, Dr. Anju Srivastava and Dr. Reena Jain (Department of Chemistry)	Delhi University sponsored, Inter disciplinary	10,00,000/-
Innovation Project "Development of theranostics based products with curcumin-oligonucleotide-rare earth metals based nano particle ropes as MIR contrast agent"	Dr. Soma M. Ghorai, Dr. Meenu Srivastava and Dr. Neha Kapoor (Department of Chemistry)	Delhi University sponsored, Inter disciplinary	6,00,000/-
Innovation Project "Effects of 10 GHz radiation in male infertility and its amelioration by melatonin"	Dr. C. L. Jonwal, Dr. V. S. Rawat, Dr. Geetika Bhalla (Department of Chemistry)	Delhi University sponsored, Inter disciplinary	6,00,000/-



**18. Research Centre/Facility recognized by the University:** Dr. Soma M. Ghorai, Immunology laboratory, under DST projects SB/YS/LS-123/2013.

**19. a) Publications per Faculty:** Refer to Table II and Annexure I

**b) Chapter in Books/Books edited, published by faculty:** Refer to Table II and Annexure II

**c) Participation of faculty in attending and organising Workshops/Seminar/Conferences/other academic activities:** Refer to Table II and Annexure III

**d) Participation of faculty in administrative and other activities:** Refer to Table II and Annexure IV

**20. Areas of consultancy and income generated:** Nil

**21. Faculty as members in National, International and Editorial Board:**

Name	Members in national committee	Members in International committee	Members in Editorial boards
Dr. P.K. Sinha	Member of Faculty of Sciences, University of Delhi		
Dr. Soma M. Ghorai	<ol style="list-style-type: none"><li>Executive member of "Indian Society of Comparative Endocrinology".</li><li>Life member of "Indian Immunology Society".</li><li>Life member of "The society of Biological Chemists", Bangalore</li></ol>	<ol style="list-style-type: none"><li>Member of "International Society for Developmental and Comparative Immunology".</li><li>Faculty member of "International Federation of Comparative Endocrinology Society".</li></ol>	Member, Department of Education in Science and Mathematics, NCERT

**22. Student Project**

**(a) Percentage of students who have done in-house projects including inter departmental/programme**

S.No	Class	% of students who have done in-house projects including inter departmental/programme
1.	B.Sc. (H) I year	Nil
2.	B.Sc. (H) II year	50% (approximate) 2014-15
3.	B.Sc. (H) III year	100% in 2014-15, 50% in 2012-13

**(b) Percentage of students placed for projects in organizations outside the institution i.e. in Research laboratories/Industry/other agencies (2014-15)**

S.No.	Class	% of students who have done in-house projects including inter departmental/programme
1.	B.Sc. (H) I year	Nil
2.	B.Sc. (H) II year	10% (approximate)
3.	B.Sc. (H) III year	05% (approximate)



### 23. Award/Recognitions received by faculty and students, 2014-15

#### (c) Fellowship/Award

Award/Recognitions	2014-15	2013-14	2012-13	2011-12	2010-11
Science Meritorious Award, University of Delhi			4	3	7
Central Sector Scheme (CSSS) Scholarship	3			4	1
Delhi Govt. Scholarship		1			
INSPIRE Scholarship	8	3	1		
VC Students Fund Scholarship		1			
DBT Scholarship		1			
State Scholarship		1			

#### (d) Position Holders—Students

Year	Name and Position achieved in Delhi University (North Campus)	
2013	Souvik Sen Sharma	M.Sc. (Zoology) I Position
	Namita Chauhan	B.Sc. (Zoology) II Position
2012	Amrita Bakshi	B.Sc. (Zoology) I Position
	Meenakshi Pardashani	B. Sc. (Zoology) II Position
2011	Souvik Sen Sharma	B.Sc. (H) Zoology I Position

### 24. List of eminent academicians and scientists / visitors to the department

S.No.	Name of scientists / visitors	Year
1.	Prof. Alok Bhattacharya, JNU Dr. Shibnath Mazumdar, Associate Professor, Department of Zoology Dr. Swati Diwakar, Department of Environmental Studies, University of Delhi Dr. Alok Arun, Faculty in Evolutionary Ecology and Genetics Group, UCL, Belgium	2014-15
2.	Prof. Ruplal, Department of Zoology, University of Delhi Dr. V.C. Kalia, Environmental Biotechnology Institute of Genomics and Integrative Biology, University of Delhi Dr. Y. Singh, Scientist F, Environmental Biotechnology, Institute of Genomics and Integrative Biology, University of Delhi Prof. Jitendra P. Khurana, Designation- FNA, FASc, FNASc, FNNAS, Tata Innovation Fellow (DBT) and Professor and Coordinator (UGC-SAP) Department of Plant Molecular Biology, University of Delhi Akhil C. Banerjee, Scientist F, National Institute of Immunology	2013-14
3.	Dr. Seema Bhatt, Biodiversity Consultant, Independent consultant based in India Dr. Kshipra Misra, Senior Scientist, DIPAS, Ministry of Defence, Delhi.	2012-13



## 25. Seminars / Conferences/ Workshop organized and the source of funding

(a) National

Name of the Seminars/Conferences/ Workshops	Dates of the Seminars/ Conferences/Workshops	Sources of funding
One-day workshop for school PGT science teachers on "Techniques in Life Sciences".	2 June 2015	Rs. 5,000/- from Departmental fund
One-day workshop for interdisciplinary science students on "Concepts in Bioinformatics".	4 February 2015	Rs. 10,000/- from DBT
One-day workshop for interdisciplinary science students, "Scientific Writing and Oral Presentation".	5 December 2014	Rs. 10,000/- from DBT
Workshop for school and college teachers entitled "Biotechnology: Trends and Techniques"	28-31 May 2013	Rs. 1,00,000/- from DBT, another Rs. 25,000 from other sources
Symposium for college teachers entitled "Prevention is Better than Cure: Ways to Keep Lifestyle Diseases at Bay".	8-10 September 2010	Rs. 1,00,000/- from UGC and Rs. 50,000/- from DBT, another Rs. 50,000/- from OSA, Hindu

(b) International: Nil

## 26. Student Profile programmes / course wise:

Name of the Course/programme	Total Admissions	Enrolled		Pass Percentage*
		*M	*F	
B.Sc. (H) Zoology 2014-15	38	17	19	100%
B.Sc. (H) Zoology 2013-14	70	26	44	100%
B.Sc. (H) Zoology 2012-13	41	11	30	100%
B.Sc. (H) Zoology 2011-12	38	15	23	100%
B.Sc. (H) Zoology 2010-11	29	13	16	—

M-Male, F-Female, \*The pass percentage has been calculated from the total number of students appeared in part III of the exam in the said academic year minus the number of students that failed.

## 27. Diversity of Students:

Name of the Course	% of students from the same state	% of students from the other states	% of students from abroad
B.Sc. (H) Zoology 2014-15	21	73.68	5.2
B.Sc. (H) Zoology 2013-14	18.57	81.42	—
B.Sc. (H) Zoology 2012-13	29.26	70.73	—
B.Sc. (H) Zoology 2011-12	26.31	73.68	—
B.Sc. (H) Zoology 2010-11	27.58	72.41	—



**28. Students who have cleared national and state competitive examinations such as NET, SLET, GATE, Civil services and Defence services, etc.:** A large number of students clear and excel various entrance exams but comprehensive data is not available. Some are as follows:

Year of Qualifying Exam	PM Manmohan Singh Scholarship, Oxford, England	NET/SLET/ DBT	TIFR	GATE	ICMR	Defense Services	Civil Services
2013-14		06					
2012-13		05		01			
2011-12		06	01		01	01	01
2010-11	01	05			01		

### 29. Student progress

Student progress	Against % enrolled
UG to PG	27% (2011-12) 31% (2010-11)

### 30. Details of Infrastructural facilities

(a) **Library:** Each year, the Department adds new books/editions to enrich the library and improve the accessibility of the books to students

Year	No. of Books	Funds (in Rs.)
2014-15	38	31,677/-
2013-14	30	33,467/-
2012-13	12	20,840/-
2011-12	16	19,180/-
2010-11	23	17,929/-

(b) **Internet facilities for staff and students:** Available

(c) **Class rooms with ICT facility:** 02 Class rooms + 1 Museum

(d) **Laboratories:** 02 Labs, 01 Museum, 01 Research Lab



**31. Number of students receiving financial assistance from College, University, Government or other agencies.**

**(I) Meritorious Financial Assistance**

Year	Financial Assistance	B.Sc.(H) Zoology 1Yr	B.Sc.(H) Zoology 2Yr	B.Sc.(H) Zoology 3Yr	M.Sc. Zoology 1Yr	M.Sc. Zoology 2Yr
2014-15	Sc. Merit. Award (DU)			3	2	2
2014-15	SA Fund (College)	3	3			
2014-15	RB Ram Kishan Das (College)			1		
2013-14	Sc. Merit. Award (DU)			5		1
2013-14	VC Fund (DU)		5	1		1
2012-13	Sc. Merit. Award (DU)		3			
2012-13	SA Fund (College)		1			
2012-13	Fee Concession		1			
2012-13	VC Fund (DU)			1	1	1
2012-13	RB Ram Kishan Das (College)		1			
2012-13	SC/ST/Excl. Creamy Layer	1				
2011-12	Sc. Merit. Award (DU)		2		1	
2011-12	Merit Sch. (Manipur Govt.)	1			1	
2011-12	VC Fund (DU)				1	
2010-11	Sc. Merit. Award (DU)	8	6	6		3
2010-11	Merit Sch. (Delhi Govt.)					2
2010-11	SC/ST Merit Sch. (Manipur Govt.)		1			
2010-11	Merit Sch. (Manipur Govt.)					1
	<b>Total</b>	<b>13</b>	<b>23</b>	<b>17</b>	<b>6</b>	<b>11</b>

**32. Details on student enrichment programmes (special lectures/workshops/seminar) with external experts:**

Year	Name and topic of lectures of external experts
2015-16	Dr. K. Sharada, CMO (SAG), Department of Pediatrics, Hindu Rao Hospital “Adolescent Week Celebration” Prof. Shibnath Mazumdar, Department of Zoology, University of Delhi “T-cell Development and Maturation” Dr. David Hiddleston, Edinburgh College, UK “Digital Literacy for Teachers” Dr. Yogita Adlakha, NBRC “Induced Pleuripotent Stem Cells and their Applications in Neurodegenerative Disorders”
2014-15	Prof. Alok Bhattacharya, JNU “Uptake in Cells: Why?” Dr. Shibnath Mazumdar, Associate Professor, Department of Zoology, University of Delhi “Concepts on Gene Arrangement in Immune Cells”



Year	Name and topic of lectures of external experts
	Dr. Swati Diwakar, Assistant Professor, Department of Environmental Studies, University of Delhi “Concerts in the Rainforests: Introduction to Acoustics Communication in Insects”
2013-14	Dr. Kshipra Misra, Senior Scientist DIPAS, Ministry of Defence “An Alternate Way for Purifying Drinking Water in Arsenic-Infested Areas of Bengal and Bihar” Dr. Seema Bhatt, Independent Biodiversity Consultant “Issues Related to Ecotourism, Biodiversity and Climate Change Across the Asia Region” Prof. Ruplal, Department of Zoology, University of Delhi “Bioremediation and Bioaugmentation of Environmental Pollution” Prof. Shibnath Mazumdar, Department of Zoology, University of Delhi “Concepts in Immunology”
2012-13	Dr. Rita Singh, DU, “Reproductive Biology, Xenoestrogens” Dr. Koustabh Sharma (Snow Leopard Trust) “Habitat and Behavioral study of Snow Leopard” Dr. N.K. Arora “Allergens”
2010-11	Prof. (Dr.) V.K. Srivastava “On Lifestyle and Illness” Prof. (Dr.) Ashok Vohra “Life Style and Today’s Youth” Prof. (Dr.) A.K. Agarwal “Noise: Its Effects and Control” Prof. (Dr.) Sudhir Khandelwal “Stress related Diseases in Youth (OCD, PTSD)” Dr. M. Gouri Devi “Gynecological Disorders in Youth” Dr. A.P. Mehta “Obesity: a lifestyle disease of 21st Century” Dr. Tushar Roy “Cardiac Disorders in Youth” Dr. Vandana Roy “Rational Use of Medicines for Better Health” Prof. N.K. Chadha “Psychological Aspects of Lifestyle Diseases” Dr. M. Sridhar “Sexual disorders in Youth” Dr. Kumar Ravi Priya “Disaster and Lifestyle: Cultural Considerations” Prof. (Dr.) Neeta Singh “Cancer and its Prevention in Youth”
2011-12	Dr. Faiyaz, Yamuna Biodiversity Park, “Flora and faunal Diversity of Delhi Region” Dr. D. Saraswat, DRDO “High Altitude Adaptations in Military Personnel”

### 33. Teaching methods adopted to improve student learning

- ❖ Apart from blackboard teaching, the faculty is well trained and has expertise on their subject area; hence teacher-student learning is enhanced through regular presentations by the students on topic on and beyond their syllabus.
- ❖ The faculty also involves itself in screening movies and documentaries on curriculum-related topics.
- ❖ We take our students to various laboratories in and around Delhi to expose them to the recent research and work being carried out at various institutes.

### 34. Participation in Institutional Social Responsibility (ISR) and Extension activities

Many students are involved in ISR Activities through various societies of the College and programs like *Swachh Bharat Abhiyan*.



### **35. SWOC analysis of the Department and future plans**

#### **Strengths of the Department**

- ❖ Dedicated faculty
- ❖ Supportive non-teaching staff
- ❖ Cohesiveness within the Department, and interdepartmental bonding
- ❖ Good students

#### **Weakness of the Department**

- ❖ Space and infrastructure limitations
- ❖ Less time to research and innovative learning process

#### **Opportunities**

- ❖ Overall scientific temperament to be built among the students
- ❖ Good exposure to recent avenues in various fields
- ❖ Good grooming for overall personality development

#### **Challenges**

- ❖ To maintain the Department's position in the University as part of the best College
- ❖ To maintain the high pass percentage of our Department.
- ❖ To motivate students to take up science as their career.

#### **Future Plans**

- ❖ We plan to bring more research grants to the Department and equip it with latest facilities.
- ❖ We also plan to give hands-on training to every student of our Department.
- ❖ We plan to expand our horizons and have collaborative ventures with NII as well as research centres of national repute.



## TABLE I

**Table I: Details of Annual/Semester/CBCS Modes**

Year	2011-12	2012-13	2013-14	2014-15	2015-16
<b>I</b>	Semester	Semester	Semester (FYUP)	Semester	Semester (CBCS)
<b>II</b>	Annual	Semester	Semester	Semester (FYUP)	Semester
<b>III</b>	Annual	Annual	Semester	Semester	Semester (FYUP)



TABLE II

Table II: Details of Publications by Faculty Members during last four years

S.No.	Department	Paper Publication	Book/ Book Chapter	e- material	Conference/symposium/ talks	Summer/Winter School/ Workshops/Staff Training	Academic Posts	Orientation/Refresher Course	Books /Articles Reviewed	News paper Articles
1	<b>Botany</b>	24	04	09	06	10	01	02	--	---
2	<b>Chemistry</b>	54	57	33	53	19	31	08	02	--
3	<b>Commerce</b>	22	02	01	36	07	05	11	--	--
4	<b>Economics</b>	05	06	--	--	02	01	--	--	02
5	<b>English</b>	19	24	--	09	03	05	04	--	--
6	<b>Hindi</b>	78	40	06	66	02	07	05	06	03
7	<b>History</b>	10	24	02	12	01	05	03	01	--
8	<b>Mathematics</b>	11	01	--	05	03	02	--	01	--
9	<b>Philosophy</b>	12	23	16	41	07	02	02	03	01
10	<b>Physics</b>	16	--	--	10	--	03	01	--	--
11	<b>Political Sc</b>	11	15	--	06	--	01	--	04	04
12	<b>Sanskrit</b>	08	10	01	31	07	05	03	01	01
13	<b>Sociology</b>	05	03	01	19	04	--	04	07	--
14	<b>Statistics</b>	30	10	19	13	01	03	--	--	--
15	<b>Zoology</b>	18	02	02	21	17	05	02	01	--
	<b>Total</b>	<b>367</b>	<b>221</b>	<b>89</b>	<b>328</b>	<b>110</b>	<b>76</b>	<b>45</b>	<b>26</b>	<b>11</b>



## CERTIFICATE OF COMPLIANCE



HC-1/5249

Hindu College

UNIVERSITY OF DELHI

DELHI - 110 007

PHONE : 2766 7184

FAX : 2766 7284

E-mail: hinducol@del3.vsnl.net.in

www.hinducollege.org

11.12.2015

### Certificate of Compliance

This is to certify that Hindu College, University of Delhi, Delhi fulfills all norms.

1. Stipulated by the University of Delhi, and
2. Regulatory Council/Body such as UGC, NCTE, AICTE, MCI, DCI, BCI, etc. and
3. The affiliation and recognition is valid as on date.

It is noted that NAAC'S accreditation, if granted, shall stand cancelled automatically, once the institution loses its University affiliation or Recognition by the Regulatory Council, as the case may be.

In case the undertaking submitted by the Institution is found to be false then the accreditation given by NAAC is liable to be withdrawn. It is also agreeable that the undertaking given to NAAC will be displayed on the College Website.

  
Dr. Anju Srivastava  
Offg. Principal



## CERTIFICATE OF RECOGNITION BY UGC

Ph. 23236351, 23232701, 23237721  
23234116, 23235733, 23232317  
23236735, 23239437, 23239627

Extension No. 413 (CPP-I Colleges)  
UGC Website: [www.ugc.ac.in](http://www.ugc.ac.in)  
F. No. 8 320/2014 (CPP-I/C)



Speed post

विश्वविद्यालय अनुदान आयोग  
बहादुरशाह जफर मार्ग  
नई दिल्ली-110 002

UNIVERSITY GRANTS COMMISSION  
BAI ADURSHAH ZAFAR MARG  
NEW DELHI-110 002

November, 2014

The Principal,  
Hindu College  
University Enclave  
**Delhi – 110 007**

SPA / A.O. the  
note file  
17/11/2014

14 NOV 2014

**Sub:** - Recognition of **Hindu College, University Enclave, Delhi – 110007** under Section 2 (f) & 12 (B) of the UGC Act, 1956.

Sir,

With reference to the letter no.HC-1/2277 dated 07.11.2014 on the above subject, I am directed to say that the name of **College, University Enclave, Delhi – 110007** established in the year of **1899**, affiliated to **University of Delhi, Delhi** is included in the list of Colleges maintained under Section **2(f) & 12(B)** of the UGC Act, 1956 under the head **Non-Government** College teaching upto **Master's** Degree.

Yours faithfully,

*Charan Dass*  
(Charan Dass)  
Under Secretary



## AFFILIATION CERTIFICATE



### UNIVERSITY OF DELHI दिल्ली विश्वविद्यालय

CB-II/330/Circular/70/NAAC/2014/ 230

Dated: April 27, 2015

#### TO WHOM IT MAY CONCERN

This is to certify that "Hindu College, (University of Delhi), Delhi – 110007" is affiliated/constituent with the "UNIVERSITY OF DELHI" since 1922 and recognized by the University Grants Commission under Section 2(f) and 12(b). The following courses / subjects are taught in the said college as per approval:

Sl. No.	Name of the Course(s) and Duration	Affiliation		Period of Validity the year(s)
		Permanent	Temporary	
1.	Three years B.A.(Programme)	Permanent		
2.	Three years B.A.(Hons) in English, Hindi, Sanskrit, Economics, History, Political Science, Sociology, Philosophy, Music,	Permanent	-	-
3.	Three years B.Com. (Hons.)	Permanent		
4.	Three years B.Sc. (Hons.)Physics, Chemistry, Botany, Zoology, Mathematics, Statistics,	Permanent	-	-
5.	Three Years B.Sc. Physical Sciences (Chemistry),Physical Sciences(Electronics)	Permanent		
6.	Two years M.Com.			
7.	Two years M.A in English, History, Political Science, Hindi, Sanskrit, Philosophy	Permanent	-	-
8.	Two Years M.Sc. in Physics, Chemistry, Botany, Zoology, Mathematics, Statistics, Operational Research	Permanent		
9.	Two years M.A. Mathematics			
10.	Nine Months Certificate course in French, German, Spanish, Russian	-	Temporary	-

The Offg. Principal,  
Hindu College,  
University of Delhi.  
Delhi -110007

  
Registrar  
दिल्ली विश्वविद्यालय  
University of Delhi  
दिल्ली-110007/Delhi-110007

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